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Managing Conflict– Building Peace

Strengthening Capacities of InWEnt Scholars -
A Pilot Study in the Philippines

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Foreword

This report is the result of a six-month project carried out by a consultant team of the Centre for Advanced Training in Rural Development (SLE), Humboldt University Berlin, at the request of the Carl-Duisberg-Association (CDG). The team members, with the exception of the team leader, participated in the 40th annual training course. The consultant team was composed of an economist, two geographers, a social economist, a political scientist and a sociologist.

Interdisciplinary consultancy projects are an integral part of SLE's training programme. The programme aims at preparing young professionals for assignments in bilateral and multilateral development organisations. It enables participants to obtain valuable practice in the use of action- and decision-oriented appraisal methods. At the same time, projects contribute to identifying and solving problems in rural development.

In 2002, the four groups of SLE's 40th course simultaneously conducted projects in India, Mozambique, East Africa and Philippines.

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List of Acronyms

ADB	Asian Development Bank
AIM	Asian Institute of Management
APEC	Asia-Pacific Economic Cooperation
AFP	Armed Forces of the Philippines
ARMM	Autonomous Region in Muslim Mindanao
ASEAN	Association of South East Asian Nations
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (German Federal Ministry for Economic Cooperation and Development)
SLE	Seminar für Ländliche Entwicklung (Center for Advanced Training in Rural Development)
CDAP	Carl Duisberg Association of the Philippines
CDG	Carl Duisberg Gesellschaft (Carl Duisberg Association)
CIMT	Center for International Management Training
CRS	Catholic Relief Service
DAC	Development Assistance Committee
DED	Deutscher Entwicklungsdienst (German Development Service)
DSE	Deutsche Stiftung für Internationale Entwicklung (German Foundation for International Development)
EDSA	Epifanio de los Santos Avenue
FAO	Food and Agricultural Organization of the United Nations
FES	Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation)
GOP	Government of the Philippines

GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit GmbH (German Agency for Technical Cooperation)
ILO	International Labor Organization
InWEnt	Internationale Weiterbildung und Entwicklung GmbH (Capacity Building International, Germany)
IPVCL	Institute for Peace and Values-Centered Leadership
KAS	Konrad-Adenauer-Stiftung (Konrad Adenauer Foundation)
LOGODEF	Local Government and Development Foundation
MILF	Moro Islamic Liberation Front
MINCODE	Mindanao Coalition of Development NGO Networks
MNLF	Muslim National Liberation Front
NEDA	Philippine National Economic Development Authority
NGO	Non-Governmental Organization
NRO	Nichtregierungsorganisation
NPA	New People's Army
OECD	Organization for Economic Cooperation and Development
OPAPP	Office of the Presidential Adviser on the Peace Process
PBSP	Philippine Business of Social Progress
SADC	Southern African Development Community
SEARSOLIN	South East Asia Rural Social Leadership Institute
TESDA	Technical Education and Skill Development Authority
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission on Refugees
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
VES	Vereinigung Ehemaliger Stipendiaten (alumni associations)
WHO	World Health Organization
ZFD	Ziviler Friedensdienst (Civil Peace Service)

Glossary

<i>All-out-war</i>	War declared by Estrada in April 2000: The Armed Philippine Forces fought against the MILF after the break-up of peace negotiations.
<i>Barangay</i>	Smallest political/ administrative unit in the Philippine local government system. Several barangays constitute a town or a municipality thus they may appear similar to town quarters.
<i>Civil Society</i>	Civil Society is next to the government and business sectors the third sphere of society.
<i>EDSA I</i>	The People Power Revolution in February 1986, overthrew Marcos' presidency. After a failed coup, a million people gathered at the main avenue in Manila, known as EDSA (Epifanio de los Santos Avenue), to protect mutineers from counter-attack.
<i>EDSA II</i>	In January 2001, the Philippine people blocked again the central highway in Metro Manila, EDSA, to stress their lack of trust in President Estrada. He was being blamed for corruption and tried for impeachment, leading to the end of his presidency.
<i>Global Campus 21</i>	Internet portal run by CDG and DSE
<i>Moro</i>	Term used in the Philippines for Muslims in Mindanao
<i>Peace Zone</i>	These were declared by communities. Within these peace zones, no armed forces, neither from rebel groups nor from the Armed Forces of the Philippines, are tolerated.
<i>Sending Organizations</i>	The organizations that send its employees on InWEnt programs. InWEnt aims at supporting these organizations through training their specialist and executive personnel to benefit of the scholar's acquired skills and knowledge upon their return from the InWEnt program.

<i>Tri-people</i>	The three population groups in Mindanao namely the Christians, the Muslims and the Indigenous People.
<i>ARMM</i>	The Autonomous Region in Muslim Mindanao was created in 1989. In accordance with the results of a plebiscite it covers only 4 out of the 13 provinces mentioned in the Tripoli Peace Agreement of 1976.
<i>Tripoli Agreement</i>	Peace Agreement between the government (Marcos Administration) and the Muslim National Liberation Front signed in Tripoli in 1976
<i>Ulamas</i>	Muslim religious leaders

Executive summary

Conflict management and peace building share increasing importance in development cooperation (1) Past experience has shown the fundamental importance of peace and of non-violent forms of dealing with conflicts in development. Development organizations worldwide have consequently put increasing emphasis on this field of work over the last decade. InWEnt (Capacity Building International, Germany) plans to contribute to this task and is interested in expanding its program in the field of conflict management and peace building.

InWEnt is currently exploring the topic of conflict management and peace building for its program (2) This year, in 2002, InWEnt is therefore realizing a series of activities to explore possible fields of integration of conflict management and peace building issues into its programs. For that reason, three regional conferences were conducted - one each in Asia, Africa, and Latin America. Next to the conferences, InWEnt commissioned the present research study. The results of the conferences and of the study enter into an international symposium held in November 2002 in Berlin where conclusions are drawn for future InWEnt programs.

Objectives of the SLE research project (3) InWEnt contracted the SLE research team for a pilot study in the Philippines with the following objectives:

- To assess InWEnt scholars' potential in conflict management and peace building in the Philippines and their interest in training and/or other support measures.
- To provide InWEnt with recommendations on its future program design in the field of conflict management and peace building.
- To give InWEnt an overview of selected organizations working in the field of conflict management and peace building, especially through training in Germany as well as in the Philippines.
- To create a replicable workshop design for InWEnt which aims at:
 - (a) introducing scholars to the topic of conflict management and
 - (b) exploring scholars' interest in training and future activities in that field.

- Historical roots of conflicts and strategies of peace building in the Philippines*** (4) Mainly the long periods of colonial rule by Spain and the United States of America as well as the later dictatorship of Marcos form the roots of today's complex conflicts in the Philippines. The government has made various efforts to assert peace processes, particularly through the Office of the Presidential Advisor for the Peace Process (OPAPP). The well-developed Philippine NGO sector also very actively promotes peace with various own strategies. Furthermore, there are institutionalized forms of traditional justice and labor-related conflict settlements in the Philippines. They are relevant to comprehend the perceptions of conflict management and peace building in society, and in particular of the InWEnt scholars.
- InWEnt's profile*** (5) InWEnt specializes in international human resource development, advanced training, and dialogue. InWEnt was founded in 2002, merging the two biggest German institutions in that field: the Carl-Duisberg Gesellschaft (CDG) and the German Foundation for International Development (DSE). Its organizational framework allows for a multitude of possible fields of application of conflict management and peace building.
- InWEnt scholars' potential for conflict management and peace building*** (6) InWEnt's scholars are specialist and executive personnel from government, business or non-governmental organizations (NGOs). InWEnt views its scholars to have special potential for conflict management and peace building because of their
- high level of education,
 - influential positions in their organizations and beyond, in society,
 - exposure to other cultures through the InWEnt training programs abroad,
 - contact with the different German development organizations,
 - and involvement in InWEnt's follow-up program.
- The InWEnt scholars can, furthermore, be potential part-

ners in promoting conflict management and peace building not only as individuals but also as an organized group. InWEnt scholars and other alumni of German institutions can form or become members of alumni associations, the so called VES (Vereinigungen Ehemaliger Stipendiaten). They offer further education for the alumni, do networking or engage in developmental activities. InWEnt supports these activities within the follow-up program.

Project timeline (7) The total project phase spanned 5 months. A team leader's 10 day preparatory visit to the Philippines was followed by a 6 weeks project preparation phase of the whole team in Berlin. In the Philippines, the field research covered 7 weeks, followed by 4 weeks of report writing. Final presentations were held in Manila, Cebu and Berlin.

Sources of data (8) The research was based on different sources of data: Three workshops were conducted with former scholars of CDG and DSE in Cebu, Cagayan de Oro and Manila. Interviews were held with:

- 60 former scholars of CDG and DSE,
- 25 local NGOs and international development organizations,
- and 5 'sending organizations', who sent their employees on InWEnt training programs.

Profile of the scholars' sample (9) 33 of the interviewees were male, 27 female. 55% worked in the government sector, 22% in business and 23% in organizations of civil society. 40 % were involved in training and education in both public and private schools or universities. The majority of the scholars (90%) had no professional experience in conflict management and peace building.

Conflicts scholars felt affected by (10) To identify the scholars' training needs, the workshop participants were asked to name conflicts they feel affected by. Most of the cases (49%) referred to conflicts at the workplace. Another big share (29%) were conflicts

on private level, mainly within the family context. 11% of the conflict cases mentioned by the workshop participants were related to their field of work. They have to do with the content of one's work. In these cases, the case giver usually acted as representative of his or her organization and came into conflict with other stakeholders of society. Another 11% of all conflict cases mentioned referred to the political and societal level. In these cases scholars were involved as citizens.

Re-entry conflicts

(11) Returning after training and applying the newly learnt skills and knowledge was perceived as a difficult situation and a challenge for returnees as well as their sending organizations. Approximately 50% of the interviewed scholars, who were trained abroad, faced difficulties during their re-entry phase. Positive experiences of returned scholars and organizations, who frequently sent employees for training abroad, were collected as best practice. They point at how to best support the scholars and their organizations for the re-entry in order to ensure a maximum impact of InWEnt training courses.

Impact of introductory workshops on interest in conflict management and peace building

(12) The vast majority of the workshop participants had no professional experience in the field of conflict management and peace building. After participation in the conducted introductory workshops, 80% of the interviewed participants ranked conflict management as their preferred topic for further training. Only 35% of non-workshop participants stated this strong interest. As the topic of conflict often is perceived rather negatively, such introductory workshops can create awareness and interest in the topic. The workshops' impact also became evident as two participants afterwards decided to enroll in a professional mediation course.

CDAP's possible role in conflict management and

(13) CDAP, the VES of the Philippines, could be one responsible stakeholder for planning and implementing activities in the field of conflict management and peace building in the Philippines. Skills in conflict management

peace building were seen as professional needs at the workplace. Representatives of CDAP assessed their organization's potential in addressing conflicts on a societal/ political level as limited though.

Different target groups for training in conflict management (14) The scholars' potential for conflict management and peace building as well as their interest in training are important preconditions for further engagement. Additionally, InWEnt's concern is the training's impact. Therefore, different training strategies for the following target groups should be pursued to best combine interest, potential and impact:

- A. scholars with no professional experience in conflict management and peace building;
 - scholars facing conflicts in their workplace;
 - scholars dealing with conflicts in their specific sectors;
 - scholars working in the educational sector;
- B. scholars with a high degree of professional experience in conflict management and peace building.

Recommendations for scholars with no professional experience in conflict management and peace building (15) For scholars with no professional experience in conflict management and peace building InWEnt should:

- offer introductory workshops on conflict management to attract more scholars than those already active in this field. Such workshops should be integrated in the follow-up program and preferably conducted by the VES, the alumni associations, in their countries.
- train communication and negotiation skills within the introductory course of each long-term training abroad, for the scholars to better handle situations arising due to different cultural backgrounds.

Recommendations for scholars facing conflicts at their workplace (16) For scholars facing conflicts at their workplace, InWEnt should:

- continue and perhaps intensify the offer of seminars within the follow-up program dealing with related topics (e.g. social standards).

Concerning re-entry as a special source of conflict, InWEnt should:

- address possible conflicts returnees face within the last month of the long-term courses;
- offer seminars within the follow-up program to reflect on the process of re-entry after their return to their home country;
- provide venues within the Global Campus 21 portal for returnees to exchange their experiences, that should be free of charge;
- give incentives for echo-seminars, where the returnees pass on parts of their newly acquired knowledge to their colleagues in order to close their gap which is often accompanied by mistrust, and support these activities with didactic material;
- compile a study on best practices on how the sending organizations can best support and re-integrate their returnees.

Recommendations for scholars dealing with conflicts in their specific sectors

(17) For scholars dealing with conflicts in their specific sectors, InWEnt should:

- offer sector-specific training with conflict management and peace building as cross-cutting topics. These can be short-term as well as long-term courses.
- offer conflict management courses tailored to the specific sectors within the follow-up program. This can be a short-term training to be held preferably in the scholars' home country. The specific conflict context, the cultural setting and already existing approaches in the country should be integrated in such courses. This can be done by using local training institutions expertise.

Recommendations for scholars working in the educational sector

(18) For scholars working in the educational sector, InWEnt should:

- strengthen them in their role as multipliers, offering for example courses on peace education and peace curricula development.

Recommendations for scholars with a high degree of professional experience

(19) For scholars with a high degree of professional experience in conflict management and peace building, InWEnt should:

- promote individuals on demand. InWEnt could send selected scholars to advanced courses on conflict management and peace building. Strengthening their capacities through trainers training would also further their effects as multipliers.
- promote topic-oriented networking and exchange through InWEnt's Global Campus 21 and international conferences.

Further recommendations for conflict-affected regions

(20) InWEnt should think about possibilities to indirectly contribute to peace building in regions that are both affected by conflict and disadvantaged in economic and political terms. This would mean applying InWEnt's existing programs and instruments with an impact on social and economic development in the respective region. As conflict areas are politically sensitive, the appropriate courses and especially the target groups and participants of the programs have to be identified most carefully. InWEnt should also examine whether long-term partnerships with selected organizations in these regions can be established.

Possible cooperation partners for InWEnt

(21) The report also provides an overview of organizations being potential cooperation partners for the implementation of future InWEnt programs in the field of conflict management and peace building.

For that reason, NGOs in the Philippines are presented, mainly working in the field of training. Furthermore, the programs of German organizations and of UNDP in the field of conflict management and peace building in the Philippines are described. In the annex, selected German and international institutions are listed with their activities.

Introductory and exploratory workshops for InWEnt scholars (22) The SLE team proposes its tested and refined workshop concept for replication in other countries where InWEnt is active. For smooth implementation a comprehensive workshop manual including facilitators guides and participants handouts is provided in the report.

The workshop, titled 'Introducing the topic of conflict', is designed to serve the following objectives:

- Participants reflect on the topic, become more aware of their own perceptions, and exchange experiences.
- Participants gain knowledge and skills in conflict management.
- The local VES explores its interest in the topic as a possible field of activity.
- InWEnt receive information for their program planning in the field of conflict management and peace building.

The workshop design can be adjusted to local needs and interests. The manual includes the according recommendations, as well as flexible tools in an extra toolbox.

It is recommended that the local VES conducts such introductory workshops. Thereby, the facilitators have good knowledge of the workshop's target group and the VES also have a sense of ownership of the process when it comes to exploring the field of conflict management and peace building for future activities.

Final remarks (23) As the study showed, the InWEnt's scholars, being a heterogeneous group, can in various ways and to different degrees contribute to conflict management and peace building within their organizations and societies. In such a holistic approach, the set of demand-oriented recommendations put forward by this report should be integrated by InWEnt into an overall strategy to promote conflict management and peace building in the future.

Zusammenfassung

Konfliktmanagement und Peace Building erhalten zunehmende Bedeutung im Rahmen der internationalen Zusammenarbeit (1) Erfahrungen in der internationalen Zusammenarbeit haben deutlich gemacht, dass mit Gewalt ausgetragene Konflikte Fortschritte in der Entwicklung eines Landes zu-nichte gemacht haben. Entwicklungsorganisationen weltweit haben daher diesem Aspekt im Laufe der letzten Dekade zunehmende Bedeutung beigemessen. Auch InWEnt (Internationale Weiterbildung und Entwicklung) plant, zur zivilen Konfliktbearbeitung beizutragen und möchte ihre Programme um diesen Themenbereich erweitern.

InWEnt will das Thema Konfliktmanagement und Peace Building in ihr Programm integrieren (2) In diesem Jahr, 2002, führt InWEnt daher eine Reihe von Aktivitäten durch, um Ansatzpunkte zur Integration des Themas Konfliktmanagement und Peace Building in ihr Programm zu identifizieren. Aus diesem Grund wurden jeweils eine regionale Konferenz in Asien, Afrika und Lateinamerika durchgeführt. Zusätzlich gab InWEnt die vorliegende Studie in Auftrag. Die Ergebnisse sowohl der Konferenzen als auch dieser Studie werden auf dem internationalen Symposium, das im November 2002 in Berlin stattfindet, zusammengetragen, um Empfehlungen für das zukünftige Programm von InWEnt zu erarbeiten.

Ziele des SLE-Studienprojektes (3) InWEnt beauftragte das SLE, in den Philippinen eine Pilotstudie mit den folgenden Zielen durchzuführen:

- das Potential der StipendiatInnen von InWEnt in dem Bereich Konfliktmanagement und Peace Building und ihr Interesse an Training und/oder anderen Unterstützungsmaßnahmen in diesem Bereich zu untersuchen.
- InWEnt Empfehlungen für die zukünftige Programmgestaltung in dem Bereich Konfliktmanagement und Peace Building zu geben.
- für InWEnt einen Überblick zu erstellen über ausgewählte Organisationen aus Deutschland und in den Philippinen, die im Bereich Konfliktmanagement und Peace Building aktiv sind.
- ein Workshop-Konzept zu entwickeln, das auch in anderen Regionen angewendet werden kann.

Ziele des Workshops:

- (a) StipendiatInnen erhalten eine Einführung in das Thema Konfliktmanagement;
- (b) Interessen der StipendiatInnen an Training und zukünftigen Aktivitäten in diesem Themenbereich werden identifiziert.

Historische Wurzeln der Konflikte und Friedensstrategien in den Philippinen

(4) Die Ursachen vieler heutiger Konflikte in den Philippinen liegen in der langen Phase spanischer und US-amerikanischer Kolonialherrschaft, als auch in der darauf folgenden Diktatur unter Marcos begründet. Seit Einführung der Demokratie haben sich die jeweiligen Regierungen um Frieden bemüht. Der Friedensprozess wird gegenwärtig besonders durch das Amt des Beraters des Präsidenten für den Friedensprozess (OPAPP) und auch die vielen philippinischen NRO gestaltet. Darüber hinaus gibt es institutionalisierte Formen der traditionellen Rechtssprechung und der Schlichtung von Arbeitskonflikten in den Philippinen. Diese Instrumente sollten berücksichtigt werden, um die Wahrnehmung der philippinischen Gesellschaft und insbesondere der InWEnt-StipendiatInnen in Bezug auf Konfliktmanagement und Peace Building zu verstehen.

InWEnts Profil

(5) InWEnt ist auf internationale Personalentwicklung, Weiterbildung und Dialog spezialisiert. Die Organisation wurde im Jahr 2002 durch die Fusion der zwei größten deutschen Institutionen in diesem Bereich, der Carl-Duisberg-Gesellschaft (CDG) und der Deutschen Stiftung für Internationale Entwicklung (DSE), gegründet. Der institutionelle Rahmen bietet verschiedene Möglichkeiten, das Thema Konfliktmanagement und Peace Building zu integrieren.

Potential der InWEnt StipendiatInnen für Konfliktmanagement und

(6) InWEnt fördert Fach- und Führungskräfte aus dem öffentlichen Sektor, der Privatwirtschaft oder aus der Zivilgesellschaft. Auch für das Thema Konfliktmanagement und Peace Building sieht InWEnt bei ihrer Zielgruppe ein besonderes Potential aufgrund folgender Merkmale:

- Peace Building.***
- hoher Ausbildungsgrad,
 - einflussreiche Positionen in Organisationen und darüber hinaus in der Gesellschaft,
 - interkulturelle Erfahrungen durch Training im Ausland,
 - Kontakte mit verschiedenen deutschen Entwicklungsorganisationen,
 - Teilnahme am Nachbetreuungsprogramm von InWEnt.

Ehemalige StipendiatInnen von InWEnt können sich in Alumni-Netzwerken, den VES (Vereinigungen Ehemaliger StipendiatInnen) organisieren. InWEnt unterstützt im Rahmen der Nachbetreuung die von den VES für ihre Mitglieder organisierten Weiterbildungen und Aktivitäten. So haben StipendiatInnen die Möglichkeit, sich nicht nur individuell, sondern auch als Gruppe z.B. im Bereich Konfliktmanagement und Peace Building zu engagieren.

Zeitraumen der Studie (7) Die gesamte Projektphase umfaßte einen Zeitraum von 5 Monaten. Einer 10-tägigen Vorbereitungsreise der Gruppenleiterin in die Philippinen folgte eine 6-wöchige Vorbereitung des gesamten Teams in Berlin. Die empirischen Erhebungen fanden in den ersten 7 Wochen in den Philippinen statt und wurden gefolgt von einer einmonatigen Berichtsschreibephase. Abschlußpräsentationen der Ergebnisse wurden in Manila, Cebu und Berlin durchgeführt.

Datengewinnung (8) Die Daten für die Studie wurden durch folgende Aktivitäten gewonnen:

- drei Workshops mit ehemaligen StipendiatInnen der CDG und DSE in Cebu, Cagayan de Oro und Manila
- Interviews mit:
 - 60 ehemaligen StipendiatInnen der CDG und DSE,
 - 25 NRO und internationalen Entwicklungsorganisationen und
 - 5 Entsendeorganisationen.

Profil der befragten StipendiatInnen (9) 33 der befragten StipendiatInnen waren Männer, 27 Frauen. Die Mehrheit arbeitete in der öffentlichen Verwaltung. Die übrigen StipendiatInnen kamen zu fast gleichen Teilen aus der Privatwirtschaft (22%) und der Zivilgesell-

schaft (23%). 40% waren als LehrerInnen und DozentInnen an öffentlichen und privaten Schulen wie auch an Universitäten und somit im Bildungsbereich tätig. Die überwiegende Mehrheit (90%) der StipendiatInnen hatte keine professionelle Erfahrung im Bereich Konfliktmanagement und Peace Building.

Konflikte, von denen sich die StipendiatInnen betroffen fühlen (10) Um den Trainingsbedarf der StipendiatInnen zu identifizieren, wurden die Workshop-TeilnehmerInnen gebeten, Konflikte zu nennen, die für sie persönlich relevant sind. Die Mehrheit der genannten Fälle (49%) bezog sich auf Konflikte am Arbeitsplatz. 11% aller genannten Fälle betrafen Konflikte im Arbeitsfeld der StipendiatInnen. (Aufgrund der Arbeitsinhalte befand sich die betroffene Person in ihrer Funktion als RepräsentantIn der Organisation in Konflikt mit anderen gesellschaftlichen Akteuren.) Weitere 11% aller genannten Konflikte betrafen die politische/ gesellschaftliche Ebene. In diesen Fällen waren die StipendiatInnen in ihrer Rolle als BürgerInnen involviert. Schließlich hatten 29% der genannten Fälle Konflikte auf privater Ebene zum Gegenstand.

Reintegration als Konfliktursache (11) Nach der Rückkehr aus dem Ausland wurde das Einbringen neuer Trainingsinhalte in der alten Organisation von RückkehrerInnen und von Entsendeorganisationen als schwierig empfunden. Dies bestätigten ca. 50% der befragten StipendiatInnen, die über einen längeren Zeitraum im Ausland an einem Training teilgenommen hatten. Positive Erfahrungen von StipendiatInnen und Entsendeorganisationen zur Unterstützung der Reintegration wurden als *best practices* gesammelt. Diese *best practices* zeigen auf, wie positive Wirkungen des Trainings erreicht werden können.

Einführungsworkshops steigern das Interesse an Konfliktmanagement (12) Die überwiegende Mehrheit der Workshop-TeilnehmerInnen hatte keine professionelle Erfahrung in Konfliktmanagement und Peace Building. Nach der Teilnahme an den Einführungsworkshops zu diesem Thema stuften 80% der befragten TeilnehmerInnen Training in

gement und Peace Building Konfliktmanagement als prioritär ein. Im Gegensatz dazu, äußerten nur 35% der Befragten, die nicht an den Workshops teilgenommen hatten, dieses starke Interesse. Ein Einführungsworkshop kann folglich dazu beitragen, dass TeilnehmerInnen dem eher negativ besetzten Thema „Konflikt“ gegenüber aufgeschlossener gegenüber treten. Es kann somit Interesse für zukünftiges Training in diesem Bereich wecken. Die Wirkung der Workshops wurde auch dadurch noch deutlicher, dass zwei TeilnehmerInnen sich im Anschluß an die Workshopteilnahme zu MediatorInnen ausbilden ließen.

CDAPs mögliche Rolle in dem Bereich Konfliktmanagement und Peace Building (13) CDAP, die Vereinigung ehemaliger StipendiatInnen in den Philippinen, könnte ein verantwortlicher Akteur für die Planung und Durchführung von Aktivitäten in dem Bereich der zivilen Konfliktbearbeitung sein. Vertreterinnen von CDAP empfanden Konfliktmanagement als Kompetenz vor allem für die Anwendung am Arbeitsplatz. Sie schätzten das Einfluß-Potential von CDAP bezüglich politisch gesellschaftlicher Konflikte allerdings gering ein.

Unterschiedliche Zielgruppen für Training in Konfliktmanagement (14) Sowohl das Potential der StipendiatInnen für Konfliktmanagement und Peace Building als auch ihr Interesse an Trainings in diesem Bereich sind notwendige Voraussetzungen für ihr zukünftiges Engagement. Für InWEnt steht vor allem die Wirkung eines Trainings im Vordergrund. Deshalb sollten unterschiedliche Strategien für verschiedene Zielgruppen verfolgt werden, um bestmöglich Interesse und Potential der StipendiatInnen mit der erwarteten Wirkung des Trainings zu verknüpfen. Verschiedene Zielgruppen sind:

A) Die Gruppe der (ehemaligen) StipendiatInnen, die bisher keine professionelle Erfahrung in Konfliktmanagement und Peace Building hat.

Diese Gruppe sollte weiter differenziert werden in StipendiatInnen,

A1) die an ihrem Arbeitsplatz mit Konflikten umgehen,

A2) die in ihrem Arbeitsfeld mit Konflikten konfrontiert sind,

A3) die im Bildungsbereich tätig sind.

B) StipendiatInnen mit professioneller Erfahrung im Bereich Konfliktmanagement und Peace Building.

***Empfehlungen
für StipendiatInnen ohne
professionelle
Erfahrung im
Bereich Konfliktmanagement und Peace Building***

15) Zielgruppe A (StipendiatInnen, die bisher keine professionelle Erfahrung im Bereich Konfliktmanagement und Peace Building haben):

- InWEnt sollte einführende Workshops anbieten, um auch die StipendiatInnen zu gewinnen, die bisher weder ausdrückliches Interesse am Thema Konfliktmanagement und Peace Building geäußert haben, noch in diesem Feld engagiert sind. Solche Workshops bieten die Möglichkeit, sich mit dem Themenbereich "Konflikt" erstmalig auseinander zu setzen und können motivieren, sich weiter in diesem Bereich zu engagieren. Diese Workshops sollten in das Nachbetreuungsprogramm (follow-up program) integriert werden und möglichst von den VES selbst durchgeführt werden.

- Kompetenzen in Kommunikation und Verhandlung
Es wird empfohlen, im Einführungskurs jedes Langzeittrainings im Ausland ein Modul anzubieten, das Kompetenzen in Kommunikation und Verhandlung vermittelt. Diese Fähigkeiten sind eine notwendige Voraussetzung für alles weitere Training im Bereich Konfliktmanagement und Peace Building.

Da die TeilnehmerInnen eines Langzeittrainings aus verschiedenen Ländern kommen, sollte dieses Modul durch ein interkulturelles Training¹ ergänzt werden. Dadurch soll das Verständnis für unterschiedliche Kulturen vertieft und der Umgang mit Situationen erleichtert werden, die aufgrund dieser Verschiedenheit entste-

¹ z.B. ein Anti-Bias-Training.

hen. Darüber hinaus kann ein solches Training dazu beitragen, mit dem Gastland des Trainingsaufenthalts vertrauter zu werden.

***Empfehlungen
für StipendiatInnen, die in
ihrem Arbeitsplatz auf Konflikte stoßen***

(16) Zielgruppe A1 (StipendiatInnen, die an ihrem Arbeitsplatz auf Konflikte stoßen):

Die Mehrheit der befragten ehemaligen StipendiatInnen war am stärksten von Konflikten am Arbeitsplatz betroffen. Deshalb werden Unterstützungsmaßnahmen empfohlen, die genau diese Konfliktebene ansprechen. Diese Empfehlung gilt für alle drei Sektoren, in denen die StipendiatInnen tätig sind (Staat, Privatwirtschaft und Zivilgesellschaft). Passende Inhalte solcher Trainingsmaßnahmen könnten sein:

- Das Angebot an Seminaren zu allgemeinen Themen im Berufsfeld soll im Nachbetreuungsprogramm weitergeführt werden. Solche sektorübergreifenden Seminare könnten beispielsweise Themen wie „Sozialstandards“ oder „Rechtsfragen am Arbeitsplatz“ abdecken.

Reintegration als Konfliktursache

Konflikte entstehen häufig, wenn die zurückgekehrten StipendiatInnen erlernte Trainingsinhalte in ihren Betrieben umsetzen wollen und dabei auf Widerstand stoßen. Hauptanliegen von InWEnt sollte daher sein, die StipendiatInnen zu befähigen, konstruktiv mit solch schwierigen Situationen nach der Rückkehr umzugehen und dadurch zur Organisationsentwicklung beizutragen.

- InWEnt sollte oben genannte Konflikte als Thema innerhalb des letzten Monats des Langzeitprogramms integrieren, um die StipendiatInnen auf ihre Rückkehr vorzubereiten. Die Notwendigkeit eines solchen Trainings steigt mit der Dauer des Auslandsaufenthaltes. Solch ein Modul sollte auf das Training in Kommunikations- und Verhandlungskompetenzen aufbauen, das für den Beginn des Langzeittrainings empfohlen wurde.

Die dort erlernten Fähigkeiten sollten z.B. anhand von Rollenspielen auf spezifische Konfliktsituationen angewendet werden, die die StipendiatInnen nach ihrer Rückkehr erwarten könnten.

- InWEnt sollte allen StipendiatInnen, die an einem Langzeittraining teilgenommen haben, innerhalb des Nachbetreuungsprogramms eine Möglichkeit bieten, über den Prozess der Reintegration zu reflektieren. Hierfür würde sich ein regelmäßig stattfindendes Seminar (z.B. alle drei bis sechs Monate) eignen, das sich an kürzlich aus Deutschland zurückgekehrte StipendiatInnen innerhalb eines Landes (oder aus der selben Region) richtet.
- Die Chat Rooms innerhalb des Internetportals „Global Campus 21“ sollten für den Erfahrungsaustausch der RückkehrerInnen genutzt werden. So kann die Vertrautheit, die sich zwischen den TeilnehmerInnen eines gemeinsamen Kurses entwickelt hat, genutzt werden. Um diese Möglichkeit des Erfahrungsaustausches allen RückkehrerInnen zu ermöglichen, sollte der Zugang zu diesen Chat Rooms gebührenfrei sein.
- InWEnt sollte den StipendiatInnen Unterstützung geben, Echo-Seminare² für ihre KollegInnen durchzuführen, damit die StipendiatInnen die Trainingsinhalte weiter vermitteln können. Die RückkehrerInnen könnten dafür mit didaktischem Material versorgt werden, das durch das Internetportal „Global Campus 21“ zugänglich gemacht werden kann.
- Es wird empfohlen, *best practices* zu sammeln, wie Entsendeorganisationen ehemalige StipendiatInnen nach der Rückkehr unterstützen können. Diese kann Entsendeorganisationen helfen, Reintegrationskonflikte zu minimieren und als Organisation bestmöglichst von

² Echo-Seminare sind im philippinischen Kontext üblich, um KollegInnen Inhalte von Trainings, an denen man selbst teilgenommen hat, zu vermitteln.

dem Training zu profitieren.

***Empfehlungen
für StipendiatInnen,
die in
ihrem Arbeits-
feld mit Kon-
flikten konfron-
tiert sind***

(17) Zielgruppe A2 (StipendiatInnen, die in ihrem Arbeitsfeld mit Konflikten konfrontiert sind):

Folgende Empfehlungen treffen auf StipendiatInnen zu, die in konfliktiven Arbeitsgebieten beschäftigt sind und bisher über keine professionellen Qualifikationen im Bereich Konfliktmanagement und Peace Building verfügen. Dem Training in Bereich Konfliktmanagement für diese Zielgruppe wird eine starke Wirkung zugesprochen, da diese StipendiatInnen auf verschiedenen Ebenen Konflikte mit unterschiedlichen Akteuren bearbeiten müssen. Die vermittelten und angewendeten Trainingsinhalte würden auch über den eigenen Arbeitsplatz hinaus eine positive Wirkung auf gesellschaftlicher Ebene haben.

- Für diejenigen, die in konfliktiven Bereichen arbeiten, sollte Konfliktmanagement und Peace Building als Querschnittsthema in die sektorspezifischen Trainingskurse integriert werden.
- Ergänzend sollte das Thema Konfliktmanagement und Peace Building auch im Rahmen der Nachbetreuung aufgegriffen werden. Dies sollte in Form von Kurzzeittrainings vor Ort geschehen, damit auf die Expertise lokaler Trainingsinstitutionen zurückgegriffen werden kann, um länderspezifische Ansätze zu berücksichtigen. Erste Vorschläge für solche Trainings sind:
 - Mediationsausbildung für leitende MitarbeiterInnen der Länder- und Gemeindeverwaltungen,
 - die Entwicklung von Lehrplänen zur Friedenspädagogik für LehrerInnen und DozentInnen,
 - Mediationsausbildung für StipendiatInnen, die im Bereich Ressourcenmanagement oder Landnutzungsplanung tätig sind,
 - „Peace Journalism“ für StipendiatInnen aus dem Medienbereich.

**Empfehlungen für StipendiatInnen, die im Bildungsbe-
reich tätig sind**

(18) Zielgruppe A3 (StipendiatInnen, die im Bildungsbe-
reich tätig sind):

- Da 40% aller befragten StipendiatInnen im Bildungssektor arbeiten, wird empfohlen, diese in ihrer Rolle als MultiplikatorInnen zu stärken. Sie könnten durch Kurse, z.B. zur Entwicklung von Lehrplänen der Friedenspädagogik, unterstützt werden.

Empfehlungen für StipendiatInnen mit professioneller Erfahrung im Bereich Konfliktmanagement und Peace Building

(19) Zielgruppe B (StipendiatInnen mit professioneller Erfahrung im Bereich Konfliktmanagement und Peace Building):

- Falls InWEnt Kapazitäten im Bereich Konfliktmanagement und Peace Building mit Wirkung auf politischer/gesellschaftlicher Ebene stärken will, sollten die 10% der StipendiatInnen gefördert werden, die bereits professionelle Erfahrung in diesem Gebiet haben. Darüber hinaus kann InWEnt deren Potential als MultiplikatorInnen nutzen. Vorschläge für mögliche Kurse sind:
- InWEnt sollte ausgewählten StipendiatInnen die Teilnahme an Weiterbildungskursen im Bereich Konfliktmanagement und Peace Building ermöglichen. Da der Trainingsbedarf sehr unterschiedlich sein kann, wird empfohlen, Einzelpersonen nach individuellem Bedarf zu fördern.
Durch spezielle Kurse zur TrainerInnenausbildung im Bereich Konfliktmanagement und Peace Building können sie als MultiplikatorInnen wirken.
- Themenorientierte Netzwerke könnten diejenigen StipendiatInnen verbinden, die in demselben Bereich tätig sind oder einen ähnlichen beruflichen Hintergrund haben. Diese Austauschforen könnten für StipendiatInnen, die in ihrem Arbeitsbereich mit ähnlichen Konflikten konfrontiert sind, durch das Internetportal „Global Campus 21“ angeboten werden. Erste Themenvorschläge für solche Foren wären beispielsweise Konflikte im Ressourcenschutz oder die Entwicklung von

Lehrplänen zur Friedenspädagogik. Darüber hinaus kann der Erfahrungsaustausch und die Vernetzung von ExpertInnen durch internationale Konferenzen unterstützt werden.

Weitere Empfehlungen für Regionen, die von Konflikten betroffen sind

(20) Die meisten der bisherigen Empfehlungen basieren auf Daten, die durch Workshops und Interviews gewonnen wurden. Zusätzlich empfehlen wir InWEnt folgende Überlegungen zu berücksichtigen, die aus informellen Gesprächen mit verschiedenen ExpertInnen abgeleitet wurden.

- InWEnt sollte prüfen, ob speziell Fach- und Führungskräfte gefördert werden können, die aus wirtschaftlich und ökonomisch benachteiligten Regionen kommen, in denen Konflikte gewalttätig ausgetragen werden. InWEnt könnte ihre bestehenden Programme in diesen Regionen verstärkt einsetzen und so durch die Förderung von sozialer und wirtschaftlicher Entwicklung indirekt zu Peace Building beitragen. Es scheint, dass StipendiatInnen, die aus derart betroffenen Regionen wie z.B. Mindanao kommen, im Trainingsprogramm von InWEnt unterrepräsentiert sind. Statistiken der DSE zufolge, kommen in den Philippinen nur 15% aller ehemaligen TeilnehmerInnen aus Mindanao, obwohl dort ein Viertel der Landesbevölkerung lebt. Dies gilt um so mehr, wenn man berücksichtigt, dass die Mehrheit der StipendiatInnen unserer Stichprobe aus Davao und Cagayan de Oro kommt und nicht aus den vom Konflikt direkt betroffenen Gebieten in Mindanao.³ InWEnt sollte daher anstreben, dass auch potentielle KandidatInnen, die aus benachteiligten und von Konflikten betroffenen Gebieten kommen, die Möglichkeit haben, sich für die Trainingsprogramme rechtzeitig zu bewerben.

³ Es kann aufgrund unvollständiger Daten nur angenommen werden, daß unsere Stichprobe die Grundgesamtheit reflektiert. InWEnt sollte überprüfen, ob StipendiatInnen von InWEnt, die aus bestimmten Regionen Mindanaos kommen, unterrepräsentiert sind.

Schließlich sollte InWEnt geeignete KandidatInnen aus solchen Regionen bei der Auswahl bevorzugen. Des weiteren sollte InWEnt prüfen, ob langfristige Partnerschaften mit ausgewählten Organisationen in diesen Regionen etabliert werden können.

Bei all diesen Aktivitäten muss darauf geachtet werden, die Prinzipien des "Do no harm"- Ansatzes⁴ anzuwenden, um sicherzustellen, dass Unterstützungsmaßnahmen die Konflikte in den Regionen nicht verstärken.

Mögliche Kooperationspartner für InWEnt (21) Ein Überblick über bedeutende NROs wird gegeben, die in den Philippinen in dem Bereich Konfliktmanagement und Peace Building tätig sind, insbesondere durch Trainingsangebote. Des weiteren werden die Aktivitäten deutscher Entwicklungsorganisationen und von UNDP in den Philippinen beschrieben. Der Überblick dient der Identifizierung möglicher Kooperationspartner für InWEnt.

Einführungsworkshops für InWEnt StipendiatInnen (22) Das SLE-Team schlägt vor, sein entwickeltes Workshop-Konzept in anderen Ländern, in denen InWEnt tätig ist, anzuwenden. Für diesen Zweck wurde ein umfassendes Manual konzipiert, das sowohl Anleitungen für die TrainerInnen als auch Handouts für die TeilnehmerInnen enthält.

Der Workshop 'Einführung in das Thema Konfliktmanagement' hat folgende Ziele:

- TeilnehmerInnen setzen sich mit dem Thema auseinander, machen sich eigene Wahrnehmung bewußt und tauschen Erfahrungen aus.
- TeilnehmerInnen werden Grundkenntnisse und Fähigkeiten in Konfliktmanagement vermittelt.
- VES ermitteln das Interesse der StipendiatInnen an wei-

⁴"Do no harm" bezieht sich auf Mary B. Anderson's Ansatz für Interventionen der Nothilfe in Krisengebieten. Quelle: ANDERSON, Mary B.: Do No Harm: How Aid Can Support Peace or War, Lynne Rienner, Boulder, Colorado, 1999.

teren Aktivitäten im Bereich Konfliktmanagement.

- InWEnt erhält so nützliche Informationen im Bereich Konfliktmanagement und Peace Building für ihre weitere Programmgestaltung.

Das Workshop-Konzept kann dem jeweiligen Bedarf der Zielgruppe angepasst werden. Für diesen Zweck befinden sich im Manual sowohl Empfehlungen als auch weitere Übungen und entsprechende Anleitungen.

Es wird nahe gelegt, dass die VES diese Workshops vor Ort durchführen. Dies hat den Vorteil, dass die TrainerInnen mit den TeilnehmerInnen vertraut sind. Außerdem wird dadurch die Eigenverantwortlichkeit der VES gestärkt, falls weitere Aktivitäten im Bereich Konfliktmanagement und Peace Building durchgeführt werden sollen.

***Abschließende
Anmerkungen***

(23) Im folgenden werden zentrale Ergebnisse der Studie reflektiert. Außerdem werden Engpässe und Lösungsansätze aufgezeigt.

- Das mögliche Engagement der StipendiatInnen im Bereich Konfliktmanagement und Peace Building scheint hauptsächlich positive Wirkung in ihren Arbeitsumfeldern zu haben. Nichtsdestotrotz können damit Aktivitäten anderer gesellschaftlicher Akteure zur zivilen Konfliktbearbeitung sinnvoll ergänzt werden.
- Die Eigeninitiative von VES, sich in diesem Themenbereich zu engagieren, sollte nicht überschätzt werden.
- Die sorgfältige Auswahl der Entsendeorganisationen ist entscheidend, damit das Training der Fach- und Führungskräfte bestmöglich zur Organisationsentwicklung beitragen kann.
- InWEnt verfügt über eine unzureichende Außenstruktur, um eine gleichmäßige Streuung der Programme in allen zu betreuenden Ländern zu gewährleisten. Deshalb sollte auf dezentrale Strukturen anderer Organisationen vor Ort (wie z.B. des DED) zurückgegriffen wer-

den.

- InWEnt sollte systematisch sektorspezifischen Bedarf an Training im Bereich Konfliktmanagement und Peace Building ermitteln.
- Das in dieser Studie empfohlene Engagement in von Konflikten betroffenen Regionen, wie Mindanao, sollte als Pilotprojekt durchgeführt werden.
- Für die Durchführung von Training vor Ort sollte auf lokale Expertise zurückgegriffen werden, damit der spezifische kulturelle Kontext berücksichtigt werden kann.
- Die Ergebnisse der Studie sowie das entwickelte Workshop-Manual sind auch für andere Regionen hilfreich, in denen InWEnt tätig ist.

Structure of the report

In the first place, this report is intended to serve InWEnt for future program planning. Nevertheless, it might as well be useful for:

- individuals and institutions who want to obtain specific information on organizations active in the field of conflict management and peace building in the Philippines;
- individuals and institutions who want to obtain specific information on strategies of peace building in the Philippines;
- other organizations who work with the same or a similar target group;
- trainers, who prepare an introductory workshop on conflict management.

The following report structure provides an overview of the chapter's contents and helps to identify special parts of interest.

Chapter 1	Introduction
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- informs the reader on the context and purpose of the study
- explains the methods applied and relevant terms in the field of conflict, peace and intervention strategies.

Chapter 2	Background Philippines
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- provides an overview of the Philippines and its history focusing on different areas of conflict
- elaborates on existing national and civil strategies towards conflict settlement and peace building

Chapter 3	The organizational framework of InWEnt
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- introduces InWEnt, CDG, DSE and links their organizational structures to the research context

Chapter 4	Conflict management and peace building for InWEnt scholars - Demand-oriented guidelines for program design
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- analyzes the data with respect to fields of conflicts former scholars feel affected by
- analyzes the data with respect to interest, potential and impact of scholars in conflict management and peace building
- gives recommendations to InWEnt on how to integrate the topic into InWEnt's programs

Chapter 5	Identifying possible cooperation partners in conflict management and peace building
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- presents selected organizations in the Philippines providing training in conflict management and peace building
- briefly describes activities of selected German and international organizations working in the Philippines in conflict management and peace building and suggests possible co-operation partners for InWEnt

Annex II gives an overview of institutions, mainly in Germany, offering training in conflict management and peace building

Chapter 6	Final Remarks
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- reflects on findings of this study, mentions constraints and gives an outlook

Chapter 7	Introductory and exploratory workshop "Introducing the topic of conflict"
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- provides a manual on how to conduct a one-day workshop on conflict management

1 Introduction

1.1 Context of the study

Wars and other destructive conflicts have in the past endangered international development. High hopes rose after World War II and again after the end of the Cold War, that wars would no longer stand in the way of development progress, were not fulfilled. While there were no wars between the world's superpowers, the number of violent conflicts between countries and especially inner-state violent conflicts⁵ has been on the increase. The majority of wars and protracted conflicts are still located in the developing countries of the South. In addition, in many countries conflicts and wars have destroyed the results of long-term development cooperation.

The international development institutions have come to realize that, as Nobel Peace Prize winner Willy Brandt put it, "without peace nothing is worth anything" and that crisis prevention and peace building⁶ need to be central elements to development cooperation. Consequently, they have put growing emphasis on that field over the last decade and activities by development organizations to help prevent crises and to resolve conflicts by non-violent means have increased significantly. Exemplary milestones in that process on the international level are the United Nations' "Agenda for Peace" (BOUTROSGHALI 1992) and the OECD's "Guidelines on Conflict, Peace and Development" (DAC 1997).

The German Ministry for Economic Cooperation and Development (BMZ) views crisis prevention and conflict management as one of the most important challenges for the future (WIECZOREK-ZEUL 2001:3). The events on and since the 11th of September 2001 have made their significance even clearer⁷. The BMZ established, among other activities, the (net-)working unit

⁵ Especially the inner-state conflicts in Somalia, Rwanda and former Yugoslavia and the problematic international response to them sparked off international debate (KLINGEBIEHL 2001: 2).

⁶ As there is a multitude of terms used in the field of conflict and crisis intervention strategies with sometimes differing interpretations, the central terms will be defined in chapter 1.4.

⁷ Compare e.g.: WIECZOREK-ZEUL (2002) or KLINGEBIEHL (2001).

'Entwicklungspolitische Krisenprävention und Konfliktbearbeitung' on crisis prevention and conflict management in development cooperation. Since 1999 it also supports the program 'Ziviler Friedensdienst' (ZFD)/ 'civil peace service' implemented by various German development organizations providing conflict- and post-conflict regions in different developing and transition countries with civil peace personnel.

Capacity Building International, Germany (InWEnt - Internationale Weiterbildung und Entwicklung), also wants to contribute to the task and is interested in expanding its program activities in the field of crisis prevention and conflict management. InWEnt is a new organization formed by a merger of the Carl-Duisberg Gesellschaft (CDG) and the German Foundation for International Development (DSE). It is the largest organization for international human resource development, advanced training and dialogue, not only in Germany but also worldwide. Although this study was still commissioned by the CDG, it was to be carried out with the perspective on future InWEnt programs.

To explore fields of possible activities, CDG in 2002 organized three regional conferences titled *"Strengthening Civil Competence in Crisis Prevention and Non-Violent Conflict Solutions"*. They took place in accordance with the three regional focal points of CDG in Manila for the South-East Asia region in July, in Johannesburg for Southern Africa in August and in Lima for the Andean region in September 2002. At these conferences former scholars of CDG/DSE and representatives of civil society analyzed conflicts in their home countries and discussed possibilities on how to strengthen civil society.

As an addition to the conferences it was decided to have a deeper look at the role that the scholars of InWEnt could and would like to play in conflict management and crisis prevention. InWEnt scholars are specialist and executive personnel from government, business or non-governmental organizations (NGOs). InWEnt views the scholars to have a high potential for conflict management and peace building because of their:

- high level of education,
- influential positions in their organizations and beyond, in society,
- exposure to other cultures through the CDG/DSE programs,
- contact with the different German development organizations,
- involvement in InWEnt's follow-up program.

Therefore, the SLE⁸ was asked to explore that matter in one country as a pilot study. In contrast to the three regional conferences with participants already active in the field of crisis prevention, the focus of the SLE-research was set on conflicts that scholars face in general. Consequently, the approach was not to ask scholars to analyze conflicts as done in the conferences, but to find out which conflicts they feel affected by. Hence, this study was set up to be open to any kind of conflict.

The country chosen for this case study was the Philippines due to its prevalent conflict profile⁹ that has put a heavy burden on the country's development in the past. The second reason was the existing CDG infrastructure in the country: the regional coordinator's office for the ASEAN countries and an active association of former scholars, the Carl Duisberg Association of the Philippines (CDAP). Their interest in the topic and their organizational support in getting into contact with the scholars for conducting interviews and workshops with them made CDAP and the regional coordinator's office important stakeholders and implementing partners of this study.

Finally, in November 2002, InWEnt hosts an international symposium in Berlin to discuss the results of the conferences and the SLE-study to come up with conclusions for future InWEnt programs.

⁸ Seminar für Ländliche Entwicklung/ Center for Advanced Training in Rural Development.

⁹ Most prominently the long-time political conflicts like the Mindanao conflict and the Communist insurgency. Chapter 2.1.2 will provide a short overview on the conflicts in the Philippines.

1.2 Objectives of the study

InWEnt is in the process of developing concepts for integrating conflict management and peace building into its overall program. This study contributes to that task by providing required data, conceptual recommendations and a manual for introductory workshops.

Box 1: Objectives of the Study

More specifically, the envisaged objectives of the study are:

- to assess InWEnt scholars' potential in conflict management and peace building in the Philippines and their interest in training and/or other support measures;
- to provide InWEnt with recommendations on its future program design in the field of conflict management and peace building;
- to give InWEnt an overview of selected organizations working in the field of conflict management and peace building, especially through training in Germany as well as in the Philippines;
- to create a replicable workshop design for InWEnt which aims at:
 - a) introducing scholars to the topic of conflict management
 - b) and exploring scholars' interest in training and future activities in that field.

1.3 Methodology

The research methods used in this study followed the core principles of “action and decision-oriented research” developed by the SLE. In contrast to academic research, this approach aims to provide practitioners with an appropriate form of investigation, which allows for methodological flexibility.¹⁰

The research began with the team leader’s preparatory visit to the Philippines. The following six weeks in Berlin the whole team analyzed the context of utilization, developed a methodological concept and conceived a preliminary research plan.

The fieldwork phase in the Philippines, running from the end of July to Mid-September, consisted of both empirical investigation and analytical reflection. During that period, interviews with different stakeholders were held and three workshops conducted.

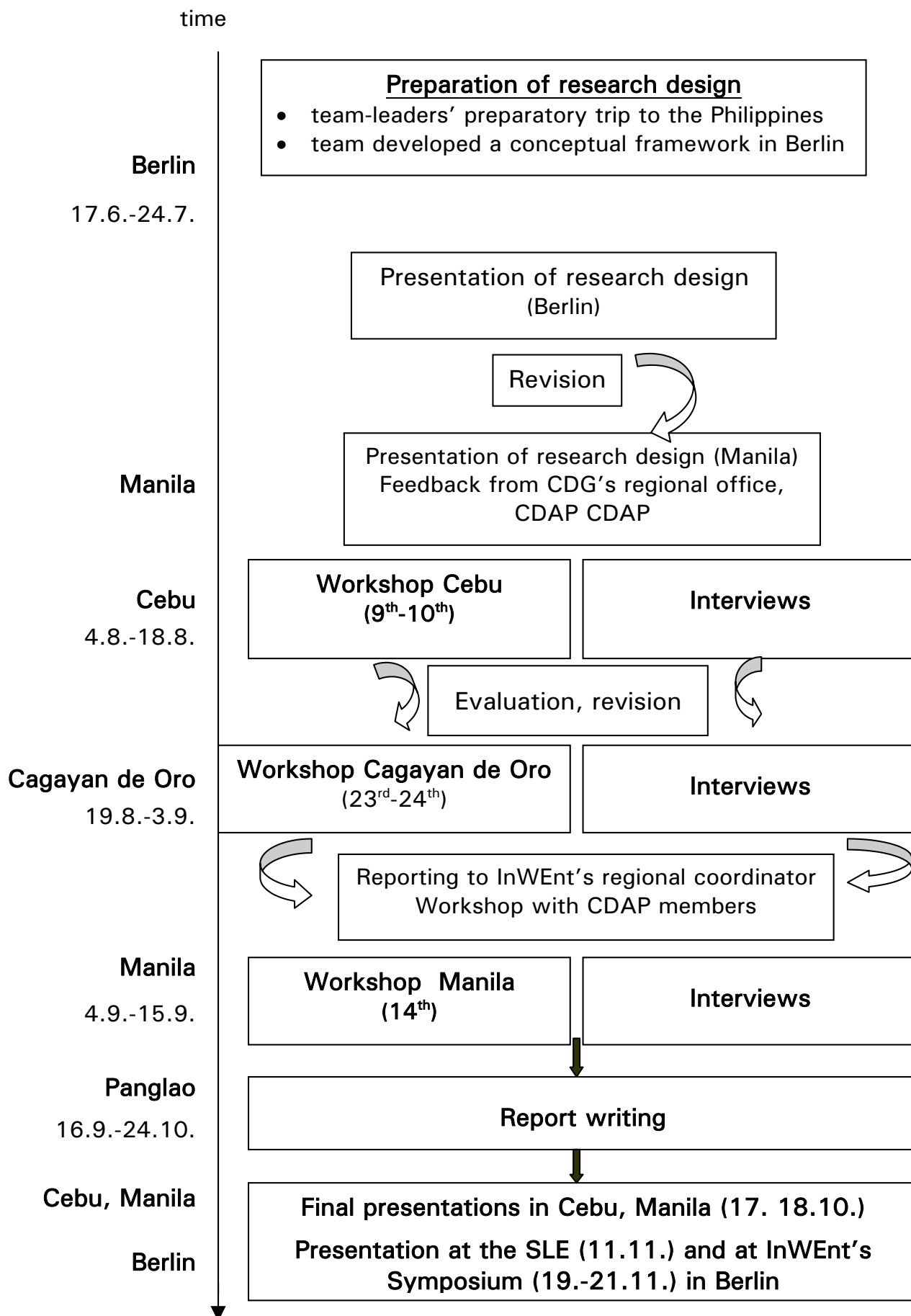
At mid-term, the team leader reported to InWEnt’s regional coordinator. Additionally, selected key persons from CDAP were invited to crosscheck the findings and to gain further insights in their perception on how to integrate the topic of conflict management and peace building into CDAP activities.

The results of the research were documented in a report and finally discussed with InWEnt’s regional coordinator, board members of CDAP, workshop participants and other interested representatives of organizations in Cebu and Manila. The purpose of the two presentations was to disseminate the findings and to incorporate valuable feedback into the final report.

Back in Germany final presentations were held at the Humboldt University in Berlin and at the international symposium organized by InWEnt.

¹⁰ For details refer to NAGEL AND FIEGE 2001.

Figure 1: Overview of research phase and timetable



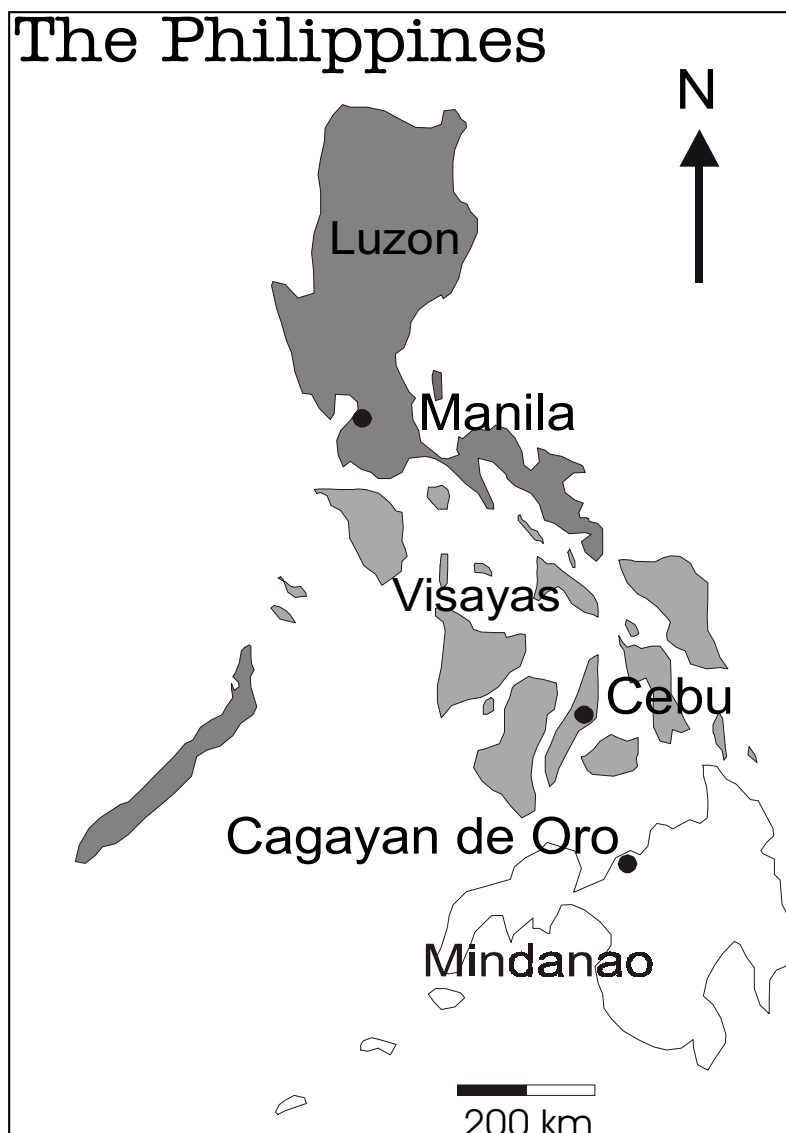
Site selection

The study was conducted in three cities in the Philippines representing the three main regions of the country: Cebu City (Visayas), Cagayan de Oro (Mindanao) and Manila (Luzon). Selection of the study sites was determined by criteria set by the CDAP in agreement with InWEnt and the SLE-team.

Besides the regional distribution, the following criteria were taken into consideration when selecting the sites:

- Manila was chosen due to the accumulation of both former scholars and relevant institutions such as NGOs, government organizations, universities, etc. working in the field of conflict management and peace building nation-wide. Moreover, CDAP's head office as well as CDG's Regional Coordinator for the ASEAN-states is located there, who provided administrative support and served as valuable sources of information.

Figure 2: Map of the Philippines



trative support and served as valuable sources of information.

- Cebu and Cagayan de Oro were chosen to support the process of founding their own CDAP chapter. Additionally, the local members were in charge of organizing the workshops and gave logistical assistance.
- The presence of a sufficient number of former scholars of both CDG and DSE and their employers.
- Cagayan de Oro was given preference to other towns in Mindanao due to safety reasons and accessibility.

Data collection methods

The study used a variety of methods of data and information collection:

- workshops with former CDG and DSE scholars,
- semi-structured interviews with workshop participants and scholars,
- key informant interviews,
- interviews with institutions,
- SWOT¹¹ analysis applied for organizational diagnosis and evaluation,
- observation techniques
- and secondary-data analysis.

In the following part the two major methods including the sampling will briefly be described.

Workshops

The core pieces of our study were three workshops held with the duration of one or one and a half day each. CDAP chapters were responsible for selecting the workshop participants. This was mainly done by addressing those registered on email lists provided by the CDG and the DSE. Although it was intended to consider the following selection criteria: gender balance, equal distribution of both CDG and DSE scholars, equal distribution of government, business and civil society sector - the distribution of participants did not always fulfill these criteria.

The workshop concept aimed to combine three objectives:

- Participants reflect on the topic of conflict, become more aware of their own perceptions and exchange experiences.
- Participants gain knowledge and skills in conflict management.
- InWEnt is provided with information for program planning in the field of conflict management and peace building.

Chapter 7 describes in detail a similar but already refined workshop concept

¹¹ SWOT - Strengths, Weaknesses, Opportunities and Threats.

for general use by InWEnt and the VES.

Interviews

Semi-structured questionnaires were distributed to 38 workshop participants. Additional observers also taking part in the workshops were not included.

The questions focused on conflicts relevant to the scholars as well as their overall interest and potential in conflict management. Moreover, the scholars were asked to give recommendations on how to integrate the topic of conflict management into InWEnt's training program.

Besides the workshop participants, twelve other former scholars were interviewed. Due to time and accessibility constraints, only those living around the three research sites could be considered.

Moreover, ten scholars filled out questionnaires via e-mail to include views of those not able to participate in the workshops and to reach those who are not members of the CDAP network. At the same time, former scholars coming from different areas other than the selected research sites could be reached.

The key informant interviews were held with selected scholars and representatives of organizations in order to obtain their assessment on needs and potential of the scholars in regard to conflict management (for example: What are the specific needs of scholars from selected sectors towards conflict management? How could conflict management be integrated in training programs?).

Furthermore, 25 interviews with local NGOs, government institutions, university representatives and other relevant development organizations were done in all the research sites. These interviews had the purpose of providing InWEnt with an overview of other stakeholders already active in that field and to identify possible cooperation partners, especially those conducting training in conflict management. The interview partners were also asked to estimate the role and potential of CDG and DSE scholars in the field of conflict management and peace building from an outside perspective.

Finally, selected interviews with management personnel of five sending organizations were held to analyze problems around reintegration of returning

scholars. They were also asked for their perspective on their employees' needs and potential towards conflict management. The sample was taken from those who frequently send scholars for training or are long-term partners of CDG and/ or DSE.

1.4 Exploring conflict and peace terminology

This chapter presents the used working terms concerning the topic of conflict and peace and explains why certain terms were chosen for this study. As there are a multitude of terms in science and literature, it is important to distinguish them as far as possible for working purposes. The various terms reflect several approaches of thinking and theoretical schools, coming mainly from Anglophone peace research.

Chosen work-term definitions are defined and discussed in the following for comprehension. The short definitions in *italics* are the definitions which were used as a basis for the workshops conducted and were adapted to the Philippine context.

Generally seen *conflicts* have a negative connotation, reminding of aspects like pain, hurt or stress. For people who are in the midst of a conflict it is most difficult to see a potential for constructive change. Managing the conflict seems more crucial, especially when a threat of violence or a break-up of relationship occurs. Conflicts do remain an inevitable part of life and human interaction and the art lies in dealing with them constructively and to make use of their potential "as a transforming agent for systematic change" (LEDERACH 1997: 18).

Conflict - An issue between two or more parties who have, or think to have, incompatible goals.

One can conclude, elaborating on this broad definition, that a conflict is a process where conflicting parties come into dispute over differences or perceived differences regarding positions, interests, values and needs. Other definitions refer more to basic human needs such as identity, security, participation and well-being. There, conflicts are seen as escalated natural competition between parties over the basic human needs (NEUMANN AND DRESSEL 2001: 23).

Conflicts do occur in each and every society as a global phenomenon, inde-

pendently of the cultural background. But every society can establish its own 'culture of conflict', which Marc Ross refers to as the "society's configuration of norms, practices and institutions that affect what people enter into dispute about, with whom they fight, how the disputes evolve, and how they are likely to end", (Ross 1993: 21).

Conflict prevention - To prevent a conflict from happening or to take action before a conflict emerges.

This approach of preventing conflict, really meaning to "promote the prevention of violent conflicts", can easily be misunderstood. It is clear, that it cannot be the goal to prevent conflicts, but to find ways of dealing with them more constructively.

Conflict management - To regulate a conflict and to reduce its negative effects.

This means to prevent conflicts from escalating and to find ways of better dealing with them by managing their destructive or stressful dynamics. It does not, however, resolve the underlying issues. [This definition has been used in the course of this study as a broad generic term.]

Conflict resolution - To address the underlying issues of a conflict and to focus on the relationship between the parties (also dispute resolution).

This approach is meant to resolve conflicts, as it goes beyond the management of conflicts. The approach can be seen as more holistic, as it attempts to look at the underlying issues like interests and needs. [Our definition is adapted to the Philippine context, as it is being used in this sense particularly by actors working in this field.]

Conflict transformation - To overcome causes of conflict and to strengthen conflict solving capabilities.

JOHAN GALTUNG, one of the fathers of this approach, says that there can only be peace if a creative transformation of *conflict resolution* has taken place (GALTUNG 1996: 458). This suggests, that *conflict transformation* takes the approach of *conflict resolution* one step further. There are opposing views though on either resolution or transformation being the more appropriate term for a holistic and sustainable process leading to peace. *Conflict trans-*

formation has the underlying assumption that a conflict can never be solved but only transformed. [This definition is hardly being used in the Philippine context.]

Conflict settlement - The imposition of a settlement of a third party (also dispute settlement).

This is being referred to mostly in the context of a conflict, which is in the stage of *crisis*. This stage at the peak of rising tension during a conflict can involve the outbreak of violence and war or the break-up of the relationship between the conflicting parties. The stage of war or violent conflict is mostly met with the use of forceful intervention, like peace enforcement through the United Nations.

Peace enforcement - Peace imposed by threat or use of force, not necessarily with the consent of the parties involved.

Enforcing peace is contradictory in itself and has to be regarded critically. There is a great need to find even more alternative ways of dealing with conflicts by non-violent means in the future, instead of falling back on merely military interventions through the UN. These interventions are included in the mentioned 'Agenda for Peace' (BOUTROS-GHALI 1992) as well as the follow-up strategies, originating from JOHAN GALTUNG and adapted by the UN (SCHIRSCH 1996: 35):

Peace making - To reduce violence and secure peace by separation of the opposing parties.

Peace keeping - To create peace by furthering negotiations with the use of diplomacy while military presence might still be necessary.

Peace building - To consolidate peace and promote stability by addressing the underlying context of conflict with long-term programs.

Peace building is a form of intervention mainly carried out by actors of civil society, such as NGOs. This strategy tries to yield towards not only negative *peace* (the absence of war), but to positive peace (the elimination of roots of conflict and violence, e.g. by promoting social justice).

Crisis prevention - To prevent violent outbreak of conflict in a long-term strategy of supporting peace constituencies¹² in society.

Peace building and crisis prevention aim at long-term constructive and sustainable ways of creating a more peaceful society.

In German development cooperation, *crisis prevention and conflict management* are the main terms being used. *Crisis prevention* in this context is meant to integrate *conflict resolution and peace building*; *conflict management* is seen to aim at achieving constructive solutions, which benefit all parties (MEHLER AND RIBAUUX 2000: 34). We tried to take into account applicability of the working terms used within the methodology of this study (doing mainly interviews and workshops). Therefore, we chose terms for the particular context of the Philippines, namely *conflict management and peace building*. Though crisis prevention is not a term being used often within the Philippine context from the point of view of actors working in this field. There, when referring to political or societal conflicts, one rather speaks of *peace building or peace promotion*. This illustrates that the country itself tries to perceive the strategies of dealing with these conflicts from a positive angle, describing them in a future-oriented visionary manner. For the purpose of tackling workplace conflicts, conflicts related to one's field of work or conflicts on the personal level, the term of *conflict management* seems to be adequate and is being used in this context. The third term, used as a more far reaching approach than managing conflicts in the Philippines, is *conflict resolution*. *Peace building*, used in the following, means to also integrate the approach of conflict resolution, seen as a holistic, far-reaching and long-term approach in this context. *Peace building* is not restricted to the post-conflict phase, as in the UN context. Although we have used these two working terms in the course of our research process, illustrated strategies in Peace Building will be described by the particular approaches used by the implementing stakeholders, e.g. conflict settlement.

Having talked of these different approaches in the field of conflict and peace, it is necessary to give a short definition of the more practical ways of re-

¹² JOHN PAUL LEDERACH developed the concept of 'peace constituencies' in contrast to 'war constituencies'. Peace constituencies are networks formed by civil society citizens. The concept suggests that civil society citizens must be seen as resources and that citizen-based peacemaking is instrumental and integral to sustain change (LEDERACH 1997: 94).

solving or settling conflicts, as described in the mentioned strategies. Such methods of dealing with conflicts can be differentiated, according to the level of reaching resolution:

- through the decision of the conflicting parties themselves (negotiation)
- through the aid of a third party (mediation, conciliation, arbitration)
- through legal means (court decision)

Negotiations are characterized by the voluntary participation of the conflicting parties, who agree on a process of decision-making and reach a solution themselves. *Mediation*, on the other hand, involves third party intervention. It is a voluntary process of resolving disputes with the aid of a neutral person who assists the party in identifying interests, needs and proposals towards a compromise. A mediator can be added to a negotiation process to facilitate a mutually acceptable solution. *Conciliation* is an extended form of mediation. In the conciliatory process the conciliator is not neutral, but offers suggestions for the resolution of a conflict, which are usually not binding. *Arbitration* describes a para-legal process lead by an independent third party. A decision towards resolution is taken by the arbitrator on the basis of legal regulations and the perception of the conflicts stated by the parties involved. In contrast to conciliation and mediation, this result is binding and the parties have limited control over it. The process can take place voluntary or by legal enforcement. Its objective is to relieve civil courts, as it is less formal, less costly and works faster (NEUMANN AND DRESSEL 2001: 48).

Approaches in the field of conflict and peace, like *conflict management* and *peace building*, which have been discussed here theoretically, will be illustrated in the following through the experiences and the approaches of people working in the field and of former-scholars starting to engage in it. The analysis will clarify their perceptions and the relevance of different types of conflicts for the former-scholars.

2 Background Philippines

2.1 Philippines - facts and figures

The Republic of the Philippines (Republika ng Pilipinas), situated about 1,000 km from the coast of South East Asia, comprises over 7,000 islands and covers about 300,000 km². The three main islands from the North to the South are Luzon, the Visayas group and Mindanao.¹³ The country is composed of 14 regions, which are divided into 76 provinces, and the National Capital Region. There are two Autonomous Regions, namely the 'Cordillera Autonomous Region' in Luzon and the 'Autonomous Region in Muslim Mindanao' (ARMM). Each province – headed by a governor – is made up of municipalities or towns, which in turn are divided into *barangays*. Around 42,000 of these smallest political/ administrative units exist nationwide.

The Philippines' total population is about 77 million (approx. 260 inhabitants per km²) with an annual growth rate of 2.6% (1990 to 1998). Around 60% of the population lives in rural areas. Metro Manila, the capital, has about 10 million inhabitants. The nation's high unemployment rate of 10% (ADB, 2000) is one reason for overseas work migration. In total, around two million Filipinos work temporarily outside of the country (HANISCH 1995 :497).

Catholicism in the Philippines – resulting from more than 300 years of colonial history under the Spaniards – is omnipresent. Over 83% of the population is Catholic and 5% is Protestant. About 4,5% are Muslim who live predominantly in Mindanao where they resisted the Spanish colonizers (PHILIPPINENBÜRO, 1993 :14). The most important groups, that form the population are Christians, Muslims and Indigenous People ('Lumads' in Mindanao). Although the official language is Pilipino (based on Tagalog), English is equally widespread spoken.

The Philippines, according to the World Bank, are grouped under 'developing countries'. The average annual income is 1.04 \$US per capita. According to the Asian Development Bank (ADB), 36% of the population live under the poverty line, in Mindanao the figure rises even to 50% (KONRAD-ADENAUER-

¹³ Statistical data occurring here is taken from MUNZINGER (2001) if not indicated otherwise.

STIFTUNG 2002). Although rich in natural resources, the economic situation is not very encouraging. Main internal reasons are lack of diversification, low productivity of manpower, obsolete infrastructure, and a low saving quota of 20%. Environmental problems such as extensive deforestation and over-fishing worsen the economic performance, which has also been hampered by increased incidents of natural disasters (e.g. volcano eruptions and typhoons) in the 1990s. Moreover, international tourism as an important source of income, is also declining due to kidnapping incidents of tourists in some parts of the country.

2.2 Historic roots of socio-political conflicts in Philippine society

Even if most former CDG/DSE-scholars are not affected directly by socio-political conflicts, an illustration of their roots is given for background purposes¹⁴. This aims to provide an understanding of the context in which different perceptions are expressed by CDG/DSE-scholars towards conflict management and peace building. Since one of the research sites was located in Mindanao involving scholars from this region, the 'Mindanao conflict' will be particularly looked at. First of all though, the historic roots of conflicts will be elaborated on.

Colonialism

For 333 years, **Spanish colonizers** and Catholic missionaries ruled the country. However, the Spaniards never succeeded in conquering and christianizing parts of Mindanao. Consequence of this period was the unjust distribution of land and resources widening the gap between rich and poor. Even today – especially in rural areas – feudal power and property structures are still in existence.¹⁵

Box 2: Colonial Periods:

1565 – 1898: Spanish period
 1898 – 1946: American period
 (1941 – 1945: Japanese invasion)
 1946: Independence

¹⁴ For an overview of Philippine history see also INSTITUTE FOR POPULAR DEMOCRACY (1999) and HANISCH (1989).

¹⁵ Often it is claimed that 200 influential families – descendents of large land property holders control large parts of the country's political and economic power.

In 1898, the country declared its independence, after having fought the Spanish with the help of the United States of America. But the USA did not recognize the Philippines' sovereignty having strategic interests in the archipelago. During the **American colonial period**, the USA had strong influence on the Philippine society, particularly on the political and educational system, the media and by introducing the English language.

Genesis of the Mindanao conflict

After World War II, the settlement of Christians on Mindanao was increased, aiming at reducing the pressure for land reforms in the densely-populated region of Luzon. In Mindanao, which is the country's best suited agricultural region, land reforms have not been effectively implemented until today. Consequently, access to natural resources continues to play an important role in conflicts. In the **50s and 60s**, Christian industrialists and politicians, together with parts of the Muslim elite, dispossessed Muslims and Lumads (Indigenous People of Mindanao) of their land in Mindanao, and also imposed new laws and a foreign culture (TOLIBAS-NUNEZ 1997: 18). The Muslims became a minority on their own land and perceived the Christian settlers as dominant.

The Marcos-Regime

During the **Marcos dictatorship** social imbalance and discontent over land tenancy contributed to growing resistance movements, foremost amongst these was the Communist Party of the Philippines with its armed wing '**New People's Army**' (NPA) and the **Muslim National Liberation Front** (MNLF)

Box 3: Presidents of the Philippines:

1965 – 1986: Ferdinand Marcos

1986 – 1992: Corazón Aquino

1992 – 1998: Fidel Ramos

1998 – 2001: Joseph Estrada

Since 01/2001: Gloria Macapagal Arroyo

(ERMITA 2002: 1). As a result, Marcos propagated Muslim and Maoist threats to declare Martial Law in 1972¹⁶. Although the military succeeded in re-stabilizing the regime, the legitimacy crisis of Marcos increased. In 1976, the Marcos Administration managed to sign the **Tripoli Agreement** with the

¹⁶ In the first half of the 1970s, possibly 50,000 to 100,000 persons died in armed clashes between the AFP and the MNLF (HANISCH 1995: 100).

MNLF, which was meant to grant the autonomy to 13 provinces in Mindanao. But insufficient autonomous power and territorial coverage of the newly created regional governments lead to the failure of the agreement and provoked the splitting of several breakaway groups from the MNLF. The only one still relevant today is the **Moro Islamic Liberation Front**¹⁷ (MILF).

From EDSA I to EDSA II

The resistance to the Marcos regime became more intense in 1983 when the main opposition leader Benigno Aquino was assassinated by the military. In 1986 the Marcos regime was finally overthrown by the **Peoples Power Revolution (EDSA I)**.¹⁸ During the **Corazón Aquino Administration**, a US-style presidential-model of democracy was established. However, seven coup attempts from military rebels loyal to the fallen dictator destabilized the new system. At the same time, the fight against the leftist armed movement led to repressive action against 'progressive' NGO-members¹⁹ (HANISCH 1995: 501). Nevertheless, the peace process became an administrative policy of Aquino. The **Autonomous Region in Muslim Mindanao (ARMM)** - consisting of only four provinces - was created in 1989, but was rejected by the MNLF and the MILF (LACHICA AND ARQUIZA 2002: 9).

Under the following presidential Administration of **Fidel Ramos**, the Office of the Presidential Adviser on the Peace Process (OPAPP) was created (ERMITA 2002: 4) (see chapter 2.4.1). Ramos put an end to nearly three decades of war with the **1996 Peace Agreement** between the government and the MNLF, based on the Tripoli Agreement. Although the MILF as well as Christian militia groups opposed the settlement, a cease-fire between the Ramos Government and the MILF was signed in 1997. As part of the peace agreement 'Special Zones of Peace and Development' were created in 13 provinces of Mindanao. The granting of autonomy for these provinces is still pending.

¹⁷ Moros are the Muslim people of Mindanao.

¹⁸ The "Epifanio De los Santos Avenue" (EDSA, central highway in Metro Manila) was blocked by masses of people to protect mutineers against Marcos.

¹⁹ During time of resistance against Marcos, a vibrant civil society evolved. It is claimed that a total of about 30,000 NGOs exist.

In 1998, **Joseph Estrada** was elected as president. After some attempts to reach peace with the NPA and with the MILF, he failed and resorted in April 2000 to military means leading to massive evacuations and vast casualties ("*all-out-war*" against the MILF) (STRUTYNSKI 2002: 2). Although the military intervention increased Estrada's popularity among the Christian majority, he still lost legitimacy, as he was blamed for corruption and was tried for impeachment. Around one million people blocked the EDSA another time to express their lack of trust in the president. The military withdrew its support from Estrada and this ended his administration (**EDSA II**). In January 2001, Vice President **Gloria Macapagal Arroyo** was voted into presidency.²⁰

2.3 Present situation

Today peace negotiations between the government and the leftist armed movement are still ongoing, while insurgencies are occurring in some parts of the country. President Arroyo forged an interim agreement with the MILF to fight criminal syndicates and kidnapping-groups like Abu Sayyaf. The **Abu Sayyaf Group**, as break-away group of the MILF, became known as a Muslim terrorist group operating primarily in South West Mindanao since the early 1990s.²¹ In the fight against them joined Philippine-US military maneuvers were held in South West Mindanao in 2002. In the aftermath of the September 11th events, the temporary return of US troops is being negotiated.²² The Arroyo Administration, which today tries to reconstruct the peace process, returned to Ramos' framework of the '**Six Paths to Peace**' (see page 23) and negotiates with the communist movement and Muslim secessionists. The current Philippine Government is expected to conclude peace talks with the MILF trying to implement the 1996 agreement.

The conflicts of Philippine society – especially in Mindanao – are very complex. The ups and downs in the peace process show that the conflicts are still demanding further strong efforts from both national and civil society level. There exists a wide range of root causes for these conflicts. UNDP

²⁰ Website of the Friedrich Ebert Foundation/ Philippines, September 2002.

²¹ The Abu Sayyaf does not have a credible political program and their brutality gives a negative image of the Muslim community in Mindanao as a whole.

²² The USA had left the last of their long-run military bases on the Philippines in 1992 (Subic Bay) due to Philippine pressure.

(United Nations Development Program) - engaged in Mindanao - states among important causes of these conflicts the issue of ancestral domains²³, pervasive poverty, assertion of independence by Islamic groups, discrimination and marginalization of Indigenous People (UNDP 2001: 9).

2.4 Strategies of peace building and conflict settlement

This chapter illustrates the peace building and conflict/dispute settlement mechanisms within Philippine society. These strategies and approaches are presented to comprehend the background and context in which the scholars are embedded and to illustrate how rooted certain intervention strategies are in Philippine society. Such approaches and strategies are relevant when looking at the issue of InWEnt's possible future support of civil competence and capabilities for conflict management and peace building in the Philippines.

The following part touches on the strategy of OPAPP (*Office of the Presidential Advisor for the Peace Process*) concerning peace building with its different approaches to deal with political conflicts. The second part looks at civil society strategies of peace building and of dealing with political conflicts, particularly in Mindanao. The third part will give an overview of institutionalized forms of alternative conflict settlement mechanisms dealing with interpersonal conflicts at *barangay* or labor level.

2.4.1 Office of the Presidential Adviser for the Peace Process (OPAPP)

OPAPP, the governmental body, which supports the peace process in the Republic of the Philippines, addresses the political armed conflicts within the country and tries to enhance a culture of peace. OPAPP, created in 1993, is the lead government agency responsible for:

- advice and assistance for the President in the management and direction of the peace process,

²³ Land that has been owned by Indigenous People for centuries (ancestral lands), who do not necessarily have property rights.

- recommendations of policies, programs and actions for the implementation of the peace process,
- coordination and supervision of other government agencies involved in the peace process,
- and support and coordination of peace initiatives from civil society.

The policy framework for the peace process is based on the 'Comprehensive Peace Process Agenda' defined under President Ramos²⁴ and had been adopted by the actual government of Gloria Macapagal-Arroyo. The agenda was elaborated on following a broad consultation process with participation of the population on how lasting peace in the country ought to be pursued (OPAPP 2001: 1).

The Peace Process Agenda is defined by the following principles:

- It is community-based and reflects the sentiments and values of all Filipinos.
- It aims towards a new social compact for a just, equitable, human and pluralistic society.
- It seeks a peaceful resolution to the armed conflicts with dignity for all concerned and with neither blame nor surrender.

The politics of the **Six Paths to Peace** contain components that are primarily concerned with putting an end to armed conflicts and other components that aim to address the root causes of conflict and to aim at creating a culture of peace and to prevent further crisis (ERMITA 2002: 6).

²⁴ The consultation process was organized by the National Unification Commission established by the then President Ramos in 1993, see chapter 2.2.

Box 4: The Six Paths to Peace of the 'Comprehensive Peace Process Agenda':

1. **Social, economic and political reforms** to address the root causes of armed conflicts and social unrest. Therefore, OPAPP monitors and supports development projects in conflict affected areas all over the country.
2. **Consensus-building and empowerment** for peace. In the Integrated Peace Program for the Cordillera region OPAPP empowers communities to participate in governance and problem-solving issues through Conflict Management Committees. Peace consultations and consensus-building processes are also conducted at regional level.
3. **Peaceful negotiations with different rebel groups**. For this task, OPAPP is supporting and coordinating the negotiating panels appointed by the President. It supervises the implementation of existing peace agreements such as the one between the government and the MNLF.
4. **Reconciliation, rehabilitation and reintegration of former rebels into society**. OPAPP provides emergency assistance, livelihood loans²⁵ and capability training²⁶. Moreover, scholarship programs for former rebels have been established through OPAPP and the Commission on Higher Education. This path includes also the socio-economic reintegration of conflict-affected sectors.
5. **Addressing the concerns of civilians** arising from ongoing hostilities and rehabilitation of conflict affected communities. OPAPP advocates mediation to ensure respect for *peace zone* declarations (see page 25) (PALM-DALUPAN 2000: 46), assists small scale projects of local initiatives and is the lead agency in implementing and monitoring the inter-agency 'Program for Children involved in Armed Conflicts'.
6. **Building a climate conducive to peace**. With this long-term objective, OPAPP developed modules of **peace education** and conflict resolution to integrate them into curricula of primary and secondary schools. Hence training for school staff is conducted. At the level of non-formal education OPAPP supports peace camps for local youth leaders. In cooperation with the Human Rights Commission it developed peace and human rights training modules for local government.

²⁵ The National Reconciliation and Development Program provided the latter funds and was created in 1986 to attract those rebels who wished to withdraw from the armed conflict, after having received amnesty. Amnesty provisions had been implemented under Aquino (1987-1989) and Ramos (1992-1996) (OPAPP 2000: 16-42).

²⁶ One partner organization of InWEnt, TESDA (Technical Education and Skill Development Authority), the governmental agency for technical vocational training, is running a program of vocational training, capacity building and support for small scale cooperatives of former combatants in Mindanao and South Palawan.

2.4.2 Peace Initiatives of civil society

In addition to government efforts of creating a 'culture of peace', NGOs and NGO-networks from the different regions implement their own programs on national, regional and grassroots level. NGOs in Mindanao are faced with having to serve the needs of particularly the disadvantaged communities, to build networks nation-wide to push the peace process and negotiations forward, as well as to advocate for an economic improvement and political participation on behalf of the communities. Particularly for Mindanao, there exist a lot of strategies of peace building being pursued by the civil society. The following civil society actors, were chosen as examples for their different strategies of peace building: Coalition for Peace, Gaston Z. Ortigas Peace Institute, Bishop Ulama Forum, Mincode, institutions involved in peace education and the Balay Mindanaw Foundation.²⁷

The Philippine peace movement is one of the youngest social movements in the country. It was only installed after the EDSA uprising in 1986, the fall of Marcos dictatorship. Part of this movement is the **Coalition for Peace**, which developed the concept of *Peace Zones* in 1989. These were promoted as community-based peace initiatives which the communities themselves declared as an "assertion of civilian supremacy over all armed units." (LEE 2000: 113). As a result, these communities became 'off-limits' for the armed combatants of all parties (GARCIA 1994: 52/56).

One important actor, also on the national level, is the **Gaston Z. Ortigas Peace Institute** in Manila, which coordinates the Coalition for Peace. It is engaged in strategies of peace advocacy/ networking, peace education/ training (see chapter 5.1) and dealing with violent past and history in the vision of "working for a Filipino society beyond war". Therefore, the institute has undertaken a 'Truth-Telling' project on the community level leading to the national conference "Memory, Truth-Telling, and the pursuit of Justice/ dealing with the legacy of Marcos dictatorship" (GASTON [a] 1999).²⁸

²⁷ The master's thesis of DANIEL ONG gives a comprehensive overview of the NGO landscape in the context of conflict management and peace building in Mindanao (ONG 2002). All these actors can also be seen as potential partners for InWEnt in this field.

²⁸ A constructive conflict solution approach by the Ortigas institute concerning Mindanao is the ad-hoc support for conflict affected communities through 'Peace Action Teams',

The leading organization of interfaith dialogue at the regional level in Mindanao is the **Bishop-Ulama Forum**, founded by bishops from the Catholic and Protestant Churches and Muslim religious leaders, the *ulamas*. It aims to promote intercultural understanding, and to prevent further segregation and mutual prejudices within the country²⁹. At national level, the 'National Inter-faith Agenda' is a forum of leading representatives of different religions.

Other Mindanao-concerned NGOs joined networks to lobby for local concerns at national government level. **MINCODE** - the Mindanao Coalition of Development NGO Networks - is one such national network³⁰. The network is concerned with issues related to the *tri-people* of Mindanao and came up with the Mindanao '*Tri-peoples* Socio-Cultural Development Framework' (1999) collecting ideas from the communities on how to strengthen their ability to engage with government and other development actors. The organization has currently embarked on a book project on Mindanao history, to be written by Mindanao historians aiming to integrate the different perceptions of the *tri-people* (ONG 2002: 46).

Non-formal and community-based peace education programs are promoted by the **NGO network Kalinaw Mindanaw**. It was founded in 1996, with the aim to create more understanding of the national peace process and foster mutual reconciliation between the *tri-people* of Mindanao at community level. Members of the network, mainly MinCard, Catholic Relief Service and OPAPP, developed a community training approach, which encourages the development of common understanding of the roots of conflict, the reflection of own prejudices and furthers appreciation of the different cultures (Catholic Relief Service, CRS/ KALINAW MINDANAW ET AL. 1998).

Within the formal educational system, several universities have established programs of peace education. The **Notre-Dame University** in Cotabato, Mindanao has established a **Center for Peace Education** and is integrating peace education as a cross-cutting topic within the different curricula, as well as

formed by local peace-advocates. (PEREZ 2000).

²⁹ During the breakout of the all-out war in 2000, Muslim and Christian religious leaders launched an Agenda for Peace calling for a cease-fire and the return to negotiations.

³⁰ Amongst other members are the NGO-networks Kusog Mindanaw and MINCON (Mindanao Congress of Development NGOs), which both campaign for federalism.

offering specific courses and academic degrees in this field. Their program focuses on structural violence and human rights, dialogue and awareness-raising, as well as practical skills training in mediation and other non violent ways of conflict management (BACANI 2002: 4, ONG 2000: 45).³¹

Lastly, NGOs working at the grassroots level such as **Balay Mindanaw Foundation**³² address primarily economic and political inequality of affected communities in Mindanao through programs of 'Sustainable integrated area development'. To strengthen especially legal capabilities on the community level, Balay Mindanaw trains local para-legals to support the *barangay justice system* (see next chapter) or other forms of traditional alternative dispute settlement mechanisms (BALAY 2000).

2.4.3 Institutionalized forms of conflict settlement

This chapter introduces two most common³³ institutionalized forms of conflict settlement in the Philippines: the *barangay justice system* and labor related mechanisms like *labor mediation or arbitration*. These are all mechanisms ingrained in the Philippine society and alternative forms of conflict settlement to court proceedings.

2.4.3.1. Barangay justice system

The *barangay justice system* can be seen as a traditional³⁴ de-legalized mechanism, which works by means of mediation, conciliation or arbitration to resolve or settle disputes between individuals or family members on community level of one *barangay* (smallest administrative government unit).³⁵

³¹ Other Universities, which do peace education, are the Institute for Peace and Development/ Mindanao State University, the University of the Philippines, Ateneo University and Siliman University.

³² Executive Director of Balay Mindanaw Foundation, which works with the GTZ, is also Executive Secretary of MINCON (see footnote 30) and initiated MINCODE. He took part in a training on federalism by the Konrad Adenauer Foundation and is a former DSE scholar.

³³ see LAMPAUOG AND PEREZ 2000: 124.

³⁴ „Traditional“ is used here in the sense of unwritten customary law passed on by generations (TADIAR 1988: 319).

³⁵ Exemptions outside the jurisdiction are parties belonging to government, public office employees, offences punishable by imprisonment exceeding 30 days like rape, murder, but not petty crime like robbery. (SOSMEÑA 1996: 10).

The *barangay justice system*, existing since pre-colonial times, was re-instituted formally by law under president Marcos in 1978.

The systems' primary objectives are:

- to promote speedy administration,
- to enhance the quality of justice to relieve the courts³⁶,
- and to perpetuate the tradition of settling disputes as a means of preserving Filipino culture (SOSMEÑA 1996: 4).

The *barangay* justice law established a mediation board in each *barangay* headed by the *barangay* captain (the elected head of the *barangay*) as chairperson. This mediation board owns an advisory function towards the *barangay* captain. If he, as the dispute-settler, does not succeed, the case is referred to a conciliation panel. If a settlement is again not reached through this panel, a certificate is given out stating that the case may be filed in court. Without first going through this procedure of *barangay* justice, as a screening process, there is no possibility of filing a claim in court. At any time the disputants may agree to enter an arbitration process through the panels. The received arbitration award is binding alike the settlement reached through conciliation. Both have the force of a final court judgement (CALARA 2002). During this process, lawyers do not represent the disputants, as the focus lies on the conciliatory potential of a face-to-face-meeting.

2.4.3.2. Labor dispute resolution

One of the exemptions of the *barangay* justice system is labor-related conflict. Mechanisms for these cases are discussed in the following.

"Voluntary modes of settling disputes, including conciliation" are amended by the Constitution to "promote industrial peace"³⁷. Hence, there exists a broad expertise in the Philippines on different strategies and institutionalized forms of *labor dispute resolution*, such as:

- Labor Arbitration at the Labor Courts
- Mediation in labor strikes

³⁶ Until today the broad perception exists, that courts are inadequate and inefficient venues to settle disputes (APOM 1988: 27).

³⁷ §3, Section 3 Art. XIII, Constitution of 1986.

- Voluntary Arbitration

At the legal level a system of **compulsory labor arbitration** is institutionalized by the Department of Justice at the **Labor Courts** to deal with all disputes before they are submitted to the courts. The arbitration is undertaken by lawyers who are permanent employees of the Labor Courts and specialized in labor relations.

Within the **Department of Labor**, the **National Conciliation and Mediation Board (NCMB)** is engaged in mediating conflicts concerning labor strikes. The board enters in the mediation process between both parties with the aim to prevent strike. The NCMB has regional offices in all regions, with 30 conciliators and mediators and deals with about 1.500 cases of strike each year.³⁸ The NCMB is conducting training with selected companies, on how to implement communication and **conflict management systems** to improve the dialogue within the company.

For individual labor disputes, concerning Collective Bargaining Agreements or the company's personnel policies, each company is obliged by law to establish a system of **voluntary arbitration**. There exist about 800 voluntary arbitrators in the Philippines responsible to resolve disputes between employers and employees with a binding outcome. Voluntary arbitrators are not necessarily lawyers, but are experienced in labor relations and trained and accredited by the NCMB.

This chapter showed that mediation and arbitration are concepts broadly institutionalized within the Philippine society. Similar institutions which deal with other disputes than in the context of labor relation refer to the Civil Court (see also chapter 5.1.4). All these institutionalized forms are an important basis when organizations like InWEnt want to become active in the field of conflict management and peace building:

- in case InWEnt wants to strengthen organizations in the Philippines
- and because scholars – as part of the society – are already familiar with the concepts of mediation and arbitration.

³⁸ The NCMB has broad training experience in mediation concerning labor conflicts, as the regional mediators of the Board receive in-house training, with a training module specially adopted to the Philippine context and based on the approach of the International Labor Organization (Interview with G. Pimentel, NCMB, 13th of September 2002).

3 The organizational framework of InWEnt

In this chapter CDG, DSE and their joint structure within the new organization InWEnt will shortly be presented. This will serve to set the background for the following chapter four, in which the InWEnt scholars' potential and interest in conflict management and peace building is analyzed and recommendations are given on how to integrate this demand into the existing framework of InWEnt.

InWEnt, the world's largest organization offering further education and international dialogue, officially replaced the former two organizations this year. While InWEnt is a new born child of 2002, its parents, CDG and DSE, are experienced organizations in their field, having been founded in 1949 (CDG) and 1959 (DSE) respectively. The merging process takes place gradually and most organizational units of CDG and DSE are still continuing with their work in the same manner. Actually, many will do so even after the merging process has been completed. Most organizational units and their work are being preserved with only slight changes and adjustments under the new roof of InWEnt. For InWEnt's future working practice, the past and current practice of CDG and DSE will therefore be a good proxy indicator.

In this chapter the central elements of the quite diverse fields of activity and organizational structures of CDG and DSE will be presented. The focus in this report is set on the developing countries section of the organizations, not on the sections concerning industrialized and transitional countries.

Objectives

The main objectives of InWEnt's work are:

- to promote sustainable social, economic and ecological development in all parts of the world;
- to qualify specialist and executive personnel and enhance their international and intercultural competence;
- to support global structural and international peace policies.

An important guideline, as it was the maxim of the CDG programs for the last ten years, is sustainable development in line with the AGENDA 21 process started in Rio de Janeiro in 1992.

Basic facts

- InWEnt is a non-profit-making limited company. Its owners are the Federal Republic of Germany, but also private business and the German federal states.
- InWEnt reaches in total about 35,000 participants in its programs per year, about half of which come from developing countries (in the year 2000, DSE and CDG each had about 9,000 participants from developing countries).
- InWEnt's budget amounts to approximately 130 million Euro, 70% of which comes from the German Ministry for Economic Cooperation and Development (BMZ). The other 30% are received from more than 30 other contractors such as the European Union, the German federal states, the German Ministry for Foreign Affairs, the German Ministry for Education and Science, different foundations, companies and multilateral institutions such as the World Bank and the United Nations.

Fields of work

InWEnt's fields of work with developing countries are:

- international regulation and structural policy,
- regional and political integration,
- good governance,
- economic and employment promotion,
- development of trade and financial systems,
- cooperation on technology and product management,
- environment and sustainable use of resources,
- social policy, education and health,
- rural development and food security,
- and information technology.

Target group

The direct target group of InWEnt's programs is the so-called '**specialist and executive personnel**'. In this report this group is usually referred to as **InWEnt scholars**. In principle, these are professionals with degrees in higher education, usually university degrees, and at least some years of work experience. They also hold, or will potentially hold, important positions within their organizations. This group is sometimes referred to as being an elite in

their societies; not the old 'power elite' but rather a new upcoming 'functional elite'. Their responsibility for and influence on change in developing countries is thereby pointed to.³⁹ That again is exactly the developmental rationale for InWEnt to work with this target group.

As InWEnt's indirect, but in development terms even more important target group, one has to mention the **sending organizations** who send their employees on the InWEnt training courses. They are in the first place supposed to benefit from the scholars' acquired knowledge and skills. By promoting individuals and their capacities, their organizations shall be strengthened in their performance. That in turn, especially when these higher performances are achieved in socially and environmentally responsible ways, will contribute to the development of the whole society. These three levels are also referred to as the micro-level (the individuals, the scholars), the meso-level (their sending organizations) and macro-level (their societies) of impact of InWEnt's programs.

Finally, looking at the different sectors of society as target groups, it has to be noted that CDG has been concentrating more on business and DSE on the government and NGOs with its programs. InWEnt will in the future, therefore, cover the whole range of these sectors in developing countries.

Program and instruments

Both organizations, CDG and DSE, divide their course-programs into **short-term** (up to three months) and **long-term courses** (anything above three months). The usual duration of the long-term courses is 12 months. The courses take place in Germany or other countries, often within the respective region. Beneath this structure of short and long-term courses there is a multitude of forms of courses with different duration from one week up to sometimes 36 months.

³⁹ InWEnt's Executive Director Bernd Schleich argues that the ultimate goal of InWEnt's future international human resource development should be socially responsible leaders, a global "responsibility elite". International personnel development must in that view be seen as a contribution to global structural policy. To reach this goal, he argues that it, including InWEnt's programs, would then have to become more political than it is now (SCHLEICH 2001: 144).

Some programs have a very regular pattern though, most prominently the long-term courses in Germany. In 2001, for example, CDG had about 1,500 participants enrolled in these programs, which usually have a duration of 12 months (CDG 2002: 8). The courses run on different topics within the above mentioned fields of work of InWEnt but share a common structure:

- first an introductory course to the program and to Germany, plus language courses according to the needs,
- then professional, advanced training on the specific topic of the course including seminars, workshops, excursion etc.,
- a practical training in a German company or institution working in that field,
- and at the end, a one-month management course with contents like leadership, change management, self-organization, and evaluation at the Center for International Management Training (CIMT).

Next to these training course InWEnt offers programs for international dialogue with short-term **seminars, workshops and conferences**.

A tendency within the work of both organizations has been to increasingly work with **project partners** for a longer period of time. The program for these partners then consists of a package of customized modules (courses, conferences, practical training). Such projects allow for better planning, smoother implementation, continuous monitoring and evaluation. A higher and more sustainable impact of the programs can thus be achieved.⁴⁰

Follow-up and VES

As the final program instrument the follow-up is presented separately and more comprehensively as it plays a prominent role in this report.

DSE and CDG are giving its scholars follow-up support after the programs have come to an end. The follow-up activities are supposed:

⁴⁰ A successful project example in the Philippines was the 10-year cooperation of DSE with the Center for Local Government at the University of the Philippines between 1990 and 2000. Its purpose was to assist the national process of decentralization following the Local Government Code of 1991. For details on the project see: DSE 2000.

- to secure and further develop the scholars' knowledge and skills acquired within CDG and DSE programs by offering refresher courses, new courses and venues for an exchange of experiences,
- to help the scholars reintegrate in their home countries and organizations and successfully implement what they have learned,
- to create possibilities for international dialogue and cultural exchange,
- and to stay in close contact with local partners and clients for the evaluation of the programs and the development of new programs.

Follow-up measures can either be aimed at the individual participants of a certain course or at the entire group of former scholars. While at DSE the follow-up was done more through the different programs, CDG has put emphasis on addressing all former scholars. CDG motivates its scholars to form national alumni associations, named **VES** (Vereinigung Ehemaliger Stipendiaten). The VES are also open to participants in programs of other German institutions of international education like DSE, DAAD, Humboldt Foundation. Today there are about 50 VES in 40 countries.⁴¹

One important tool that was jointly created by the CDG and the DSE, in the first place for the follow-up but also for the other program areas, is the internet portal '*Global Campus 21*'. It serves as:

- a virtual follow-up forum to facilitate the contact between the former scholars;
- a supplement to classroom-based education, preparing for training and deepening learning contents;
- and an opportunity to exchange technical and other experience.

InWEnt is currently in the process of designing a **life-long learning** concept for its follow-up program in which the *Global Campus 21* will play a central role.

⁴¹ The Philippine's VES, the CDAP (Carl-Duisberg Association of the Philippines), is presented in detail in chapter 4.6.

Implementation

DSE and CDG hold little training personnel themselves. Their programs are very diverse and maintaining own resources would be too costly and would outdate too quickly. For that reason they continuously have to look for appropriate and capable implementing partners⁴², e.g. by tendering their programs on the market for training institutions. Thereby, CDG and DSE can always acquire the current state of the art for their programs.

Regional and sectoral focus

InWEnt's program has to adjust itself to the country-concepts of the BMZ for development cooperation with developing countries. Herein is defined what countries to work with and what areas to focus on for each country, e.g. health, environment or economic reform etc..

A further regional focus has been set by CDG in the past, as since 1994 CDG has concentrated its activities in developing countries regionally in order to enhance the efficiency and impact of the programs. Accordingly, priority has been given to the ASEAN⁴³ member states in Asia, the SADEC⁴⁴ member states in Africa and the Andean States⁴⁵ in Latin America. In 1996, CDG and the German Development Service (DED) signed a cooperation agreement aimed at supporting and intensifying the regional program. One CDG/DED regional coordinator now runs the respective regional offices in Manila/Philippines for ASEAN, Pretoria/South Africa for SADEC, and Lima/Peru for the Andean states.

⁴² As new programs need new partners to implement them with, chapter 5.1 provides possible cooperation partners for conflict management training in the Philippines. Furthermore, renowned training institutions in mainly Germany, but also Europe, that would be interesting for program implementation are listed in the Annex.

⁴³ ASEAN - Association of South East Asian Nations - partner countries in this region are: Philippines, Vietnam, Laos, Cambodia, Thailand, Indonesia.

⁴⁴ SADEC - Southern African Development Community - partner countries in this region are: South Africa, Swaziland, Lesotho, Zimbabwe, Mozambique, Botswana, Namibia, Zambia, Malawi, Angola, Tanzania.

⁴⁵ Partner countries in the Andean region are: Columbia, Peru, Ecuador, Bolivia, Chile.

InWEnt's program and the topic of conflict management and peace building

Conflict management and peace building do not yet have a defined place within the organizational or programmatic structure of CDG and DSE. Nevertheless, different departments of both organizations have in the past increasingly integrated conflict management and peace building aspects into their program.⁴⁶ This is something InWEnt can build on for its way forward in intensifying its engagement in conflict management and peace building.

Looking back at this chapter one can see that the rich and multi-faceted programs of CDG and DSE in the past have placed great potential in InWEnt's cradle. The many fields of work and instruments the organization possesses allow for a multitude of entry points and reasonable fields of application for conflict management and peace building issues. This will be more specifically looked at in the next chapter.

⁴⁶ Examples from the 2002 programs are: DSE Public Administration Division (ZÖV): Training course on "International and Regional Conflict Prevention" for African diplomats; DSE Center for Food, Rural Development and Environment (ZEL): Course on "Negotiation and Mediation of Conflicts in Development Organizations" for personnel from development organizations and trainers in that field.

4 Conflict Management and Peace Building for InWEnt scholars - Demand-oriented guidelines for program design

In the following, guidelines on how InWEnt could integrate conflict management and peace building into its programs' structure, presented in the prior chapter, will be developed.

This chapter is structured by firstly giving an overview of the profile of the research sample. Following are conflict cases mentioned by workshop participants that aim at a better comprehension of the conflicts they feel affected by. As a next step, scholars' interest in training in conflict management and peace building is assessed by correlating different sources of data.⁴⁷ To ensure that InWEnt's future activities are demand-driven and beneficial for its target group, assessing scholars' interest in the topic in the first place, is a crucial precondition. Moreover, it is aimed to identify scholars' potential as well as their impact in regard to conflict management and peace building. Next to assessing scholars' interest, potential and impact as individuals, emphasis is also put on the existing alumni organization as a potential implementing partner for activities in this field. Finally, recommendations for integrating the topic into InWEnt's program are given.

4.1 Profile of scholars sample

Key aspects such as sex, educational background and participation in training will be looked at in the following. The information was obtained by interviewing 60 former scholars; either personally or through a questionnaire.

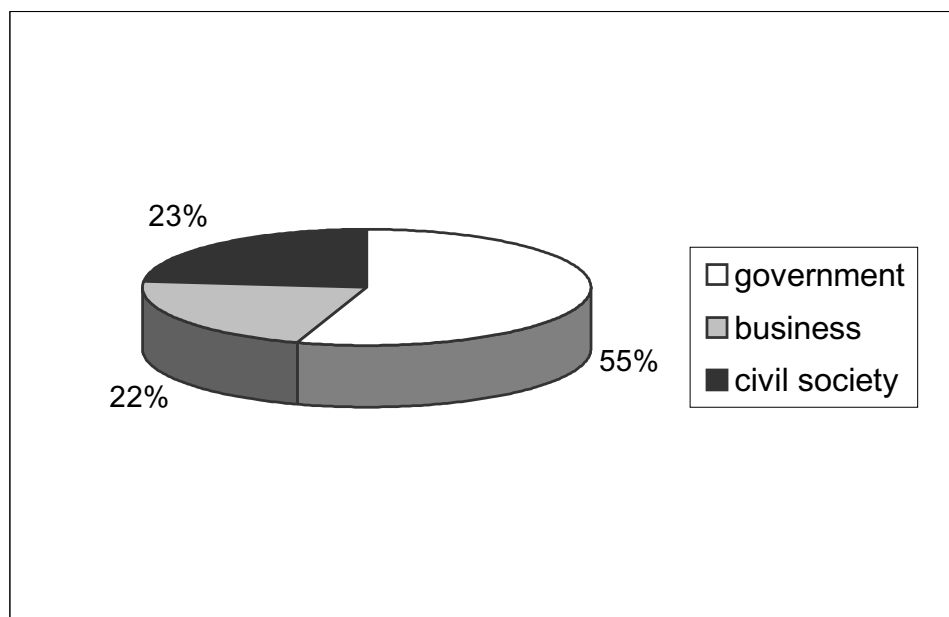
The chart below reflects the distribution of scholar interviews.

⁴⁷ Correlation without significant result is not mentioned.

Table 1: Overview of scholar interviews held

Source of interviews	No.
Workshop participants, Cebu (questionnaire)	16
Workshop participants, Cagayan de Oro (questionnaire)	11
Workshop participants, Manila (questionnaire)	11
Personal interviews with scholars not participating in the workshops	12
Questionnaires filled in via e-mail	10
Total	60

In total, 60 interviews were held with former scholars of both CDG and DSE. Out of these 60, 33 were male and 27 female. The vast majority of the interviewees were Christian, mainly Catholic. Only one interviewee was Muslim. Looking at the interviewees' educational background almost all of them had university degrees, 32 a master's degree and four a PhD. Preferred subjects were economics, management and business administration. One quarter of the interviewees had a degree in social sciences. The distribution according to sectors showed that 55% of the sample worked in the government sector, e.g. in government institutions such as the Board of Investment and the Department of Trade and Industry. 22% came from the business sector and 23% of the scholars were professionally involved in civil society, mainly in NGOs. Generally, a significant high number (40%) was involved in training and education. These worked predominantly as vocational teachers in public schools and technical colleges or as university lecturers.

Diagram 1: Sectoral distribution of interviewed former scholars

The majority of the interviewees took part in “long-term training-courses” in Germany. These training courses had mostly a duration of about one year and contained both specific training and a workplacement with a German company or institution for approximately three months⁴⁸. Frequently named titles of courses attended were: Investment Promotion, International Marketing for Furniture, Advanced Training for Teachers and a Masters Program in Public Management. In contrast, the short-term training courses were usually held in the Philippines. The table below indicates the two different types of training the interviewees participated in.

Table 2: Interviewees’ participation in training

Training	CDG	DSE	Total
Long-term training (more than 3 months)	26	23	49
Short-term training (up to 3 months)	5	18	23
Total	31	41	72

⁴⁸ Refer also to chapter 3.

29 scholars received training provided by CDG and 33 were trained through DSE. Two of the interviewees had been scholars of both institutions. Since some of the 60 scholars attended more than one training course the total number amounts to 72 training courses attended.

The majority of the interviewees did not have professional **experiences in the field of conflict management and peace building** yet. The reasons for scholars, to attend the workshops conducted for this study, were therefore mainly curiosity, general interest in a new topic and the opportunity to participate in the CDAP membership meeting that was held prior to the workshop. This impression was confirmed by asking them for their expectations concerning the workshop, as the majority was interested in getting an overview of the new topic.

However, 10% of the interviewed scholars were working professionally in the field of conflict management and peace building. Among them:

- one lawyer who also worked as an arbitrator,
- two members of grievance committees⁴⁹,
- one mediator concerned with consumer complaints,
- one executive director of a NGO in Mindanao working on *barangay* level,
- one development worker in Northern Luzon,
- and a political activist.

Except one person working in the NGO-field, all of them were involved in the educational sector. Besides the above mentioned group of former scholars engaged in conflict management and peace building professionally, the rest of the interviewees did not have any professional experience in that field. Nevertheless, a few had acquired theoretical knowledge and practical experience in their private environment.

Six of the interviewed scholars had attended the regional conference on *"Strengthening Civil Competence in Crisis Prevention and Non-Violent Conflict Solutions"*, held from the 16th to the 19th of July, 2002 in Manila. The focus of this conference lay on societal and political conflicts within the countries of the ASEAN region. One aim of the conference was to foster co-

⁴⁹ Grievance committees are institutionalized in companies or government departments to deal with complaints of employees.

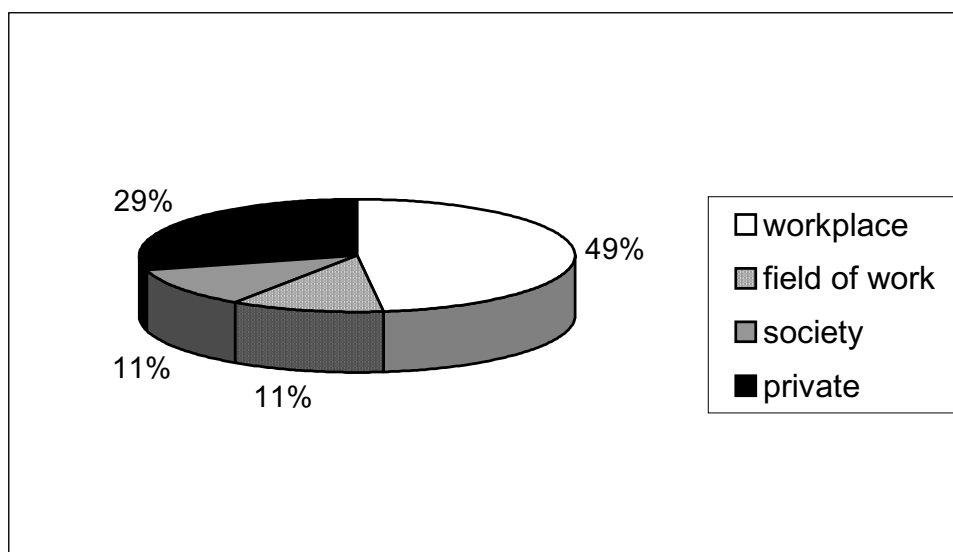
operation between institutions and organizations of civil society towards civil competence involving former scholars in such activities. Consequently, representatives of the government, NGOs, business, universities and the media were invited next to former scholars. Since scholars had to apply for attendance, only those were invited who showed special interest or experience in conflict management and peace building.

4.2 Reviewing scholars' conflict cases

Conflict cases scholars felt affected by are presented in two parts. While the first part describes the different fields of conflicts mentioned by the scholars; the second part puts focus on one specific field of conflict - conflicts occurring due to reintegration after the training in Germany.

The primary database for the collected cases was the data of three workshops. There, participants were asked to name conflict cases relevant to them. They could refer to any level of conflicts, e.g. conflicts to their workplace, to their field of work, conflicts which they faced as civil citizen or personal conflicts concerning their private life. The conflict cases mentioned by the workshop participants were collected and clustered into these four different categories. The diagram below provides an overview of the four clusters identified.

Diagram 2: Fields of conflict scholars felt affected by



Conflicts related to the workplace

One of the identified clusters refers to conflicts at the workplace. This implies interpersonal conflicts at the workplace arising due to different attitudes, interests and perceptions concerning employee–management relations, working conditions etc. Below, typical cases are listed to provide a better understanding of topics relevant for scholars:

- Conflicts arising due to reintegration of the scholar trying to implement newly acquired skills in the sending organization.⁵⁰
- Conflicts due to existing hierarchies within an organization. Scholars were involved as either employers or employees. Typical topics of conflict were disagreement on management styles or working hours and conditions.
- Conflicts between colleagues on vague job descriptions, distribution of budget and other resources and the overlapping of functions and responsibilities.
- Conflicts between different departments within the organization or between the company and the supplier about quality and warranty issues.

Conflicts related to the scholars' field of work

Conflicts related to the field of work were identified as a separate category. In contrast to workplace-related conflicts, they refer to job duties rather than to internal disagreements amongst colleagues. Consequently, the scope of these conflicts is broader, in the sense that they are usually affecting other stakeholders within society. By acting as a representative of the organization they were working for, such disputes occurred. The following conflict cases mentioned fall into this category:

- Conflicts about environmental issues and natural resource management arising due to different interests of stakeholders involved (e.g. between government and local communities on water-dam hydroelectricity- and irrigation system; or between NGOs and fisher folk on dynamite fishing;)
- Conflicts between labor union and management about social standards,

⁵⁰ Since a high number of the workshop participants shared this experience chapter 4.2.1 examines this topic separately.

legal frameworks (e.g. negotiations with striking workers as representative of a company).

Key interviewees representing different sectors but not being scholarship holders of CDG/DSE also stressed the need for conflict management related to the field of work. One of them coming from the Philippine Business for Social Progress⁵¹ stated that especially business sector's activities (e.g. mining, construction) lead to conflicts with affected communities. Therefore, scholars from the concerned sector being provided with skills in conflict management could apply them effectively by better considering other stakeholders' perspectives and roles in these conflicts.

The overall importance of both, workplace and work field related conflicts, was also expressed by the high total number of scholars' cases (60%) referring to these particular fields of conflict. The interviewees stressed that in Filipino culture conflicts are commonly not addressed openly - which is regarded as very obstructive in work-related situations. According to Rivera, organizational peace depends on the ability of the organization to adjust to the demands of a competitive environment. Both organizational effectiveness and peace at the workplace would rely on each other (RIVERA 2000: 90). This was underlined by the interviewees mentioning the economic costs of conflicts in the work environment (productivity-loss, income, dismissals). These negative impacts contributed to the scholars' high motivation in finding ways of dealing more constructively with such conflicts.

There are several approaches for conflict management at workplace level in the Philippines, such as labor arbitration⁵². However, it is obvious that there is still a demand on intervention strategies addressing conflict management 'at the workplace' and 'in the field of work'.

Conflicts on political/ societal level

Conflicts on political/ societal level are defined as conflicts which scholars are involved in as citizens and not as members of an organization. Most of the topics mentioned were related to bad governance (either biased interpre-

⁵¹ The organization is presented in chapter 5.1.

⁵² See chapter 2.4.3.2.

tation of law or non-observance of law by the government). Examples mentioned were:

- Different positions about value of land, environmental law not being enforced against violators and political corruption;
- Boundary disputes between *barangays* and activities of the New People's Army (NPA) in the Visayas Province.

Environmental conflicts were not placed in this category, as participants who felt affected by environmental conflicts, related these to their work (therefore they are part of the category of conflicts related to the field of work). The majority of the former scholars did not name conflicts on political/ societal level.⁵³ There might be different reasons for that.

- It is assumed that the majority is not directly affected by such conflicts because they do not live in areas where violent conflict occurs. Moreover, they might belong to a higher stratum, which implies that they are less affected by negative social and economic impact of such conflicts.
- A second reason might be, that those who felt affected perceived conflicts on societal and political level as unchangeable, since the root causes were believed to lie too deep in history and societal structure. Unequal distribution of power in the country was also perceived as resistant to change, thus limiting individual influence.
- Finally, it can be assumed that the scholars did not feel that the workshop provided the adequate space to address these complex conflicts.

Conflicts on private level

Conflicts on private level were described either as intra-personal conflicts or as conflicts within the family. Incompatible goals, interests or values within a person usually produced intra-personal conflicts. Scholars mentioned examples such as the desire to pursue a career versus the responsibility of being a mother/ father towards their children.

⁵³ Even on the workshop in Mindanao, the so-called Mindanao conflict was not named as a conflict case for the analysis exercise. This might be also a consequence of our workshop concept, addressing conflict management in general and not particularly focusing on political/ societal conflicts.

Since the family is the smallest unit for society, interpersonal conflicts within the family are closely related to those taking place in a broader societal setting and follow the same patterns (especially in the Philippines). Furthermore, in several cases workshop participants clustered conflicts at the workplace as a private conflict, e.g. conflict with a colleague due to his or her personality. This can be seen as an attempt to strictly distinguish the interpersonal conflicts at the workplace from the "professional conflicts", which seemingly is related to the perceived destructiveness of conflicts at the workplace and a need for harmony.

Generally, conflicts on a private level were regarded as important,⁵⁴ assumingly due to a high identification within their own family and an overlapping with the category conflicts at workplace. Consequently, they had a big share in all cases mentioned (29%). They will not be further examined in this study because InWEnt's program is more focused on the levels of work and society. Nevertheless, skills on how to better deal with conflict situations will also enable people to apply them within their private life.

4.2.1 Re-entry as a special source of conflict

One experience 85% of the interviewed scholars shared was being in Germany for professional training. The remaining 15% attended short-term training either in the Philippines or in an ASEAN-region.

During the stay in Germany the scholars did not only acquire new technical skills, but were also exposed to different cultural backgrounds during a long period of time. Often, participants receiving training in Germany came from all over the world, so that each one had to not only deal with the German context but also with a lot of other different cultural backgrounds. Therefore, InWEnt assumes that this intercultural experience is of advantage to increase one's capability of dealing with conflicts more constructively as it advances the process of self-reflection on one's own behavior and attitudes. This assumption was confirmed by the quote of a returnee who experienced rising tension and conflicts among his course-mates after September 11, 2001 as

⁵⁴ It was striking that exclusively women chose conflicts on a private level for further analysis in subgroups, while men preferred to work on conflicts predominately on societal /political level. Although women play an important role in Philippine Society and in the public, they nevertheless felt more responsible for family issues.

politics and religion suddenly became topics of discussion. He reflected on his changed behavior in conflict situations resulting from his experience abroad, by stating the following:

“ ...in Germany when conflicts in our discussions arise, I usually listen first and give remarks in a more subtle, careful way, mainly because I am in front of people who are from different countries. I guess I was a little scared and careful to go into heated discussions without knowing facts first, because I am with people of different nationalities. I do try to avoid offending others. Before, when I was with my friends here in the Philippines I was a little tactless and sometimes this lead to misunderstandings. I became more careful and a good listener after my German experience when giving my insights and opinions.”

Nevertheless, when having returned to the home country and workplace, scholars and sometimes their sending organizations have changed and do not match as well as before. This was mentioned by a considerable number of scholars facing difficulties when trying to implement their new skills and knowledge. This was closely linked to their new role defined as being initiators for change by InWEnt. Although this role was predominately intended by the sending organizations, conflicts occurred.

The following chapter examines whether and how the phase of reintegration into the old institution provoked conflicts - intended or not -, and presents best practices on how to support the returnee process. These best practices are not meant to avoid conflict but rather to help provide an environment where change can take place in a constructive and accepted manner.

4.2.1.1. Reasons for re-entry conflicts

Returning after training and applying what has been learnt is a difficult situation and a challenge for returnees, their private environment and their sending organization. As this hardly applies to people who were only on short-term training, the focus is on examining experiences made after long-term training. Therefore, 68% of our sample of scholars were considered.

Approximately 50% of the interviewees confronted with that question faced difficulties during the re-entry phase. Typical examples mentioned by the returnees were:

1. Conflicts due to changed attitudes:

- He/she became more critical and impatient.

- Women become more independent from their families.
- He/she became more environmentally aware.

The longer the training was, the more scholars felt *“like they were coming back as a different person”*. This, of course, also had an impact on their private life and made it difficult to reintegrate. In some cases, their relationships broke up in that process.

2. Conflicts due to a lack of opportunity to implement new ideas:

- Scholars who did not have the position to implement the changes.
- Scholars who were not able to introduce change.
- Lack of budget and technical endowment in the organization.

3. Conflicts due to resistance of colleagues:

- Some returnees wanted things to be done in a German way (e.g. order, time management, structure of work process) but faced their colleagues' resistance.
- Jealousy in the office due to a gap in knowledge or a promotion of the returnee.

4. Conflicts caused by management:

- Management had excessive expectations about desired changes.
- Management did not support the ideas from the trained employee, e.g. because it had no direct contact with DSE or CDG and therefore felt ignored.

Looking back, the vast majority assessed the training's impact on their life much more positive than negative, both on the professional level and on the personal level. Still, 5% of the total sample left the sending organization due to their re-entry conflicts at work.

4.2.1.2. Best practices for supporting the re-entry

Most of the interviewed scholars who faced re-entry problems remained with their sending organization. For a better understanding of the adjustment process both perspectives, the one of the returned scholars and of the sending organizations, were requested in the interviews.

The interviewees who mentioned positive re-entry experiences after a training in Germany, elaborated on the support of minimizing the gap between the sending institution and themselves as returnee. Following support measures were mentioned:

- One interviewee participated in a follow-up seminar for ten days that was held six months after the training abroad.
- A chat facility with other former scholars helped to exchange similar experiences.
- A reflection at the end of the training on how to implement new ideas was highly recommended by one interviewee.
- One of the scholars already received training in conflict management as part of his training in Germany.
- In some cases, the management requested a detailed report from the returnee on training contents and insights gained, to jointly elaborate what might be applicable to the organization.
- Conducting an echo seminar to share the acquired knowledge with colleagues was seen as useful.
- Interviewees stressed the importance of regular communication between returnee and sending organization, especially about changes having taken place during the employee's absence.
- It was regarded helpful when other personnel within the same sending organization was also sent for training abroad so that the returnees could support each other afterwards.

To understand conflicts due to the implementation of change better, interviews with management personnel of organizations were held. Organizations frequently sending employees for training abroad were chosen to be asked about this area of potential conflict. Due to their long cooperation with CDG and DSE it was assumed that they could give some positive examples on how to support returnees in transforming upcoming conflict into constructive change. Long cooperation was defined by either:

- a) sending at least one employee for training to Germany each year
- b) or having a formal long-term project partnership with CDG or DSE, involving a whole strategy for institutional development.

A precondition for supportive measures is the willingness of the sending institution to implement change. This willingness was proven by the following example: to better guarantee the scholars' impact on organizational change, one condition of the contract was the approval of the employee to remain at least three years with the organization after the return.

How could accompanying support measures look like in order to enhance the positive impact of InWEnt's long-term training?

- First, identifying appropriate **candidates** for training for the employees' position within the organization should be carefully considered. It seemed to be very helpful when trainee candidates and their superiors went together through the selection process.
According to the organizations interviewed, returnees who were decision-makers or in a leading position within the organization faced less difficulties in implementing change than subordinates. A second criteria was the employees' motivation and capability in sharing knowledge with colleagues.
- In one case the sending institution already had an explicit **future plan** on the later position and tasks of the returnee. This helped the organization as well as the returnee to meet mutual expectations.
- The majority of the interviewed institutions stayed in close **contact with the scholar during his/ her absence** either requiring regular progress reports or by informal communication; both to better design future tasks for their employees.
- It proved to be very helpful when the returnee was asked to conduct an **echo seminar** in order to train his/her colleagues in the new topic. It served to pass on knowledge and to reduce potential resistance and social distance towards the returnee.
- The institution should not only be open to change but should additionally provide the **technical equipment** to be able to adapt new ideas.

All in all, the interviewed management personnel of sending organizations have experienced positive impact on their organizations as stated by one interviewee: *"We are now more attractive to the outside world. They know we are time and money worth"*. According to the statements of the interviewed management staff, returned scholars can count on support when implementing change. These organizations, being prepared for organizational change and development, were able to provide a context where it was possible to deal constructively with conflicts arising through the returnees' attempt to implement change.

4.3 Assessing scholars' interest in the field of conflict

In the previous chapter fields of conflict former scholars feel affected by were identified. Although they faced different conflicts, it does not necessar-

ily imply that the scholars are generally interested in training in this field of conflict management and peace building. Therefore, scholars' interest in training is examined by looking at whether aspects such as workshop participation and previous professional experience in this field determine their interest.

4.3.1 Influence of workshop participation

The vast majority of the workshop participants had no previous experience in the field of conflict management and peace building and had not taken part in such a training. For that reason it was assumed that introducing the topic on the workshop would raise interest⁵⁵. The chart below differentiates between workshop-participants' and non-participants' interest.

Table 3: Interest in further training in conflict management and peace building (related to workshop participation)

	% of interviewees mentioning conflict management as a priority for training
Workshop-Participants	80%
Non-workshop-Participants	35%

80% of the workshop participants ranked **conflict management** as preferred training topic, whereas of the remaining interviewees only 35% had a strong interest. It can be assumed that people attending the workshop were already curious about this field and, therefore, generally had a higher interest than the average scholars who did not attend.

- Nevertheless, the workshop itself had an impact on their further interest in training. This impact was expressed by one interviewee who admitted to have had little motivation concerning the topic but was challenged positively in retrospect.

⁵⁵ The workshop design and tools used are presented in chapter 7.

4.3.2 Influence of experience in the field of conflict management and peace building

Conflict is a topic that is predominately seen negatively.⁵⁶ In consequence, at a first glance, training in the field of conflict might not appear attractive for those not yet involved in conflict management and peace building. The table below correlates the interest in training in conflict management and peace building on the one hand and the degree of professional experience in this field on the other hand.⁵⁷ It was assumed that previous involvement in this field had a strong influence on the choice of training priorities.

Table 4: Interest in further training in conflict management and peace building (related to the degree of professional experience)

	% of interviewees mentioning conflict management as a priority for training
Interviewees with high degree of professional experience in conflict management	100%
Interviewees with no professional experience in conflict management	48%

Scholars' personal interest in further training in conflict management was cross-checked with their general interest in training. They were asked to rank their training demands concerning possible topics of courses provided by InWEnt.

All of the interviewed scholars with a **high degree of professional experience** in conflict management (10% of the sample) chose training in the field of conflict as their priority. The topics they named were consequently much more explicit than those mentioned by the rest of the interviewees, namely:

- conflicts motivated by environmental issues,
- trauma healing,

⁵⁶ This was confirmed by the tool "brain-writing" (see manual, part II, facilitators guide for step 3) where workshop participants discussed their perceptions of conflict.

⁵⁷ The criteria for having *a high degree of professional experience* in conflict management are presented in chapter 4.1.

- inequity as a root cause for conflict,
- armed conflicts and displacements,
- conflicts in Mindanao: ownership of land, lack of political parties, decisions are made in Manila - Indigenous People are not involved,
- conflicts affecting especially vulnerable groups (women, children),
- international standards and laws involving conflict management and peace building,
- assessment of peacekeeping efforts,
- mainstreaming gender in handling conflicts and crisis prevention related to work-, political and societal levels,
- and mainstreaming conflict prevention or conflict sensitivity in development projects.

90% of the interviewees had **no professional experience** in conflict management and peace building. Looking at the topics named by them the following suggestions were made:

- *barangay* court capability enhancement (arbitration)⁵⁸,
- and conflicts in coastal zone management.

The majority of the topics proposed were mostly general, e.g. just “conflict management”. Naturally, the workshop participants among this group often named topics that had been introduced to them during the workshop (e.g. negotiation, mediation).

Scholars’ interest in further training in conflict management and peace building is a necessary condition for further engagement with that field. However, interest itself needs to be supplemented by the individual potential of those being trained to ensure that training has an impact.

4.4 Assessing scholars’ potential in conflict management and peace building

The following chapter attempts to assess scholars’ potential to constructively engage in conflict management and peace building on different levels; ranging from private level to societal/ political level.

Among the group of scholars a general potential for further engagement in this field exists. According to our understanding, potential can be character-

⁵⁸ Refer to chapter 2.4.3 that further explains the *barangay* justice system.

ized by the following elements:

- high educational level,
- professional experience and influence in general,
- international and intercultural experience,
- being organized in CDAP,
- feeling of social responsibility in return for granted privilege,
- and soft skills such as communication skills.

Soft skills like communication skills are a necessity for engagement in conflict management and peace building. Since they are individually spread they cannot be evaluated. Most of the other elements apply to all scholars and are explained further in the following.

Reviewing the scholars' profile, all of them have a high educational background and are thus working as specialist and executive personnel in different fields. Most of them are in decision-making positions within their organizations or even work on the management level. This demonstrates their influence and helps in networking effectively. According to external key interviewees, this qualifies them as multipliers and enables them to implement new ideas more easily. Additionally, 85% of the scholars interviewed have made intercultural experiences either in Germany or in the ASEAN-region. Therefore, one could assume that one's capability to deal with conflicts more constructively increases by having reflected on own behavior and attitudes in a foreign country. This might qualify scholars even more for engagement in this field.

90% of the scholars interviewed were organized in CDAP, which is assumed to be advantageous when it comes to implementing activities as a group and has a broader scope than acting as an individual.⁵⁹

Having also benefited from the training in their personal careers, some of the interviewees expressed their gratitude for having been privileged. Therefore, they - in turn - feel responsible to give something back. Moreover, a high de-

⁵⁹ Please refer to chapter 4.6.3 assessing CDAP's interest and potential in conflict management and peace building.

gree of voluntarism is part of the Philippine's society. Both aspects can contribute to scholars' future engagement in conflict management and peace building.

4.5 Assessing scholars' impact in conflict management and peace building

So far, former scholars' interest and potential in conflict management and peace building have been assessed. Nevertheless, the design of InWEnt's future programs in that field will not only depend on interest and potential of scholars, but also on the expected impact these programs might have. To best combine interest, potential and impact, it is suggested to pursue different training strategies for different target groups.

Scholars facing conflicts in their workplaces

The majority of interviewees perceived conflicts arising at the workplace to be most relevant to them. They, therefore, expressed their interest in training mainly addressing these conflicts. Learning and applying skills such as conflict analysis, communication skills etc. would have an impact on private and workplace level. Moreover, such training would meet the demand of a high number of InWEnt scholars.

Scholars dealing with conflicts in their field of work

Scholars already dealing with conflicts in their fields of work, but not having acquired professional skills yet, should be targeted. This applies to 10 % of the sample. Examples were scholars involved in e.g. resource management, land-use planning or local government.

Scholars working in the educational sector

Since a high number of all interviewed scholars worked in the educational sector (40%), it is suggested to strengthen them in their role as multipliers, teaching and promoting conflict management and peace building.⁶⁰

Both groups, scholars working in the educational sector, as well as in conflict-sensitive fields, expressed their interest for supportive measures tailored

⁶⁰ The educational sector's potential in conflict management and peace building was estimated very high by external key interviewees.

to their specific fields of application. All of them would highly benefit from training in conflict management by addressing their specific fields. The training's impact would go beyond the private and work level and would also have an impact on a societal/ political level. Additionally, it is assumed that training for the educational sector would have an impact with a broad scope due to the multiplier effect.

Scholars with a high degree of professional experience in conflict management and peace building

Among the 60 scholars interviewed 10% showed a high degree of professional experience in conflict management and peace building. Although these scholars apply their professional skills within their work already, advanced training courses would meet their expressed interests. Supporting this comparatively small group would increase scholars' impact on all levels even more. If InWEnt aims at explicitly addressing the societal / political level through training programs, it could build upon this target group.

4.6 Assessing CDAP as one implementing partner for future activities in conflict management and peace building

The following chapter describes the Carl Duisberg Association of the Philippines (CDAP)⁶¹ and attempts to assess its interest and potential in implementing future activities - especially in conflict management and peace building. If InWEnt integrates the topic within the follow-up program, CDAP would be the responsible stakeholder for planning and implementing such projects in the Philippines.

4.6.1 CDAP - a brief description

CDAP is a registered organization with over 200 members from various disciplines from all sectors. Although its membership is very heterogeneous, they have one thing in common: All of them are former scholars of German training institutions, mainly CDG and DSE.

⁶¹ Refer to chapter 3: CDAP is the VES in the Philippines.

Objectives and goals of the organization are:

- to further the professional advancement of Filipinos who were trained in Germany under the auspices of CDG, DSE, and other German institutions,
- to make a significant contribution to the living conditions of the Filipino people,
- and to provide a venue for networking among former German-trained scholars.

Since the alumni organization has been re-established in 1997 it has been a forum for sharing experiences, networking and training. In the past, CDAP has conducted training courses, workshops and seminars for former scholars in various topics mainly financed and supported by the CDG. Additionally, the organization quarterly publishes a newsletter “news blitz”, informing on activities and topics of concern. All CDAP activities aim to contribute to professional and social development for the scholars themselves as well as their communities.

Referring to the different backgrounds of its members, the seminars and training touch on a variety of topics, e.g. environmental and natural resources protection, infrastructure and telecommunications, trade promotion and international marketing, energy, as well as production and technology.

Since 2002 CDAP has started an organizational restructuring and has reactivated regional chapters. CDAP’s activities in the past concentrated on Manila and recently efforts have been made to establish a separate chapter for the Visayas and Mindanao. A decentralized structure is meant to give former scholars located in other regions the opportunity to participate more easily in the organization's activities. For this purpose a general assembly in the Visayas (Cebu) was initiated by the National Board. The core group was founded and initiated further activities. In Mindanao (Cagayan de Oro), the set up of an organizational structure and a planning workshop have not yet taken place.

4.6.2 CDAP’s program planning capabilities

This chapter analyzes the capabilities and the interest of CDAP being the engine for designing and implementing activities for former scholars.

Out of the 60 interviewees 90% were members of CDAP. This percentage is this high due to the fact that those organized in the chapter could easily be reached. Taking into account that the total number of former German scholars in the Philippines exceeds 3000, the number of CDAP members is relatively small (approximately 200).

The majority of the members agreed upon their motivation for joining the organization, namely networking with other former scholars, sharing experiences, and receiving further training in various topics. A few mentioned more specific reasons for being a member, such as fostering linkages with those engaged in development work, participating in an international dialogue on democratic structures and availing funding for future training. The last reason mentioned refers to the members' opportunity to suggest possible future activities for the CDAP by submitting project proposals to the CDG.

By assessing the organization's potential and interest towards future program-design, an organizational analysis was made together with CDAP by applying the SWOT analysis tool⁶². The assessment was narrowed to five aspects, namely membership, leadership, resources, topics of CDAP activities and structure of the organization. Since the success of further program planning is strongly determined by the members and leaders being the driving force behind this task, they deserve special attention in this assessment. Additionally, further program planning depends highly on the organization's endowment with (financial) resources. Moreover, emphasis was given to the assessment of programmatic priorities of the organization as well as its organizational structure; the latter being responsible for implementing projects successfully.

The participants of the SWOT analysis were four board members of the organization all located in Manila. Therefore, their perspective on the relevance of the topic was seen as a valuable source of information. The conclusions of the analysis are summarized as follows:

- **Membership** was analyzed twofold. On the one hand, the organizations' strength was identified as having a heterogeneous, active membership, thus allowing the implementation of activities with a wide scope. On the

⁶² see KEK / CDC CONSULTANTS.

other hand, the number of members was perceived as being relatively small due to a lack of updated address data and the difficult task to approach potential new members. Therefore, it was strongly recommended to constantly update the alumni's data.

- The organization's **leadership** was perceived with mixed feelings. On the one hand, participants paid tribute to a motivated and active core group holding contact with its members. On the other hand, time constraints of board members and a lack of financial compensation for their work being done for CDAP, were perceived negatively. Moreover, the transitional leadership⁶³ rendered continuity in planning and implementing projects to be more difficult.
- Erratic participation of both, members and leaders, was mentioned as a weakness resulting also from **financial constraints**. According to the participants, the number of members has decreased due to difficulties in offering attractive projects on a regular basis.⁶⁴ The funds provided by CDG (InWEnt) for CDAP decreased due to newly founded alumni associations in the ASEAN region sharing the available funds. Therefore, CDAP's efforts in diversifying donors have been increased. This was regarded as advantageous, allowing alternative program-design not based on thematic priorities set by InWEnt and its funding institutions. Besides seeking for new sources of funding externally, the organization identified internal saving opportunities. The participants therefore opted for implementing more income-generating projects, for example through attendance fees for seminars and by using own human resources more effectively.
- The foundation of the new chapter for the Visayas and Mindanao was mainly perceived positively. **Decentralizing CDAP activities** was believed to attract new members in these regions. This could overall contribute to strengthen the organization and increase its fields of activities. Nevertheless, concerns were mentioned in regard to the formation of breakaway groups that might burden the financial situation by competing for the same funds.

⁶³ Due to the organizational set-up, positions within the board of CDAP change usually every year, although being re-elected once is possible.

⁶⁴ One reason for this was seen in CDG's priority list of training contents, which did not always go in line with scholars' priorities.

Conclusion:

CDAP has the potential and interest to plan and implement further activities. On the one hand this is indicated by the motivation for joining the alumni organization. On the other hand, potential and interest is reflected in the organizations attempt to diversify donors, thus enabling CDAP to offer more projects with a wider scope.

4.6.3 CDAP's interest and potential in conflict management and peace building

The following ideas were extracted from a discussion whether, or not, conflict management is a relevant topic for CDAP. Although these represent the opinion of a core group within the board of the organization, the organization's perspective did not go beyond the individual perspective analyzed beforehand.

- For the majority of the scholars, conflict management is needed professionally as a soft skill to be used at the workplace.
- There was a common perception that CDAP's potential in directly addressing conflicts on a political level is limited. CDAP's contribution was seen in identifying scholars professionally involved and assist in creating linkages.

Additionally, the newly founded chapter of CDAP addressing scholars in the Visayas and Mindanao was asked to state its interest in the topic of conflict management and peace building. Although it is (still) one chapter of CDAP, its activities were held separately either in Cebu or in Cagayan de Oro due to the distance between the two regions. Hence, the chapter's interest in the topic was assessed at the two workshops held and will be listed separately.

CDAP chapter Visayas

During the last session of the workshop in Cebu, the participants brainstormed on possible future activities for their chapter. They identified a variety of future activities related to conflict management and peace building:

Training:

- follow-up training focussing on conflict intervention, training of trainers in peace advocacy, peace education for NGOs, conflict management related

to natural resources, conflict management addressing specific sectors, and training in mediation. (in cooperation with IPVCL⁶⁵);

Internet:

- establishing a help desk for the peace process and creating a web site for members to communicate their conflict cases;

Networking:

- establishing a pool of experts on conflict management;
- peace research (survey on roots of Mindanao conflicts with the assistance of IPVCL);

Advocacy:

- communication campaigns, providing materials such as posters, stickers and flyers on peace.

The chapter's interest in the topic of conflict management and peace building was assessed as very high. It appears that the topic could become a focus within planned activities of that group. Two scholars participating in a mediation course after having been inspired by the introductory workshop underlined this impression. This stresses the value added to invite external professionals to such a workshop – in that particular case, the executive director of IPVCL. This supports networking of scholars with NGOs from the field for future engagement.

CDAP chapter Mindanao:

During the workshop in Cagayan de Oro, future activities of the chapter focused mainly on organizational development. Since the chapter had not yet held a strategic planning workshop, priorities were related to organizational tasks, such as recruitment of new members, disseminating information etc.. Consequently, the chapter has to develop its own working task groups and organizational structures first and foremost.

Nevertheless, the following ideas were expressed among others during the brainstorming session on the workshop:

Training:

- training in conflict management (e.g. mediation, negotiation, communication), echo-seminars, conducting training for communities, preparing

⁶⁵ Institute for Peace and Values-Centered Leadership, which is described in chapter 5.1

training modules and case studies on local issues;

Networking:

- linking CDAP to relevant institutions engaged in conflict management and peace building, establishing a pool of trainers and speakers in the field;

Others:

- sponsor a symposium on conflict management and peace building, submitting training proposals on conflict management to municipality mayors.

Whether the chapter (Mindanao) has the interest and potential to further engage in conflict management and peace building will depend on the progress in developing the organization first. A lobby within a core group as well as follow-up activities could positively influence that process.

Reviewing the last chapters, scholars' interest and potential in further engagement in conflict management and peace building have been assessed. As a mayor result, their interest and potential was closely related to conflicts arising at the workplace. This applied to the majority of scholars interviewed as individuals as well as to CDAP. Training addressing that particular field of conflict would have a direct impact on the private and workplace-level.

Moreover, 50% of the scholars work in conflict-sensitive fields and/or in the educational sector, but have not acquired professional skills in conflict management yet. They expressed their interest in being supported. Since they work in conflict-sensitive fields and/ or in the educational sector, their potential for further engagement was estimated as high. Additionally, the training's impact would refer to different levels.

Finally, a minority of scholars already engaged in conflict management and peace building would benefit from advanced training with a direct impact on societal/ political level.

4.7 Integration of the topic into InWEnt's program

As a precondition for recommendations to be drawn from the data gained so far, the different options to integrate the topic conflict management and peace building into InWEnt's program will be briefly introduced. Moreover, the chapter considers scholars' suggestions for possible ways of integrating the topic.

4.7.1 Integration of conflict management and peace building into the long-term program

Conflict management could be integrated into the long-term program, which was suggested, by almost 50% of the interviewed former scholars. There was a selection between different options:

- within the introductory course of the training

The majority of interviewees were in favor of a module on conflict management placed within the introductory part of the long-term training in Germany, to better handle situations arising due to different cultural backgrounds.

- within the last month of the stay in Germany

The advantage of placing it here would be to better prepare the scholars for their return to their home countries, especially addressing conflicts the scholars might face when it comes to implementing training contents at their old workplaces. The importance of such a module was confirmed by the discussion about re-entry conflicts.⁶⁶

- integrated as a cross-cutting topic tailored to the different professional training courses

Half of the scholars preferred an integration of the topic conflict management into their training course instead of having one exclusive module on it. This was especially mentioned by those receiving training in conflict-sensitive areas such as natural resource management or land use planning. According to their opinions, they would prefer an applied course referring to conflicts related to their specific work environment, rather than a general introduction into the topic.

4.7.2 Integration of conflict management and peace building into the follow-up program

The participants were also asked whether, and if so, how they could imagine the topic to be addressed within the follow-up program.

⁶⁶ see chapter 4.2.2.

- This question was confirmed by 70% who voted for the follow-up program. Nevertheless, they narrowed the target group for such a training to those
 - a) already involved in conflict management,
 - b) or working in a specific sector and are therefore more exposed to conflict management and peace building than the group of scholars as such. For the latter, scholars working in NGOs or government institutions were given as examples.

4.7.3 Integration of conflict management and peace building into *Global Campus 21*

One joint activity of CDG and DSE – founded before InWEnt was established – has been the development of the internet portal *Global Campus 21*⁶⁷, mainly offering e-learning modules in an inter-active way. The advantage of e-learning is its accessibility from almost everywhere, providing a platform for professional and intercultural exchange. Since InWEnt scholars are spread all over the world, it is examined whether the internet portal could support InWEnt's activities in conflict management and peace building.

Training in the field of conflict management and peace building aims at personal development where exercises, role plays and joint reflections are the main tools. Direct interaction is therefore a precondition for learning. Hence, e-learning cannot replace a training in conflict management. Nevertheless, it can supplement direct interaction training through the provision of background documents, establishment of chat groups and topic oriented network.

A few interviewees regretted the high fees for accessing this internet portal. According to them costs prevent scholars from regularly using different offers of *Global Campus 21*.

4.8 Recommendations

The following recommendations refer to different options of how to integrate conflict management and peace building into InWEnt's program. Taking into account the different training needs, interests and professional backgrounds,

⁶⁷ www.gc21.de.

we suggest to design tailor-made support measures according to different target groups. In accordance with chapter 4.5 the following target groups were identified:

(A) group of (former) scholars without yet professional experience in the field of conflict management and peace building as such,
and as part of this group those:

- facing conflicts at their workplace,
- scholars encountering conflicts at their field of work,
- scholars working in the educational sector,

(B) and scholars with a high degree of professional experience in conflict management and peace building.

Target group A: Scholars without professional experience in the field of conflict management and peace building

1. If InWEnt wants to attract more scholars than those already active in the field of conflict management and peace building, InWEnt should offer **introductory workshops** focusing on scholars without yet specific interest or engagement in this field. Such a workshop offers the opportunity to concern oneself with the topic conflict for a first time and often motivates to engage further in this field. These workshops should be integrated in the follow-up program and preferably conducted by CDAP (or VES structures in other countries) themselves.

2. Communication and negotiation skills

It is recommended to offer a module on communication skills within the introductory course of long-term training abroad. These skills are a necessary precondition for any training in conflict management and peace building following.

Participants of long-term training come from various countries. Therefore, the module should be supplemented by a training to broaden the understanding for different cultures and to handle situations arising due to different cultural backgrounds better.⁶⁸ This will also help to become more familiar with the host country of the training.

⁶⁸ e.g. an Anti-Bias-Training.

Target group A1: Scholars facing conflicts at their workplace

For the majority of interviewed former scholars **conflicts arising at their workplace** were perceived to be most relevant to them. Therefore, it is suggested to focus on support measures addressing that particular conflict level. This applies for all three sectors interviewees were working in (government, business, civil society). Appropriate training contents could be:

3. Seminars in the follow-up program dealing with topics in the field of work, which should be continued. Such training customized to professional concerns can cover topics like “Social Standards”, legal compliance or address labor and management concerns. These trained contents do not apply only for one specific sector but are relevant for different sectors.

Re-entry as a special source of conflict

Since changes in businesses and organizations often lead to conflicts, the ability to better deal with these situations should be a major objective of InWEnt’s program, especially if organizational changes are provoked through skills development of employees.

4. InWEnt should address possible conflicts resulting from the trained employees’ role as a catalyst of change in his/ her organization within the last month of the long-term program, before the scholar returns to the sending organization. The longer the training abroad, the more important such a preparation for re-entry is.

Such a module should build upon the training in communication and negotiation skills already received in the beginning of the long term program. The learned skills should be applied there (in role plays) for specific conflict situations which scholars might face at their workplace after the return.

5. InWEnt should offer an opportunity to all scholars, who were on a long-term training, to reflect on the process of re-entry after their return to their home country. This could be addressed in a seminar held frequently within the follow-up program (e.g. every three to six months) inviting scholars from the same country (or region) who recently returned from training.

6. Establishing chat rooms within the *Global Campus 21* portal for returnees in order to make good use of the familiarity developed among scholars who were on the same course. They can act as peers to exchange experiences due to re-entry, such as discussing the re-entry problems. Discussing these situations with somebody who knows one well but does not belong to one's daily and social context, could be very supportive. To offer this opportunity to all returnees, access to this chat room should be free of charge.
7. Providing incentives to the scholars for giving echo-seminars for colleagues. The returnees could additionally be supported with didactic materials accessible through the *Global Campus 21*. These materials should have two purposes: They could help to conduct the seminars better and might be useful manuals for helping colleagues to close the gap between the experienced returnee and themselves, who stayed behind.
8. Compiling a desk study of best practices (some of these have already been compiled, see chapter 4.2.1.2) on how sending organizations can support their returned employees is recommended. The findings of this study should be used to consult and prepare sending organizations - especially new ones – concerned with the re-entry phase of the returned employee.

Target group A2: Scholars dealing with conflicts in their specific sectors

This applies especially for scholars working in conflict-sensitive fields who have not acquired professional skills yet. It is assumed that training in conflict management would have a **high impact** in various fields of application.

9. For those working in conflict-sensitive fields, courses on conflict management and peace building as cross-cutting topics, thus tailored to sector specific training, should be conducted.
10. In addition to courses integrating conflict management as a cross-cutting topic it is highly recommended to explicitly address conflict management in follow-up courses. This can be done in a short-term training preferably to be held in the scholar's home country. By using local training institutions' expertise the specific conflict context, the cultural setting, and already existing approaches in that country to build upon can be better

considered. First suggestions for course topics are:

- mediation skills for local government units,
- mediation skills for scholars working in resource management or land-use planning,
- and peace journalism for the media.

Target group A3: Scholars working in the educational sectors

11. Since 40% of all interviewed scholars worked in the educational sector, it is suggested to strengthen them in their role as multipliers. They could be supported by offering courses, for example, on peace curricula development.

Target group B: Scholars with a high degree of professional experience in conflict management and peace building

If InWEnt wants to strengthen capacities in conflict management and peace building with an impact on political/ societal level it should **build upon a small group of people who already have professional experience** in this field and could also be use as multipliers. Suggestions for such training programs are:

12. Since training needs might differ, it is suggested to **promote individuals** on demand. InWEnt could send selected scholars to advanced courses on conflict management and peace building. Strengthening scholars' capacities through trainer's training and the like contributes to multiply their knowledge in conflict management and peace building.

13. **Topic-oriented networks** could connect people who work in the same field or have similar backgrounds. These networks could be offered via the Internet portal *Global Campus 21* for scholars facing similar conflicts in their field of work (for example, those involved in environmental conflicts or on peace curricula development for vocational training center). International conferences also support this kind of valuable exchange and network.

Further Recommendations

14. Most of our recommendations directly propose how InWEnt can integrate the new topic of conflict management and peace building into its program. While they have been developed on data gained through workshops and interviews, we additionally suggest to consider the following ideas, although they have not been elaborated further. They derived from inter-

views with different stakeholders.

InWEnt should examine whether it could especially strengthen local capacities by applying its existing programs in regions that are both, affected by conflicts and economically and politically disadvantaged. Here-with, InWEnt could indirectly contribute to peace building through training and thus, leading to social and economic development in disadvantaged regions. It appears that scholars coming from such affected regions like Mindanao, are underrepresented in InWEnt's overall training programs. According to data obtained from DSE, only 15% of all scholars are from Mindanao, although it covers a quarter of the country's population. This applies even more when taking into account that the majority of the scholars appear to come from Davao and Cagayan de Oro, but not from conflict affected areas within Mindanao.⁶⁹ InWEnt should ensure that all potential candidates, especially those located in disadvantaged and conflict-affected regions, have the opportunity to apply for InWEnt's training programs. This implies that InWEnt advertises its programs equally all over the country and extends its application deadlines. Additionally, InWEnt could even explicitly promote candidates coming from these regions. If intending so, appropriate courses for specific target groups should be carefully identified. Furthermore, InWEnt should prove whether long-term partnerships with selected organizations can be established. For all activities it is strongly recommended to apply the principles of the "Do no harm"⁷⁰ approach to ensure that support measures particularly in conflict affected regions do not have a negative impact.

⁶⁹ It is only assumed that our sample reflects the total distribution due to incomplete data. InWEnt should prove whether InWEnts' scholars coming from parts of Mindanao are underrepresented.

⁷⁰ "Do no harm" refers to MARY B. ANDERSON'S framework for program activities in conflict affected areas. Source: ANDERSON, Mary B.: Do No Harm: How Aid Can Support Peace or War, Lynne Rienner, Boulder, Colorado, 1999.

5 Identifying possible cooperation partners in conflict management and peace building

In this chapter, selected organizations active in the field of conflict management and peace building in the Philippines, are presented. Firstly, important NGOs are described with the aim to link InWEnt with possible cooperation partners in the field of training. Secondly, German organizations are presented with their respective activities in the Philippines. Since German agencies are mainly funded by the same donor, the BMZ, they are asked to make use of their joint experiences and knowledge in order to create synergy effects. Thirdly, UNDP as one of the major multilateral players and with its many years of experience in Mindanao is described. First ideas on possible partnerships of these organizations with InWEnt are given.⁷¹

Contact addresses of all these organizations can be found in the Annex where an overview of important German and other conflict management and peace building training institutions is given in addition.

5.1 Philippine training organizations in the field of conflict management and peace building

The following part aims at providing InWEnt with an overview of training organization in conflict management and peace building in the Philippines. If InWEnt wants to provide training in that field to its former scholars, it should make use of existing expertise and services in that field. Therefore, a selection of organizations is given, especially those that are geographically close to InWEnt's alumni-networks (CDAP chapters), located in Manila, Cebu and Cagayan de Oro are presented. It is not intended to give a complete overview of existing organizations.⁷² Another selection criteria has been the tar-

⁷¹ Generally, it is recommended to carefully re-check the recognition of the organizations presented and their training courses offered. It should also be noted that our list of organizations is not an assessment and can be further supplemented.

⁷² Institutions that could not be presented are for e.g. the Notre-Dame-University in Cotabato, Mindanao (see chapter 2.4.2.) Other interesting training approaches in the field of workplace-conflict are: a) the broader organizational development approach by RIZALINO DE LA RIVERA, who tries to sustain peace at the workplace through focusing on 'organizational culture' in his 'organizational change model'. His approach is systemic with the core elements like vision, leadership, culture and human resources. (RIVIERA 2000: 89-95) b) „Management by culture - Fine-Tuning Modern Management to Filipino Culture“, by F.

get group of the organizations: The focus lies on training for specialist and executive personnel, being InWEnt's target group, rather than giving training on grassroots level.

5.1.1 Asian Institute for Management

The Asian Institute for Management (AIM), founded in 1968, is one of the leading international management schools in the Philippines. With faculty staff of over 60 professors, it is organized in the:

- Business School,
- Policy Center,
- Development Center
- and Asian Center for Entrepreneurship.

It offers different graduate and post-graduate courses focusing on Business Management. Since the mid 80s, it is also engaged in development training, conducting a one-year program "Master's in Development Management" or four week programs for professionals in this field. Beside these regular programs, the AIM organizes conferences, seminars and customized programs as well as training for several Asian or international development agencies. AIMs teaching methodology is mainly based on case studies following the Harvard Tradition as well as plenary discussions, and simulations.

Conflict management and especially negotiation are cross-sectoral themes within the graduate courses. There are no regular courses open to the public on conflict management; specific training's could be offered on request. AIM is interested in further cooperation with InWEnt and hosted the CDG conference on '*Strengthening Civil Competence on Crisis Prevention and Non-violent Conflict Solution*' in July. Cooperation with AIM can be recommended as it has the training facilities, academic staff or networks with relevant organizations, as well as the expertise in training for specialist and executive personnel.

Institution	Asian Institute of Management / Development Center
Course description	<p>AIM organizes short term seminars and conferences on different themes, for e.g.</p> <ul style="list-style-type: none"> • Certificate Conference on Peace Education, in Cooperation with the International Peace Institute, USA. • Course in Alternative Dispute Resolution for chief executive Officers from APEC. <p>Specific short term courses could be offered on request. To give an overview of the expertise of the AIM, an overview of the modules that are regularly offered in the graduate courses is given:</p> <p>Business school:</p> <ul style="list-style-type: none"> • Interest based negotiation (Harvard), • Labor relations • Management of change. <p>Development Center:</p> <ul style="list-style-type: none"> • Strategic negotiation and conflict resolution, • Social conflict: escalation, stalemate and settlement • Community based resource management.
Trainers	<ul style="list-style-type: none"> • Professors from the Business Center: negotiation, communication skills, change management etc. • Professors from the Development Center (all with practical experience in development projects and international organizations): conflict resolution, negotiation, community based resource management etc.
Participants	Depending on the requirement of the course. Mainly specialist and executive personnel from business, government and NGOs.
Location	Manila
Duration	variable

5.1.2 Gaston Z. Ortigas Peace Institute

The Peace Institute was established in 1990 and has already been introduced in chapter 2.4.2. One of its programs, the 'Peace, Education and Capability Program', developed peace and conflict transformation modules for peace advocates and for the development of *peace constituencies* adjusted to the Philippine cultural setting. It also supports network as well as conflict mediators and negotiators, who assist communities and groups facing conflict situations.

Box 5: A Filipino Training Approach

A unique Filipino training approach ‘Peaceful Conflict Resolution Framework’, was developed with local peace advocates on existing practices within the Philippines. This approach puts emphasis on relationship as a determining factor in conflict resolution. Although the framework resembles the Harvard negotiation model⁷³, it assumes that there is not just one issue to a conflict but several aspects of a relationship as well as particular cultural context involved (according to John Paul Lederach’s cultural specificity in every conflict resolution situation). The training framework is adapted to be used in communities and seeks to enhance the capability of the „weaker“ party in a conflict. It aims at addressing the root causes of social conflict⁷⁴ by dealing with the issue of justice leading to healing and reconciliation⁷⁴ (framework: LAMPAUOG AND PEREZ 2000: 122-134).

Title	Basic Conflict Transformation Workshop
Course description	<p>Courses have according to the specific target group (e.g. focus on Mindanao) the following objectives and approaches:</p> <ul style="list-style-type: none"> • to identify one’s own style of conflict response; • to clarify one’s understanding of conflict and peace: types and causes of conflict, escalation of social conflict, determining negative and positive peace, causes of conflict and possible interventions; • to enhance the ability to manage and transform interpersonal conflicts for mutual growth and mutual respect.
Trainers	members of the capability program of the institute
Participants	Participants are local peace advocates, people from NGOs, churches or Peoples Organizations.
Location	Luzon (flexible)
Duration	1 to 2 days

(References: GASTON [b] (undated); Interview with J. Perez, GZO, Manila, 6th of September 2002).

⁷³ see Workshop chapter 7.

⁷⁴ In this broader context it means to deal with past injustices through giving space for exposing and acknowledging truth, granting compensation and to aim at re-establishing relationships on personal or community level.

The Institute is in the process to extend their training-services beyond the NGO sector to the business sector. Former scholars from the NGO field as well as scholars from the business sector could be a future target group for such conflict management training.

5.1.3 Philippine Business of Social Progress (PBSP)

PBSP is one of the largest NGOs in the Philippines and has a staff of about 180. It is mainly situated in Manila and was founded in 1970 by business leaders concerned with the economic decline in the Philippines. They formed PBSP as a 'collective response to social development'.

Within the organizations' philosophy '**Corporate Citizenship**', the pursuit of profit and the assumption of social responsibilities are seen as interdependent goals. The business principle '**Corporate Social Responsibility**' proposes that the long-term interest of business is best served if its growth is accomplished alongside the development of communities, the protection of the environment, and the improvement of people's quality of life (e.g. managing workplace concerns, corporate-community partnerships, environmental awareness, and social investment).

One of its programs 'Business, Peace and Development' is taking place in Mindanao and is broadly meant to be an investment in peace building measures. Therefore, programs include capacity building for governance, peace education for schools, and the support of Muslim businesses in the Autonomous Region of Muslim Mindanao (PBSP 2001: 42).

The organization is an important stakeholder in the corporate world, with efficient networks throughout the Philippine society and, therefore, particularly relevant for scholars from the business sector. The organization becomes even more interesting as a potential future cooperation partner for InWEnt, since it provides training on conflict management at the workplace.

Until now modules from 'International Alert'⁷⁵ and the 'Prince of Wales Business Leaders Forum'⁷⁶ have been offered in training for the business sector,

⁷⁵ www.international-alert.org/publications.htm#business, under business & conflict: „The business of peace: The private sector as a partner in conflict prevention and resolution“.

⁷⁶ www.pwblf.org; info@pwblf.org; London, UK.

have been offered. The organization is currently in the process of developing own modules. Training that has been given in the field so far is: training for middle management in supervisory skills and conflict management as an integral part.

5.1.4 Institute For Peace & Values-Centered Leadership (IPVCL)

The Institute for Peace and Values-Centered Leadership (IPVCL) was founded in 1999 as a project of the University of Southern Philippines (USP). It has the objective to further a culture of peace and non-violence and to promote the practice of mediation and other modes of alternative dispute resolution. It aims at promoting facilitated negotiation to become the immediate response to conflict among persons and corporations.

IPVCL is working on peace advocacy and conducts training. It also runs a joint project with the Philippine Judicial Academy of the Supreme Court. In 1999 the Supreme Court decided to use Alternative Dispute Resolution as part of its judicial reform and integrated the use of mediators for court-referred cases. To assist in this matter IPVCL is implementing a program in Cebu offering training courses including internships for mediators, who can be accredited by the Supreme Court. Since then 57 mediators from Cebu have been trained. IPVCL recently started a pilot program with the Department of Environment and Natural Resources (DENR) and the Environment Management Bureau (EMB) to train and accredit twelve (12) Environmental Mediators (about two CDAP scholars are part of this team). It also launched the Cebu Mediation Center, an official venue for private and public mediation, to be run and managed by the Cebu Mediation Foundation, Inc. (CMFI) – a new-born affiliate of IPVCL. In the near future, IPVCL-CMFI will conduct a series of training on conflict management in the workplace.

IPVCL is an interesting cooperation partner, conducting courses in conflict management for different sectors. It established first cooperation with InWEnt participating in the ASEAN conference "*Strengthening Civil Competence in Crisis Prevention and Non-Violent Conflict Solutions*" held in July 2002 by InWEnt. It also established contacts with the Vizayas CDAP chapter, as some members took part in Environmental Mediation training. (see also chapter 4.6.3, page 62).

Institution	Institute for Peace and Value-Centered Leadership (IPVCL)
Course description	IPVCL is regularly offering the following courses: ⁷⁷ Basic mediation with internship courses 1st training on basic mediation 2nd one/two month Internship 3rd two settlement weeks <ul style="list-style-type: none"> • Conflict Management for Public / Environmental Issues • Designing a Conflict Management System in the Workplace • Foundation of Values Seminar-Workshop
Trainers	Mainly the founders of the IPVCL, all accredited mediators
Participants	Open
Location	Cebu (flexible)
Duration	Depending on the course

5.1.5 Searsolin

The South East Asia Rural Social Leadership Institute (SEARSOLIN), founded in 1964, is an extension department (college of agriculture) of the Xavier University in Cagayan de Oro. Through one of its extension branches (Min-Card), the department is a member of the peace education network Kalinaw Mindanaw, presented on page 27.

SEARSOLIN is regularly offering 'Social Development Leadership Courses'. This international training program is designed for NGOs, governmental and church-based professionals, in seven one-month-modules, concerning topics of social and rural development.⁷⁸

It has experienced trainers in the field of conflict management, although conflict resolution is only one topic besides others regularly offered in the pro-

⁷⁷ IPVCL (without year): Pamphlet, p.2.

⁷⁸ Each modules is designed to last a month. Such modules are: participatory project management, sustainable agriculture, self-help approaches in socio-economic development, micro-finance and micro-enterprise development, alliance-building in the context of globalization, M&E and development action programming. Additionally, SEARSOLIN conducts "in-country" training , especially in the newly opening countries of Asia, like Cambodia, Laos and Vietnam (SEARSOLIN: 1).

gram. As SEARSOLIN has joined the Kalinaw Mindanaw network for peace education, its teachers have co-authored the manual for community based peace and reconciliation seminars (see chapter 2.4.2).

SEARSOLIN could be an interesting cooperation partner for train-the-trainer courses in community reconciliation for scholars working in NGOs and rural and social development.

Title	SEARSOLIN / Social Development Leadership Program
Course description	<p>On request, specifically designed training for NGOs staff can be offered.</p> <p>The Social Development Leadership course is divided into seven modules to enable participants to choose between any combination. Although there is no explicit module named 'conflict management', the topic is integrated in following modules:</p> <ul style="list-style-type: none"> • Module 5 'Multi-Sectoral Alliance Building in the context of Globalization': <ul style="list-style-type: none"> - Consensus Building and Conflict Resolution, - Networking and Multi-Sectoral Alliance building - Civil-Society – Business – Government, Tri-party Partnership.
Trainers	<ul style="list-style-type: none"> • Staff of the Institute with community reconciliation experience.
Participants	NGO staff working in the field of rural development, members of churches, grassroots, and self-help-organizations.
Location	Cagayan de Oro, Mindanao
Duration	The regular offered modules are designed for one month. Specific training can be designed on request.

5.1.6 Mindanao Peacebuilding Institute of the Catholic Relief Service

The **Catholic Relief Service (CRS)**, also engaged as a development NGO, created the 'Mindanao Peacebuilding Institute' in the year 2000, offering training in conflict management and peace building in close cooperation with the Eastern Mennonite University in the USA. Already prior to the founding of this training institute, CRS was strongly involved in the conceptual development of training in conflict management. It also co-edited the above mentioned Kalinaw Mindanaw training-manual for community-based reconciliation workshops.

The Mindanao Peacebuilding Institute is held once per year. It consists of a sequence of three one-week-seminars for professionals from national or international NGOs, as well as for local *Peoples Organizations*⁷⁹ and the academe.

Title	Mindanao Peacebuilding Institute / Catholic Relief Service
Course description	<p>The Peacebuilding Seminar takes place during three weeks every year. The participants have the choice of parallel courses offered each week. Examples of topics in the year 2002 are:⁸⁰</p> <p>Session one / first week:</p> <ul style="list-style-type: none"> • Fundamentals of Dialogue The course uses practical exercises and feedback as well as the work with case studies of interethnic and inter-religious dialogue from Palestine/Israel, Mindanao, Ireland and Sri Lanka, with the objective to provide theories and skills needed to conduct dialogue initiatives. • Introduction to Conflict Transformation <p>Session two / second week:</p> <ul style="list-style-type: none"> • Conflict Resolution Skills: Mediation, Negotiation and Dialogue; • Conflict Analysis; • Religion: Source of Conflict, Resource for Peace / Skills for the Religious Peace builder. <p>Session three / third week:</p> <ul style="list-style-type: none"> • Designing Community-Based Peacebuilding Initiatives; • Designing Peacebuilding Training Programs; • Peacebuilding and the Arts.
Trainers	<ul style="list-style-type: none"> • Practitioners from NGOs or initiatives working in the field of conflict transformation and peace building, mainly with training from the Eastern Mennonite University, USA. • International trainers, working in conflict transformation.⁸¹
Participants	Participants come from a wide range of practical and academic backgrounds, all active in the field of peace building. The majority

⁷⁹ Common term in the Philippines used for grassroots and self-help-organizations.

⁸⁰ The approach of the first course will be described in more detail, to give a better understanding of the used training methods.

⁸¹ For example highly recognized trainers such as Paul Lederach from the Indiana University Notre Dame, or the US-Palestinian Abu-Nimer from the American University in Washington.

	are from the Philippines, especially Mindanao. Nearly one third are international participants coming from Burma, East Timor, Indonesia, Cambodia, Sri Lanka, Pakistan, or India.
Location	Davao City, Mindanao.
Duration	A sequence of three one-week courses every year.

5.1.7 Ramon Aboitiz Foundation

The Ramon Aboitiz Foundation, Inc. (RAFI) is not explicitly a training organization. Nevertheless, it has expertise in conflict resolution and capacity building in the field of natural resource management. Created in 1966⁸², the Foundation's vision is to promote democracy-based and people-centered development through community organizing programs, networking, coalition building, capacity building, as well as advocacy work. The Ramon Aboitiz Foundation is running seven different programs. Two of these are the Development Studies Center (with library, training and conference facilities) and the Community-based Integrated Area Development Program. Based in Cebu City, it has 80 staff members, 14 at the management level and the others at project and field work level.

As RAFI was a convener organization of the NGO initiated 'Coalition for Watershed Management and Land Use Planning', it developed an 'Integrated Approach for Resource Management and Land Use Planning' (NACARIO-CASTRO 1999: 26). This includes conflict resolution for the different stakeholders involved. In cooperation with the Cornell University, USA, a seminar on conflict management was held addressing organizations involved in watershed management.⁸³ On request, the expertise of the Aboitiz Foundation could be very valuable for InWEnt, especially when conducting seminars concerning environmental conflict management.

⁸² The foundation was created by one of the biggest business' families in the Philippines, the Aboitiz family.

⁸³ The director of the RAFI Development Studies Center is a former scholar of DSE. She had been invited in the past as co-trainer for DSE courses.

5.2 German Development Organizations in the Philippines

According to an agreement between the Government of the Philippines (GOP) and the German Ministry of Economic Cooperation and Development (BMZ), German development agencies are to work mainly in the Visayas region. German political foundations with NGO-status do not fall under this regulation and are free to focus – for example – on Mindanao.

5.2.1 German Development Service (DED)

The main program focus of DED in the Philippines is on natural resource management, rural development and vocational training. Through its activities DED aims at reducing poverty, which is also a structural cause of conflicts. One aim is to generate more income especially for disadvantaged groups. This strategy is also the base of the "New Program for Peace and Development in poor areas in Mindanao" (RÖSCHEISEN 2002: 16).

One idea of DED on how to contribute to peace building is the implementation of its current program's activities, mainly in so-called *peace zones* (see chapter 2.4.2). These measures would then be an incentive for the communities and the peace constituencies to further advocate for *peace zones*. As potential partner groups, DED identified NGOs organized within the MINCODE network (see chapter 2.4.2) as well as PBSP (see chapter 5.1).

DED is also thinking of a possible cooperation with GTZ to support *peace zones* in a direct way by installing early warning systems. This would require especially trained personnel, for e.g. financed and sent by the Civil Peace Service (ZFD, Ziviler Friedensdienst).⁸⁴

In summary, DED's main contribution to peace building in Mindanao is thought to become the implementation of its long-run core area programs, but preferably in so-called *peace zones*.

InWent is already closely cooperating with the DED offices in the ASEAN states by conducting specific training courses in order to support community and NGO projects.

⁸⁴ Interview with C. Dehn, DED, Manila, 9th of Sept. 02.

5.2.2 German Agency for Technical Cooperation (GTZ)

BMZ/GTZ together with the Philippine National Economic Development Authority (NEDA) agreed on core areas of development cooperation and so-called cross cutting issues like conflict prevention.

The 'special project of peace development and conflict transformation in Mindanao' (based in Cotabato) has recently started and is a short-term and predominately a funding program of ongoing activities of partner organizations.

Box 6: Partners of GTZ in the Mindanao Program

Partners of GTZ 'special project of peace development and conflict transformation in Mindanao' (2002) are the following institutions:

- **Federation of Reporters for Equality and Empowerment** (Cotabato City): Peace journalism. Advocacy for local peace initiatives.
- **"Kids for Peace"**: Trauma healing among children through training and developing counselors among families with special focus on Muslim children.
- **Katankaya Foundation** (South Cotabato): Strengthening capacities on barangay level, micro-funding for enterprise development, seminar on peace (tri-people approach).
- **Philippine Football Federation**: The idea is to enhance the understanding among the tri-people through a common game amongst children.
- **Mindanao Commission on Women** (Davao City): Women leaders wrote a paper on the women's role in the peace process, active through workshops and networking.
- **Pailig Development Foundation** (Illigan City): Facilitation of the resolution of clan conflicts, incl. training (conflict analysis, culture of peace, conflict resolution strategies).
- **Zamboanga University**: Funding of workshop attendance on 'Islam reproductive health program' in Indonesia, Echo-seminar for faculty members and students.
- **Isabelle Foundation Inc.** (Basilan): Church-based (catholic) NGO working in trauma healing, organizing women, micro-funding for land use support and enterprise development.
- **Education for Life Foundation**: Grassroots leadership training to advocate ancestral land rights, incl. vocational skills and provision of livelihood.

(References: BOYET SALANGA, telephone interview, 12th of Sept. 02).

On a joint workshop with the DED by the end of 2002 the visions and missions of the different partners will be analyzed and lessons learnt exchanged. Still, other peace stakeholders and strategies for the possible support of initiatives are to be further identified by the GTZ in the future.

5.2.3 Konrad Adenauer Foundation (KAS)

While the core areas of the DED and the GTZ are poverty reduction and education, the political foundations, such as KAS, work towards the establishment of adequate political frame works permitting long-term peace and stability (FREHNER 2002: 7).

KAS has four continuous partners and temporary partnerships to support punctual interventions.

Box 7: Continuous partners of Konrad Adenauer Foundation:

- Ateneo Center for Social Policy and Public Affairs: Research & training institute promoting political participation and awareness of democratic values on community level.
- Local Government and Development Foundation (LOGODEF): promotion of good governance and improvement of administrative efficiency on community level.
- Asian Institute of Management-Washington Sycip Policy Center: KAS as political advisor of a commission of top officials drafting a proposal towards more federalism.
- Tacdrup (Technical Assistance Center for the Development of the Rural and Urban Poor, Davao City): Peace advocacy and governance incl. grass-root level training. KUSOG MINDANAW is a round table conference initiated 1995 by Tacdrup to discuss Mindanao issues.

Other cooperation partners of KAS:

- Notre Dame University (Cotabato): Mediation in violent conflicts in Muslim regions between GOP and rebels, support for democratic and autonomous structures in ARMM.
- Magbassa Kita Foundation, Inc. (Zamboanga): Strengthening the role of Muslim women in the peace process, including training. KAS initiated the elaboration of a Manual 'Training Women Peace Advocates' for multipliers on community and provincial level.
- Mindanao Council of Women's Leaders (Davao City): Analysis of the cultural, political and economic background of the Mindanao conflict, formulation of an action program.
- Georgetown Foundation (Manila): Analysis of frame conditions for poverty reduction programs and strategy development jointly with important Philippine Government Ministries and donor organizations (which then are connected to NGOs in Mindanao).

(References: FREHNER, personal conversation, 13th of Sept. 02 and Website of KAS, Sept. 02).

Currently all KAS-activities, including those which do not run under programs concerning conflict management, are being evaluated towards their impact on peace building. KAS plans to intensify information sharing between the

different players and is already part of a huge network of peace and development NGOs. InWEnt could benefit from KAS' experience and knowledge when engaging in the field of conflict management and peace building.

5.2.4 Friedrich Ebert Foundation (FES)

Among the wide range of activities supported by the FES are local governance and democratization, economic development strategies, environmental issues, political and electoral reforms, unionism, and promotion of women and young people. In these fields, FES seeks to provide avenues towards non-violent and democratic sustainable solutions. Emphasis is put on work related conflicts. Explicit projects which deal with violent conflicts do not exist.

Box 8: Projects of the Friedrich Ebert Foundation:

- Trade unionism support and industrial relations: "How to run an enterprise in a fair way" (e.g. income distribution), is seen as a contribution to resolving conflict. Important structures: Barangay system, voluntary arbitration, labor court (see chapter 2.4.3).
- Sexual harassment of women at the workplace: Conflict topic addressed by creating institutionalized structures for complaints.
- Enterprise development: Elimination of poverty as one root cause of conflict. FES developed a code of conduct on corporate social responsibility (application of social standards).
- Advocacy work for electoral reforms: Support marginalized sectors and groups.

FES assists in strengthening local governance through various projects, two of which are:

- Barangay Training & Management (BATMAN-) Project: More than 30 NGOs organize training at the barangay level (local administration, development planning and progressive leadership).
- Municipal Enterprise Development Plan (MEDP): Small Economic Enterprise Development Inc. (SEED) assesses strength and weakness of business activities of communities, identifies bottlenecks, and recommends on policy framework.

(References: Interview with T. ANONUEVO, Manila, 9th of Sept. 2002).

FES' knowledge and experience in work-related issues, an area that was proven to be very important for InWEnt's former scholars⁸⁵, could be benefi-

⁸⁵ see chapter 4.2.1.

cial for InWent when engaging in training or networking in this field. Possible fields of cooperation seem promising and should therefore be examined.

5.3 United Nations Development Program (UNDP)

UNDP's activities in the Philippines, beside poverty alleviation programs, focus on peace building. In support of the 1996 Peace Agreement with the MNLF, the GOP-UN⁸⁶ / Multi-Donor Program 'Strengthening the Foundations of Lasting Peace and Development in Southern Philippines' provides basic services and capacity development at all levels of government.

Box 9: GOP-UN / Multi-Donor Program 'Strengthening the Foundations of Lasting Peace and Development in Southern Philippines':

- Executing Agency: Southern Philippines Council for Peace and Development (SPCPD)
- Implementing Agencies: UN Agencies, Government Agencies, Local Government Units
- Partner: GOP, Government of ARMM and the Southern Philippine Development Authority, UN agencies⁸⁶, NGOs, the donor community and others
- Project sites: Special Zone of Peace and Development (SZOPAD)
- Target group: MNLF soldiers, their families and communities
- Phase I (Mar 97-Dec 97): emergency assistance and ex-combatants livelihood program.
- Phase II (Jan 98-Feb 01): livelihood and training (capacity building)
- Phase III (Mar 01-Feb 04): Components, among others, are capacity building and empowerment through Peace and Development Communities, building partnerships and strengthening institutional support mechanisms, confidence building through advocacy, and promotion of a culture of peace

(References: Interview with Ms. Alma Evangelista (Peace and Development Adviser UNDP Philippines) and: UNDP/GOP (ed.) (2001): Phase III, GOP/UN Multi-Donor Program, project document.

UNDP also supports the peace and development process by program components in human resource management, environmental, and economic issues.

Additionally, UNDP has initiated a cross-country undertaking, involving the Philippines, Indonesia, Thailand, and Sri Lanka to share their experiences in conflict management and peace building.

⁸⁶ UNICEF, UNFPA, UNDP, FAO, ILO, UNIDO, UNESCO, UNHCR, WHO.

UNDP's long-term experience in peace building in Mindanao, including relevant partners, could be a first source for InWEnt as valuable information before entering the field.

For establishing partnerships in the field of conflict management and peace building, the importance of information sharing and coordination between the different development agencies can not be overstressed. So far the exchange of information is not done systematically so that activities and partners of other organizations are not known. Depending on the focus InWEnt wants to take for its engagement in conflict management and peace building in the Philippines, there already exists a lot of expertise. To make use of it will be the first step for a fruitful cooperation.

6 Final remarks

This final chapter highlights recommendations with a high priority and points to issues not covered by the study that have to be considered in the further process of developing concepts to integrate conflict management and peace building into InWEnt's overall program.

One of the main contributions to this task was to give recommendations on how to strengthen InWEnt scholars' capacities in conflict management and peace building in the Philippines. The data, gained through workshops and interviews, clearly showed that **conflicts related to the workplace** were perceived most relevant by InWEnt scholars in the Philippines. This result goes in line with conflicts discussed on one of InWEnt's regional conferences on "*Strengthening Civil Competence for Crisis Prevention*", namely the one in Johannesburg, South Africa. There, emphasis was also put on conflicts affecting scholars in their working environments in addition to conflicts on political/ societal level that were the genuine focus of the two other conferences.

When reviewing scholars' interest and potential in conflict management and peace building, it can be concluded that their possible contribution lies mainly in addressing conflicts at the workplace and in the field of work. If InWEnt's training in conflict management intends to have an impact on a political/ societal level, the majority of former scholars' contribution appears limited. Scholars' possible engagement in that field cannot replace peace initiatives, but their efforts in addressing conflicts in their private and work environments can be complementary to other actors' efforts. InWEnt should make use though of the 10% of scholars involved professionally in conflict management and peace building as resource persons and use the expertise of local NGOs and initiatives.

The scholars' contribution will be most effective, when support measures are tailored to their specific needs and interests. Hence, scholars have been divided into different target groups to particularly address them with specific recommendations. One of these target groups were scholars with no professional experience in conflict management. A part of this target group worked in conflict sensitive areas. From our perspective, this group would most benefit from support measures since they have to deal with conflicts be-

tween different stakeholders in their field of work. Support measures addressing their specific needs would have great impact as they can indirectly contribute to societal peace. Consequently, InWEnt's future activities in the field of conflict management and peace building should put special emphasis on this group.

Whatever activities InWEnt will undertake, it should be aware of the following constraints and should think about how to overcome them.

- Alumni associations could be possible partners for implementing training in conflict management and peace building. Although many former scholars are organized in these associations in over 40 countries, their membership and programs vary notably. While there are active associations – for example CDAP in the Philippines - in other countries activities initiated by the alumni associations take place on a very limited level. Taking into account that in the first place former scholars are full-time professionals, their engagement in the associations is restricted. This questions one of the recommendations made on the regional conference in Manila, namely to extend the alumni associations' scope and transform them into NGOs.
- Since alumni associations themselves decide on topics for follow-up activities, training in conflict management and peace building cannot be imposed on them. Consequently, if InWEnt aims at integrating the topic anyway, it should not build upon the alumni associations' initiatives only. Still, introductory workshops in conflict management held by the VES for the former scholars can be a starting point and should be supported by InWEnt. These workshops can contribute to create awareness and raise interest, but do not guarantee that alumni decide to further engage in the topic.
- InWEnt aims at promoting organizations through offering training to selected staff. In some cases, scholars left their sending organizations shortly after the training abroad. In such a case, the organization could not benefit from the training. InWEnt should therefore regularly assess the overall impact of their training programs keeping close track of how long the former scholars actually stay with their sending organizations.
- A careful selection of both sending organizations and scholars can reduce the above mentioned negative effect. The participation of the superiors in the selection process as well as the clarity of expectations of all sides in-

volved are further determining factors that should be considered. Long-term cooperations with selected partner organizations have proven to be very beneficial in that respect.

- A shortcoming of InWEnt's organizational structure is, that only one regional coordinator is responsible for various countries in one region. This obviously constrains advertising the training programs in all countries equally, selecting appropriate candidates for training, organizing follow-up activities, doing impact assessments of training etc..

Therefore, we suggest to work more closely together with German organizations. Since CDG has for example already a cooperation with the DED, InWEnt could possibly intensify its use of the DED's decentralized structures. The DED could for instance assist in advertising InWEnt's training programs in the various regions.

Besides the above illustrated constraints, there are the following further relevant aspects for future program planning of InWEnt that were beyond the scope of this study.

- Sector specific needs of scholars working in conflict sensitive areas could not be explored in depth. Therefore, InWEnt should systematically identify sector specific areas of conflict to design new training programs. For this purpose, a sector specific needs analysis to extract demand-oriented contents for future training remains to be done.
- As peace and development are closely knitted together, InWEnt should examine whether it can apply its existing programs in regions that are at the same time affected by conflict and economically and politically disadvantaged. To better address both aspects, networking and the search for synergies are of special importance. InWEnt should contribute to the development of a more coherent strategy of both local and international development agencies and NGOs in the field of peace building in the Philippines.
- As activities in conflict affected regions would be a new field for InWEnt, it should start with a pilot project in Mindanao and/ or similar regions. This requires a careful design of appropriate support measures to strengthen local capacities and to contribute to social and economic development. InWEnt should frequently evaluate its pilot project activities to ensure that training does not have a damaging impact and to decide on

future programs in such areas.

- For future networking and cooperation with local partners, this study provides an overview of organizations in the Philippines. Since conflict management and peace building are strongly determined by the context of the conflict - such as culture, values, political and institutional framework - local concepts and strategies need to be considered. Therefore, InWEnt should make use of local expertise and give those organizations priority for conducting training if it is to be held locally.
- Since the focus of this study was on the scholars' possible contribution towards conflict management and peace building, other actors' potential towards that task have not been assessed. However, InWEnt might want to consider to extend its training offers to new target groups such as important actors in civil society.
- Although this study has identified interest and potential of former scholars towards training in conflict management and peace building in the Philippines, our recommendations are useful for InWEnt's activities in other regions, too. The manual developed to conduct introductory workshops can be used worldwide by local VES to create awareness for the topic, to raise interest and to explore further engagement.

Managing Conflicts and Building Peace – the title of our study and the vision of a country burdened by conflict. InWEnt can contribute to this goal through its scholars. They could in the future apply acquired skills from training to initiate positive change within their working environment and in society. Consequently, the scholars' impact can be seen as complementary within a more holistic approach to Peace Building in society. In that sense, the demand-oriented recommendations put forward by this study should be made part of an overall strategy of InWEnt to promote civil competence for crisis prevention in the future.

7 WORKSHOP: Introducing the topic of conflict

In this chapter, a workshop design is presented that we recommend for replication in other countries. The workshop is intended for the alumni of InWEnt and can be conducted in all countries where a sufficient number of InWEnt scholars exist, especially with an active VES structure.

This chapter is divided into two parts. In Part 1, the background and general concept of the workshop is introduced. In Part 2 - on the yellow pages - the manual for conducting the workshop is provided, including the guide for the facilitators, and handouts for the participants.

7.1 Workshop purpose and design

The workshops which were conducted for this study served different interests. For the purpose of our research for InWEnt, the SLE team wanted to extract valid data on the scholars' experience, potential, and interest in the topic. The organizers of the workshops, CDAP - the Philippine VES - were particularly interested in exploring the topic as a potential field of activity. This was especially the case in Cebu and Cagayan de Oro, where new chapters of CDAP are in the process of formation and in search of areas of common interest among their members to engage in. Finally, the participants - the third stakeholder in the workshops - were open to, and curious about the topic and wanted to get both an overview and first basic skills training.

The workshop was developed with these considerations in mind. The design also evolved over time as each workshop was evaluated carefully and adjustments were made for the succeeding one. Basis of each workshop was an open approach. This means that the starting-point was the personal perception of the participants about what a conflict is. There was no common definition of conflict and no distinction made between conflicts according to their intensity. In other words: "Conflict" was used as a search engine and all search results were taken for further discussion.

The workshops also differed in their duration: one workshop was conducted for one day, two for 1^{1/2} days. The version presented here resembles our last workshop, a one-day workshop in Manila. For the prototype presented here, again some slight changes were made, not only out of lessons learnt but also to present a more general design regardless of the specific Philippine and this

research-study's context. In this sense, the proposed workshop design presents our best state of knowledge and experience and is aimed at general application within the InWEnt/VES context.

Objectives

The workshop 'Introducing the topic of conflict' is designed to serve the following objectives:

- Participants reflect on the topic “conflict”, become more aware of their own perceptions, and exchange experiences.
- Participants gain knowledge and skills in conflict management.
- VES explores its interest in the topic as a possible field of activity.
- InWEnt is provided with information for program planning in the field of conflict management and peace building.

The workshop primarily aims, (objectives 1 and 2 above), to provide the participants with an introduction to the topic and pass on a few basic skills on conflict management. Secondly (objectives 3 and 4 above), the workshop serves as a possible fact-finding and exploratory opportunity for the local VES and for InWEnt, be it for the regional office or for InWEnt in Germany. While the first two objectives will always be of interest, wherever the workshop may be conducted; objectives number 3 and 4 should only be pursued in accordance with the needs and interests of the local VES and of InWEnt.

The interests of the local VES to explore the topic as a possible field for further engagement will vary from place to place. The capacities of a local VES might for example already be utilized for other topics and activities. In any case, said VES might still consider offering this workshop to the scholars as they would offer courses on other subjects.

Also, InWEnt's need for data on the scholars' experience, potential, and interest concerning the topic for purposes of program planning would most probably change over time. This year, in 2002, for instance, InWEnt looks at the topic with a view on its general program policy; organizing, next to this study, the regional conferences and the final symposium in Berlin. At other times and other places, InWEnt might be interested to look into more detail at one particular program area; be it on environment, on rural development, on local government, or some other. Another focus could be on regional ac-

tivities. For the regional coordinator, it might be of particular interest for him/her to find out about the possibilities of integrating the topic into follow-up activities in cooperation with the VES in the region.

The proposed prototype in the manual basically includes objectives 3 and 4. It is open though, to variations and adjustments depending on the situation. These will be pointed out in the respective units of the workshop manual.

Participants and size of group

The number of participants should be between 12 and 20.

The workshop's target group, in general, are former scholars of InWEnt and/or members of the local VES.⁸⁷ For certain reasons, however, participation could also be pre-selected. Thus, if representative data for future program planning is a focus of the workshop, the participants should be chosen to allow for a balance in gender, sectors (government, business, NGOs), fields of work (environment, health etc.), or other factors of importance.

Implementation

Two or more facilitators can conduct the workshop. The facilitators do not need to be professionals in the field. The minimum requirement would be for them to have basic trainer's experience and sufficient time to prepare the workshop using the manual and reading some of the recommended background literature.⁸⁸ It is further suggested that the facilitators make a run through of the workshop tools beforehand - either as participant in the same or similar course, or as a preparatory exercise with colleagues or friends.

It is also highly recommended to entrust the organization and conduct of the workshop in the hands of the local VES.⁸⁹ So doing serves:

⁸⁷ Not all former scholars are members of the VES (the participation in a workshop organized by the VES might motivate them to become members though). Also, not all VES members are InWEnt scholars as the VES are open to scholars of all German international advanced education organizations.

⁸⁸ The recommended background literature can be found at the end of the manual.

⁸⁹ The recommendation that arises from the SLE team's views and experiences in the Philippines was similarly expressed by InWEnt: "The alumni associations (VES) are being encouraged to run training programs on the topic." (SCHLEICH 2002: 5).

- to strengthen the local VES-structure;
- to have facilitators conduct the workshop who know the target group and are thus in the position to best address the participants with the often very personal and difficult topic of conflict;
- to allow the VES to have a feeling of ownership about the workshop-process and the topic, which is of special importance if they want to plan further steps in that field.⁹⁰

In view of this foregoing reason, the VES may also involve local resource persons in the workshop, such as people from academe or NGOs, active in the field of conflict management and peace building. They can provide extra professional resources. Getting to know one another also serves to identify potential future cooperation partner for the VES and InWEnt in that field (e.g. for possible future training).

Duration

For practical reasons, the workshop prototype is designed for a one-day duration. The costs are significantly lower than with workshops running for more than one day, especially considering overnight accommodation. A one-day workshop might also fulfill the needs of full-time working scholars, as it could be held on the weekend. For VES facilitators who are not professional trainers; a short, compact workshop might also be easier to conduct.

The workshop, however, can easily be extended. The manual's toolbox provides further helpful tools that the SLE-team has used during their 1½ days workshops. Overnight workshops also have the advantage of having time for socializing in the evening which is also one purpose of the VES and important to keep its organization alive.

⁹⁰ As a consequence of the same reason, this workshop could be conducted by scholars who took part in the InWEnt conferences on crisis prevention in Lima and Johannesburg, as they might be interested in a follow up with a different scope.

7.2 Manual : Introducing the topic of Conflict

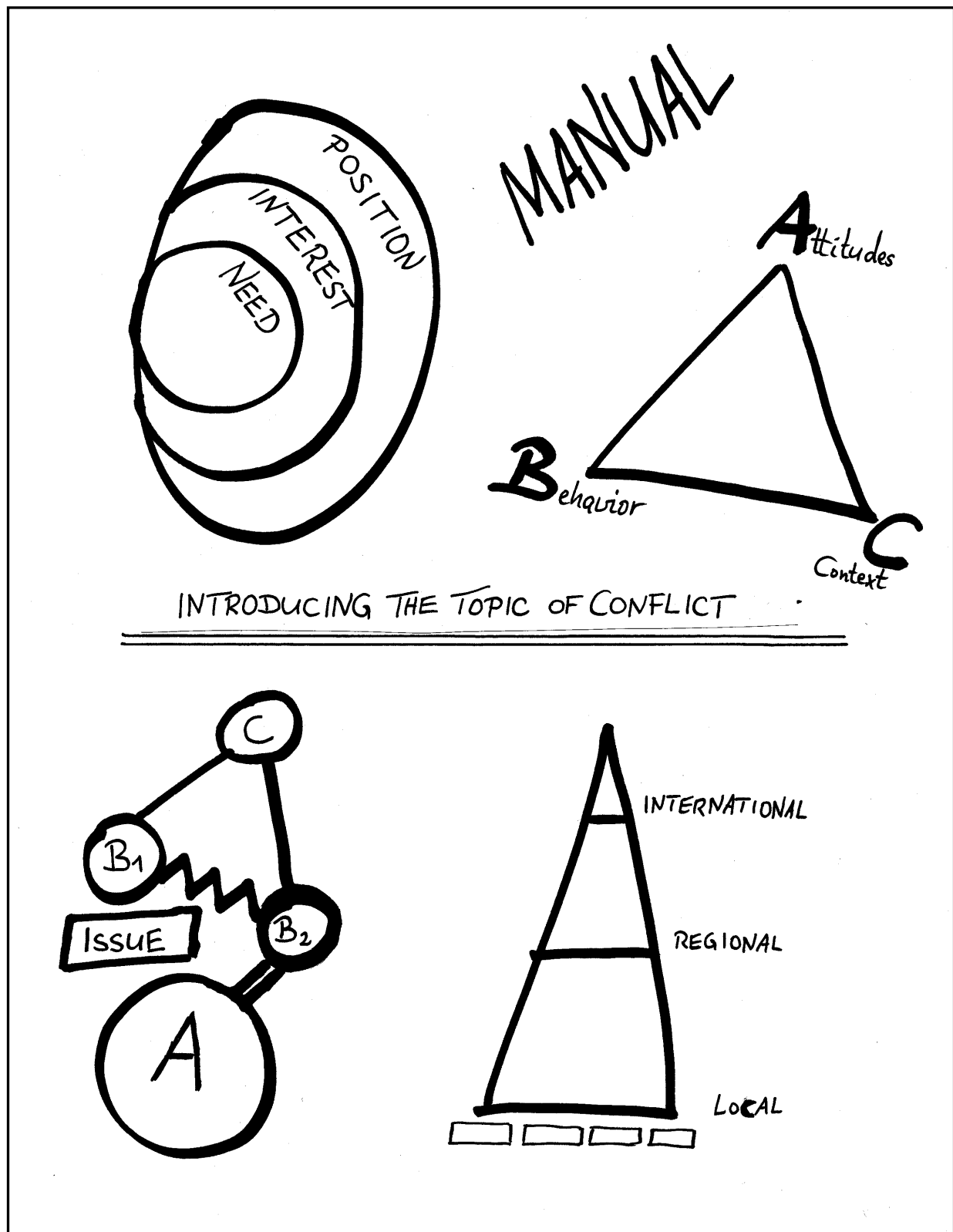


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Part I: Introduction to the Manual

a) Brief overview of all different workshop phases¹

1	8.30 – 8.45	I. Opening Welcome, Introduction, Objectives, Agenda
2	8.45 – 9.10	Getting started Introduction of participants and expectations
3	9.10 – 9.30	II. Introducing conflict – Part A Brainwriting: What is a conflict? And: What are the negative and positive effects of a conflict?
4	9.30 – 9.45	Introducing conflict – Part B Inputs on terminology
	<i>9.45 – 10.00</i>	<i>Break</i>
5	10.00 – 10.30	III. Conflict analysis – Part A Card questioning (Collecting conflict cases)
6	10.30 – 12.00	Conflict analysis – Part B Subgroups use different conflict analysis tools
	<i>12.00 – 13.00</i>	<i>Lunch</i>
7	13.00 – 13.05	Energizer (Politics-Aerobics)
8	13.05 – 14.00	Conflict analysis – Part C Presentations of subgroup-results and discussion
9	14.00 – 14.30	IV. Dealing with conflict – Part A Inputs on conflict styles & communication
	<i>14.30 – 14.45</i>	<i>Break</i>
10	14.45 – 15.45	Dealing with conflict – Part B Market of opportunities: mediation/ negotiation in subgroups
11	15.45 – 16.00	Dealing with conflict – Part C Comparison: mediation vs. negotiation
12	16.00 – 17.20	V. Exploring the topic for VES Subgroups & discussion
13	17.20 – 17.45	VI. Closing remarks, including evaluation of workshop

¹ The table shows all 13 workshop steps, their timeframe, their title and their respective activities. Thick lines in the figure indicate the end of one module (roman numbers).

b) How to use this Manual

This manual provides basic guidelines to effectively conduct the workshop. It is not a blueprint however. One does not need to follow all the suggestions but may choose the ones that seem useful. At the end of the manual suggestions are given for a workshop taking longer than one day. An according additional tool box is provided. Recommended literature and internet-links for additional information on the topic can also be found there.

The success of the procedures, methods and tools depends largely on the facilitators. A facilitator is not a teacher. To facilitate means, “to make easier”. The task of the facilitator is to encourage, guide, and maintain the overall perspective of the discussions. Summarizing, synthesizing, highlighting key points and providing additional information complete the facilitator’s role. Keeping in mind, that the workshop method is participatory and that the workshop should always try to be adapted to the participants’ needs is useful. Considering that the topic ‘conflict’ often has a negative connotation, a careful and sensitive approach is recommended. It should be made clear from the beginning that all information that the participants may share with the group will be handled with confidentiality.

Before we start, a few words on visualization techniques:

Make sure that the visualization (text on the cards or papers) is big enough. Three lines when writing on cards or at least computer font 70 to 80 is appropriate. We do not recommend to use PowerPoint as means of presentation because this widens the ‘gap’ between listener and speaker and leaves less room for interaction.

The following section presents details on how the different phases of the workshop can be conducted. Each phase of this ‘prototype’ one-day-workshop is listed below according to a similar structure.

How to use the facilitator's guide

On this page, the different categories (e.g. objectives, activities etc.) which are used to present the 13 steps of the workshop are listed.

Number and title of each step are in the heading

Description: Provides a brief overview of what the step is all about



Objectives: Explain the purpose & what this step aims to achieve



Time: Gives an indication of the amount of time needed



Material: Gives a list of materials needed to conduct the suggested step



Activities: Describes all activities necessary for achieving the set of objectives of this step



Suggestions/ Provides useful ideas, suggestions and learning experience or rec-
Comments: commend a focus



Pitfalls: Indicates possible sensitive situations or risks that might interfere with the planned conduct of the step



Additional notes for the facilitator:



For some steps such as the inputs or the exercise of different conflict analysis tools, additional notes for the facilitator are necessary. These are presented at the end of the respective step.

c) Sources, documentation and interpretation of data for InWEnt and VES

According to the objectives 3 and 4 of the workshop – planning of future activities/programs of VES and InWEnt – there is a need to gather data during the workshop and interpret it accordingly. Within this workshop-design, different possible sources of information can be found, as there are tools directly set up to gain data for further planning of InWEnt and the VES (questionnaire and VES unit).

The workshop unit '**Exploring the topic for the VES**' is explained in the facilitator's guide. Within this unit the interests and ideas of the participants on future activities in the field of conflict management and peace building can be explored in a participatory way. The results of this process should be documented in a way that makes them usable for future VES planning sessions.

The **questionnaire** – to be found in the additional tools section – is a prototype that aims at obtaining information about the scholars' experiences, interests and needs in conflict management and peace building. Questions can be easily added or taken off the current version to make the questionnaire fit the research needs. The questionnaire as such is well suited for statistical data analysis.

The proposed one day workshop schedule does not allow time to have a unit where the participants fill out the questionnaire. They should rather be filled out after the workshop by the participants individually and sent back (e.g. via e-mail). The questionnaire can also be integrated as a separate unit into workshops with a duration of 1½ days. It can also replace the 'Exploring the topic for the VES'-unit if there is no local VES or if there is no interest in it. The advantages of having the questionnaire filled out during the workshop are the following:

- The topic is still very present to the participants.
- There is a possibility to clarify questions.
- There is a better chance to receive filled out questionnaires from all participants.
- The information is ready for further processing the next day.

Next to these two tools explicitly designed for data collection, there are also other useful sources of information in the workshop:

- The **brainwriting exercise** and the **expression of the participants' expectations** give an insight into the participants' ideas about and knowledge of the topic.
- The **collection of conflict cases** shows what kind of conflicts the participants feel affected by.
- **Observing** the way in which the participants lead discussions in the plenary or in the subgroups can reflect their knowledge and potential in the field of conflict management and peace building.
- Finally, **informal talks** during break times, before and after the workshop can help to identify persons with special knowledge or interest for engagement in the future.

Of highest importance for documentation purposes is the choice of an appropriate documentation system, so that information is not lost and the valuable pieces of information are actually captured for analysis. In most cases there will be a lack of time to take minutes. Therefore, forms of visualization that can be taken home are generally advisable, e.g. pin-board paper or flip-chart paper instead of writings on whiteboards.

For means of interpretation, it is necessary to remind oneself beforehand which question one wants to get answered by the data. They help design the VES-unit and the questionnaire according to the needed information. The data analysis after the workshop can then be guided by these questions as an overhead structure. Writing down the results from the gathered data under each question makes it easier to compare, summarize and synthesize these. Finally, conclusions for InWEnt and the VES can be drawn on possible future interests in the field of conflict management and peace building.

Part II Conducting the workshop

a) Facilitator's Guide

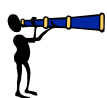
Facilitator guide for step 1: Opening

Description:



The facilitator team welcomes the participants, introduces itself and gives an overview of the background, the purpose and the objectives of the workshop. The workshop agenda is presented.

Objectives:



The participants get to know the facilitators, the relevant background information (what is intended by the workshop) and the approximate timeframe.

Time:



Up to 15 minutes

(8.30 – 8.45)

Material:



Flip chart or pin-board paper according to need, one marker, boards or white boards, pins or adhesive tape respectively.

Things ready: agenda and objectives visualized. The visualization is most suitable to be drawn on a flip chart or a pin-board paper and should support the presentation.

Activities:



The facilitators introduce themselves to the participants.

One facilitator presents the background of the workshop and puts it into context. The aim is to provide an introduction into conflict management and to explore the scholars' interest in the topic.

The workshop agenda is presented (see page 2 of the manual).

Suggestions/

Comments:



It is important to find the right starting point for the workshop, especially to create a comfortable atmosphere for the participants and the facilitators. This is of special importance if the facilitators are externals. Therefore, they should not introduce themselves in a too formal way.

The relevant background information to put the workshop into the actual context should be given in a transparent way (e.g. what is the aim of the VES). The agenda and the objectives should stay visible, so that it can remain as a reference point during the whole day.

Facilitator guide for step 2: Getting started

Participants introducing themselves and their expectations

Description: The facilitator team asks the participants to introduce themselves and voice their expectations concerning the workshop.



Objectives: The participants get to know each other. A more personal atmosphere is created.



The expectations of the participants become clear and can be cross-checked with the workshop agenda.

Time: Up to 25 minutes



(8.45 – 9.10)

Material: 1-2 Flip charts or pin-board papers, 1 marker, boards or white boards, pins or adhesive tape respectively, 1 ball.



Activities: All participants are asked to stand in a circle and one facilitator introduces her/himself once again including a very short statement concerning her/his expectations for the day. According to this example, all participants introduce themselves. A ball, thrown from one to another determines the order: the turn is given to the person who has the ball. (The second facilitator simultaneously writes down the expectations on the board and names his/her expectations last.)



When everyone has had their turn, the facilitator refers to the mentioned expectations. It must become clear which expectations can and which cannot be met by the workshop. The degree of flexibility of the workshop is to be clarified.

Suggestions/ Comments: It is useful to stand in a circle without having tables in the way. A nice supplement could be to ask each participant to introduce her/himself by adding an animal or adjective (starting with the same letter as her/his first name) to further characterize oneself. This helps to learn the names of those persons one does not know yet.



The information on the participants as well as their expectations regarding the workshop are the real starting point to see how open the participants are for the topic and what their respective perceptions are like.

Pitfalls: Expectation checks are designed to allow the participants to share their hopes and fears concerning the workshop. Their expectations



can be very different from the workshop agenda. In that case, it is necessary to be honest and clear: there might be expectations that an introductory one-day workshop cannot fulfill. A clear description of the workshop objectives in the invitation letter can help minimize differing perceptions.

The presentation of the expectations of the participants should not take too long and should be visualized, briefly capturing the main content.

Facilitator guide for step 3: Introducing conflict – Part A Brainwriting

Description:



Introducing the topic 'conflict' by giving the participants the space to articulate their perceptions at first. In this way participants are encouraged to express their own ideas concerning what conflict means to them with its negative and positive connotations.

Objectives:



Getting to know the participants' understanding of conflicts and stressing the fact that conflicts have positive and negative effects.

This provides a basis for the following inputs.

Time:



Up to 20 minutes total time: introduction, about 10 minutes of writing, then summary and perhaps discussion.

(9.10 – 9.30)

Material:



Things ready: 2 pin-board papers on boards, questions written on them; enough markers for all participants.

Activities:



The facilitator introduces conflict as part of everyone's daily life. Two pin-board papers with the questions: A) "What is a conflict?" and B) "What is negative / positive about conflict?"

The participants are asked to write down their ideas to each question on the papers. This is a silent ("written") discussion, as the participants express their ideas or respond to the ideas of others by their written statements.

The facilitator summarizes the content of the two boards and gives time for questions of clarification and then passes over to the other facilitator for the short input.

Suggestions/ Comments:



To introduce the topic of conflict, the brainwriting tool is quite suitable, as the participants start reflecting on conflict and its positive and negative effects from their own perspective before the input.

Pitfalls:



When summarizing the contents on the boards, one should avoid to judge the remarks of the participants, whether these were more or less important or interesting.

Facilitator guide for step 4: Introducing conflict – Part B

Input

Description: This introductory input gives an overview concerning conflict-related terminology and – depending on the facilitator's decision and the participants' needs – additional background information (see 'additional notes for the facilitator' at the end of this step).



Objectives: The participants know the most important terms, especially concerning intervention approaches (e.g. conflict resolution). These can thus be used as common working terms for the workshop.



The participants are 'warmed up' and stimulated for the next step.

Time: Up to 15 minutes



(9.30 – 9.45)

Material: Things ready: precut colored cards (meta/ ZOPP) or paper (A4/ letter size) with title of input and definition of terms to be explained, board or white boards, pins or adhesive tape respectively.



Activities: One facilitator gives a short input on the terminology used in the field of conflict. She/he relates the content to the remarks and ideas earlier expressed by the participants. Therefore, not only the board used for the presentation but also the brainwriting papers should still be visible, e.g. put on the wall.



At the end of the input, the participants are given the opportunity for questions, clarification, comments, objections, etc.

Suggestions/ Comments: This input serves to clarify terms and gives some background information. By referring to the participants' remarks and by making specific reference to common and complementing aspects, the participants' ideas are given due consideration and importance.



Pitfalls: As terminology can be complicated, trying to be as short and as precise as possible when presenting it, is necessary.



Additional notes for the facilitator to step 4 – introductory input



Input: Introducing the topic of conflict

First of all, the facilitator should refer to what has already been said about conflicts in the brainwriting exercise. This presentation of terms is an attempt to provide an overview of various existing terms in the field. One should mention that this forms a good basis to work with. For this purpose, the following proposed working terms should be seen as dynamic and to be disputed, challenged or adapted, according to the participants' views. It is important to mention however, that the terms proposed are not going to be looked at into further depth.

One should start with the definition of conflict as a basis. (This should be put on the board by the other facilitator.)

The suggested visualization on cards or A4 papers is indicated in the text in *italics*.

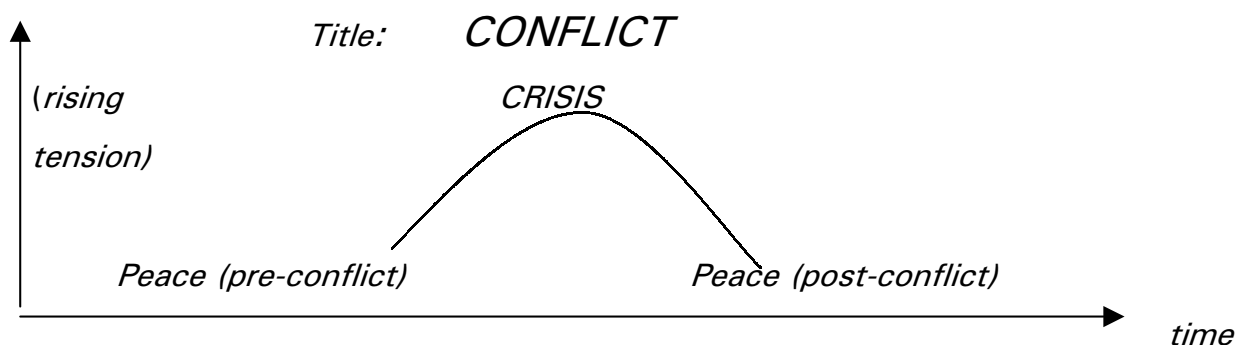
Conflict - *issue between two or more parties, who have or think to have incompatible goals*

One should mention that there are plenty of definitions, neither right nor wrong and that this is an easy one to work with.

Crisis - *peak of rising tension in a conflict, break-up of relationship or outbreak of violence*

Peace - *can have two aspects: "negative": absence of violent conflict - or "positive": elimination of roots of conflict and violence*

One could then suggest viewing conflict as a dynamic process, using the following curve drawn on the board.



To then show the differences between the terms, they can be placed along the curve of tension according to the respective stage of conflict. This can be done with the input of the participants. For example, peace can be put at the beginning and at end of the curve in the pre- and post-conflict-phase. The simplification of the model should be stressed, as conflicts can have several peaks of tension and

go through different stages. Therefore, to address the complexity of conflicts, there are various intervention approaches at the different stages during a conflict process.

Conflict prevention - preventing a conflict from happening or taking action before a conflict emerges

One should mention that this approach of preventing conflict actually really means the prevention of violent conflicts, which can be easily misunderstood. It should be clear, that it could not be the goal to prevent conflicts as such, but to find ways of dealing with them more constructively.

Crisis prevention - prevent violent outbreak of conflict

Conflict management - regulate a conflict to reduce negative effects

One could consider that this term fits best to what is being introduced in the workshop. The following interventions could be described as more far-reaching.

Conflict resolution - addresses underlying issues and focuses on relationship

Conflict transformation - overcomes causes of conflict and strengthens conflict-solving capabilities

This intervention approach has the underlying assumption that conflicts cannot be resolved, but can only be transformed into a constructive process.

Peace building - consolidates peace, promotes stability by addressing the underlying causes through long-term programs

One can give examples for long-term programs such as peace education. It should be stressed that the intervention approaches can be generally applied to all different conflict levels, reaching from inter-personal to the societal conflict level. In summary one could mention that *peace building* as well as *crisis prevention* and *conflict transformation* aim at long-term constructive and sustainable ways of creating a more peaceful society. To open a discussion, one should ask for questions and comments on the proposed terminology.

Facilitator guide for step 5: Conflict analysis – Part A

Collecting conflict cases

Description: The participants write down conflict cases they feel affected by and they play an active role in.



The conflicts named are clustered to provide a basis of collected cases for the following conflict analysis exercise.

Objectives: This exercise explores relevant fields of conflicts for the participants.



Time: Up to 30 minutes total time; 5 minutes introduction, 15 minutes time for writing, 10 minutes to cluster the written cards.



(10.00 – 10.30)

Material: Things ready: 2 printed pages (A4) with the title and subtitle of step 5, and 3 prepared questioning cards with examples to show the preciseness and brevity of phrasing for each proposed conflict field.



Meta cards (approx. 2-3 per participant), one marker per participant, boards or white boards, pins or adhesive tape respectively.

Activities: One facilitator introduces the exercise by referring to it as preparation for the actual analysis and by posing the question “What conflicts do you feel affected by?” (visualized)



Then, three fields are proposed in which such conflicts might occur:

- 1) Conflict within your organization
- 2) Conflict between your organization and other actors
- 3) Conflicts that you are affected by as a citizen

All three fields are visualized and examples are given, e.g. for 1): between me as management and the workers about wages. Interpersonal conflicts might not necessarily need to be mentioned as a separate field, but they should also not be excluded when such cases come up. The participants' examples should be as clear as possible. However, the aim of this exercise is also not to become too personal, as there is space for more personal exchange of individual conflict cases in the subgroups.

The participants should be informed that only one case per subgroup – naturally at the discretion of the case giver – will be chosen for analysis in the next workshop session.

If these issues are made clear, the facilitator should give space for further questions and proceed in asking the participants to take 15

minutes to write down 2-3 personal conflict cases.

The facilitator then collects the written cards and puts them one by one on the board (can be done by two persons in turns to make it more dynamic). The clustering process should be done with the help of the participants. And the end, the group should form two subgroups according to different clusters agreed upon (e.g. 'conflict at the workplace').

Suggestions/
Comments:

When a conflict case does not become clear to the facilitator or the group, it should be cross-checked with the author for clarification.



Pitfalls:



Participants might feel uncomfortable when asked further details of a personal case in front of the plenary. This should be respected.

Participants might give kinds of cases which do not really fit to what the facilitators have in mind. This can have various reasons, as this topic is not an easy one to open up to. The facilitators should remain flexible to open new clusters, according to the participants' perception and to provide the space to come to an agreement on two possible subgroup clusters.

If the participants state that they do not face any conflict, the facilitator should have prepared an example/ a case study.

Facilitator guide for step 6: Conflict analysis – Part B

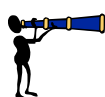
Subgroup-analysis

Description:



This exercise is the core part of the workshop and gives the participants the possibility and appropriate time to analyze a specific conflict in a smaller group by using different analysis tools (4 proposed tools to be presented in the subgroups are listed at the end of this step).

Objectives:



The participants get to know a conflict-analysis tool and practice it on a proposed case of one of the participants.

The case-givers might feel helped through the input of the other group members on their conflict cases and on new entry points to deal with them. Other participants can see possible areas of application for themselves.

Time:



Up to 90 minutes total time.

(10.30 – 12.00)

Material:



Things ready: 2 boards with pin-board papers, located in separate corners of the room, 2-3 markers for each of the 2 subgroups, preferably of different colors.

Copies of the handouts of the tools that will be introduced.

Activities:



First, one facilitator should provide an overview of the coming 90 minutes in the plenary.

With the help of the clusters of the previously collected conflict cases on the board, the group is then asked to split up into two subgroups according to their interests². They should be asked, what kind of conflict they would like to analyze.

Each of the two facilitators takes care of one subgroup. The facilitators should have decided beforehand on the different tools they will use in these subgroups.

To start, the participants have to choose one of the conflict cases of their respective cluster or introduce new cases. This can be achieved either by a short group discussion or discussions in pairs to collect cases. The case giver serves as the key informant for the case and should feel comfortable about that.

² In case that three facilitators are available and the group is quite big, the concept of this step could remain the same, but three subgroups might be more appropriate (but also more time-consuming to deal with in the succeeding plenary session).

Each facilitator introduces a first conflict analysis tool in his/ her subgroup (see the 'additional notes for the facilitator', at the end of this step), which the participants then use in the exercise. The facilitator should try to get the process running, but then gradually hand over to the participants.

After the first tool has been developed (visualization on pin-board-paper by one or several participants), a second tool to deepen the analysis of the same conflict can be introduced (whenever appropriate) by the facilitator. Before joining the plenary again, one person to present the subgroup's work has to be chosen. Slight adjustments of the visualization might need to be made. This person does not necessarily need to be the case-giver, especially if the person would like to stay anonymous.

Suggestions/
Comments:



Each subgroup should be equal in size. If there are more than two clusters of conflict fields, it should be decided in conjunction with the participants which of the clusters are supposed to be taken up for further analysis.

This process might take some time, which should be patiently granted. When encouraging the participants to visualize, it is not the main goal to win a prize for best visualization. Rather it aims at supporting a good process in the small group. It is important to mention that the presentation aims to introduce the tool and not the case.

When discussing entry points, it is important to focus on opportunities the case giver her/himself has to change the situation. Developing ideas concerning what other people could do, is often easy, but remains beyond one's own scope of influence.

Pitfalls:



The participants might get disappointed because they seek for an action plan or for intervention possibilities, but this exercise does not go beyond the analysis. Stress that a proper analysis is the basis for all further action.

Additional notes for the facilitator to step 6 – conflict analysis tools

Here, additional information for the facilitator is given to conduct the conflict analysis session using different tools. It is assumed that the facilitator has already read the participants' handout, which briefly explains the tool and which is adapted from WORKING WITH CONFLICT (Fisher et al, 2000).



Conflict mapping

The participants should be given the handouts in advance and the facilitator can then, after the group has chosen a case, explain the tool with a visualization (as in the handout). The participants could choose the current stage of a conflict or a conflict that they have dealt with in the past. In general, the tool has to be adapted to the case and not the opposite way.

The tool is quite useful for conflicts at the workplace or in the field of work. If conflicts within an organization are analyzed, one should pay attention that not only the organizational structure is drawn, but also personal relations and the power structures are indicated (who has how much power within the system). Further issues like family relations can be introduced as a new part of the tool by an additional symbol if necessary for understanding the case. In addition, key issues between the parties need to be indicated in the map. Often 'alliance' and 'close relationship' are difficult to distinguish: an alliance is a cooperation entered for strategic reasons; a close relationship is a good and personal relation between parties. The map is naturally drawn from the perspective and with the perceptions of the case-giver. His role should as well be indicated.

If the participants hesitate to start, encourage the case-giver to start visualizing the different parties and their relationship towards each other. The visualization can be developed step by step.

Exploring all the involved parties can be very difficult at times, depending how complex the situation is. To further the process the facilitator should ask questions, rather than giving suggestions. Possible special relationships might offer openings for an entry point. 'Entry points' here refer to relationships or issues on the map where 'working' on the conflict more constructively might start most promisingly. In an already resolved case, it is important to ask what the solution was and to see whether the group comes up with further or alternative entry points. These could still be valuable in retrospect for the case-giver.

In the end it is useful to indicate that conflicting parties can also apply the tool separately, to clarify the different perceptions. It can also be exercised by only one party from their perception adding the assumed perception of the other party.

At the very end of the subgroup session, ask, how the case-giver feels about the process and whether the inputs of the group were helpful for better understanding the conflict case.



Onion-tool

The onion tool can be combined with conflict mapping or ABC-triangle. The subgroup might have identified a crucial relationship, perhaps the core element of the conflict. The onion-tool can then help to look deeper into this very relationship.

The exercise begins by asking for the different positions and then continues to the interest and needs level. It is recommended to draw a table on a pin-board paper containing the two opposing parties at the top and visualizing the named issues.

The aim is to explore common grounds behind the expressed positions of the parties, possibly on the level of their needs or underlying interests. The following example tries to give an idea: Two employees sit in the same office room working. One opens the window, while the other complains. He asks the colleague to shut it, but he refuses. Each party may persist on their position (window open/ shut). When looking at the deeper level of interests, the first person may want to get some fresh air while the second person is feeling uncomfortable because cold air is coming in. Looking at the core level of needs (often not expressed in a dispute), common ground might be found. In this example, both colleagues aim at doing good work for the same enterprise. Communicating this common interest and the different needs (fresh air and warmth) they could settle their dispute by agreeing to regularly open the window for a short time to let fresh air in, but keeping it closed for most of the time. However, often it is not easy to identify the underlying needs.

Often, it is also difficult to distinguish between position and interest. In a heated dispute, the parties may forget what motivated their position in the first place.

The tool can be used by the conflict parties to clarify different perceptions.



Multi-level-triangle

The multi-level triangle can be applied for conflicts with various actors at different levels. Consequently, the subgroup deals with quite complex cases, involving several issues and actors. For this reason the participants might take very long in discussing and concentrating on the content of each case.

Therefore it is recommended to begin by making a time plan together with the subgroup, indicating times for the presentation of the cases (5-10 minutes), the explanation of the tool, the analysis and the preparation for the presentation. Particularly

during the analysis, continuous guidance in the application of the tool may be necessary.

Before the participants decide which case will be analyzed, it is recommended to present the tool first using an example and visualizing it on the flipchart. To define entry-points, it needs to be said, that the case-giver should be an actor in the conflict. The conflict should be chosen by the group after the participants presented their cases to each other.

To start the analysis, one should encourage the participants to visualize all actors involved and to place themselves (as case giver) as one actor in the triangle. The conflict should be slowly analyzed by the participants, with the aim to distinguish clearly which actors on what level have the power to intervene in what way.

The multi-level triangle can also usefully be combined with the conflict mapping tool. The actors drawn in the triangle are then put into relation by the conflict mapping categories (alliances etc.).



ABC-triangle

The ABC-Triangle can be used particularly well for cases of inter-personal conflict, as it deepens the understanding of attitudes and context, next to the behavior.

First, when visualizing the triangle, an example can be helpful to explain the tool (e.g. a fight between neighbors). It is important to show with this example, how context, attitude and behavior are inter-related.

When a case is chosen, the case-giver should be asked for the two conflict parties involved, including her/himself and to elaborate on the conflict briefly. The contrasting attitudes, contexts and behaviors should be visualized for both of the parties. It should be tried to establish the dynamics in the conflict, by indicating the relation between different aspects with arrows.

It is at times difficult to differentiate between attitude and behavior. This can be done by stating that an action (behavior) can be omitted more easily, while someone's attitude/way of thinking needs to be changed through a process of self-reflection.

Following the analysis, possible entry points can be identified as possible constructive intervention for the case-giver. Entry points for action on the context level and attitude level should not be disregarded as these might have greater impact.

If time allows, the case-giver can try to do the exercise from the assumed perspective of the other party. In this way, new entry points might be discovered. The tool can be combined with conflict mapping or the onion-tool.

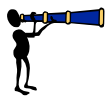
Facilitator guide for step 7: Energizer

Description:



This energizer is called “politics-aerobics” and at this point presented to enrich the choice of possible energizers.

Objectives:



The participants’ energy level – if low, especially after the lunch break – is to be raised by this humorous tool.

Time:



Up to 5 minutes
(13.00 – 13.05)

Material:



Things ready: sheet of paper with the pre-formulated text of the exercise.

Activities:



The facilitator recites the text and makes the according gestures and movements.

Suggestions/ Comments:



Speak in a clear and not too fast manner even if the content of the text might encourage to do so. Make sure that everyone can understand the text.

The whole group should stand in a circle during the exercise.

Energizer: Politics Aerobics

Introduction: "Referring to the already exercised Multi-level-triangle tool, we have seen that different levels of actors in a conflict exist. The highest level is composed of politicians and diplomats who for example may lead negotiations among conflict parties. We now will provide you with a short exercise on how be a good politician."



[At the beginning all the participants should be asked to gather in a circle.]

1. The most important thing at the beginning: always try to attract the media and show your best smile...
2. During the long debates in parliament – you need a lot of patience – so sit relaxed...
3. And even more so when the opposition party is having a speech – then lean back and yawn extensively...
4. Just when the TV is coming round and filming the debate – jump up and try to be in the picture...
5. In general you have to be very flexible as a politician – you have to lean to all sides but at the same time try to not loose the balance...
6. If you seek for a higher position within your party – you have to make use of your elbows...
7. And if your party wins the elections – jump in the air and be happy with the others!
8. But there are the nasty sides of the business as well: If you become to be the target of a demonstration – try to hide behind somebody and make yourself as small as possible!
9. Political opponents? – Kick them regularly, but let it not become too obvious!
10. When you bribe somebody stick your heads together and whisper...
11. If your boss is blaming you for something, creep before him
12. If you are accused by the yellow press for having had an affair with your secretary, try with many words to wind yourself out of it...
13. And finally – with all your scandals – and after having stepped down several times before – you really deserve to finally – retire ...

[Slowly step backwards to your seat and ask all participants to take their seats again.]

Facilitator guide for step 8: Conflict analysis – Part C

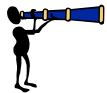
Presentation

Description:



Each subgroup presents their respective conflict analysis tool and analyzed conflict (see step 6) in the plenary. After each presentation there is time for discussion.

Objectives:



The participants get to know the tools used in the other subgroup.

The participants reflect once again on all analyzed cases, developing the tools towards their own understanding (flexibility & possible combination etc.).

Time:



Up to 55 minutes total time; 15 minutes for each presentation and approx. 25 minutes for discussion.

(13.05 – 14.00)

Material:



For the subgroup-presentations, the respective boards with the visualization of the analysis are brought into the plenary. An additional board and pin-board paper as well as a marker may be helpful to visualize the participants' remarks and ideas in the following discussion.

Activities:



The facilitator stresses that the presentations of the subgroups should focus on the tools used and not on the details of the conflict cases.

After each subgroup has done its presentation there is time for questions or comments. The facilitator should give space first to the case-presenter, then to the other members of the subgroup and last to the plenary.

It should be made clear in the discussion that all proposed tools have their limitations. It should also be pointed out that often a combination of tools can be very helpful (Ideas for combination are: mapping & onion, ABC-triangle and onion, ABC-triangle & mapping, multi-level-triangle and mapping).

To contextualize these tools, ask, whether the participants can think of any areas of application.

Finally, the facilitator should guide the discussion, taking up the analyzed entry points in each conflict case, in the direction of intervention strategies (see especially step 9 and 10).

Suggestions/
Comments:

Often in the plenary discussion “eye-opener” experiences are felt concerning the possibility of using the tools in a more flexible way or even in combination. It should be explained that it is important to adapt the tools to the situation. The presented tools are merely additional structured ways for the analysis of conflicts everyone can use for a better understanding of conflicts.

For further suggestions it is advisable to have a look at the section ‘additional notes for the facilitator’ concerning each analysis tool. During the discussion, the facilitator should make sure, that the discussion is ‘owned’ by the participants. The facilitator should guide the discussion and could give additional valuable input to the application of the tools. This discussion is meant to round up the module ‘conflict analysis’.

Pitfalls:

All tools used in the subgroups should be at least shortly presented in the plenary. Not presenting one of the tools, but referring to it, might cause frustration. The presentations should focus on the tools. The case is meant to illustrate how to use the tool but should not be discussed in detail within the plenary.

Case-givers might feel uncomfortable having their case discussed in the subgroup and especially in the plenary. This should be taken into account especially by the person who presents the case analysis in the plenary. The facilitators should also discourage questions for more details on the case coming from the plenary.

The facilitator should also stress that up to now the analysis and the search for possible entry points have taken place. The stage of actively dealing with a conflict is to be the next sequence.

Facilitator guide for step 9: Dealing with conflict – Part A

Input

Description:



This (second) input provides the ground for presenting the intervention approaches, introducing different conflict (behavior) styles as well as communication skills.

Objectives:



The participants are introduced to different conflict styles and are stimulated to reflect on their own situation-specific conflict behavior.

The participants get to know the importance of communication skills as the basis for intervention approaches.

Time:



Up to 30 minutes, 15 minutes for each presentation.
(14.00 – 14.30)

Material:



Things ready (alternatively to be developed on a board while doing the presentation): visualization of a chart on pin-board paper with x- and y-axes and their descriptions, cards or A4 papers with the needed visualization (see 'additional notes for the facilitator' at the end of this step), pin-board or white wall, pins respectively adhesive tape, one marker.

Activities:



The facilitator conducts this input in a participatory way asking the plenary questions and giving space for comments in between the explained issues.

At first, five different conflict-behavior styles are presented³. To make the different styles easier to understand, refer to examples.

Secondly, important communication skills are introduced as the basis for the intervention approaches presented in the next step and for dialogue in general.

Suggestions/ Comments:



The use of a PowerPoint presentation here is not recommended because it makes the interaction between the speaker and the listener (then spectator) more difficult.

Try to involve the participants as much as possible by asking them for examples or their comments.

³ Another way to introduce these styles, taking up more time, can be the use of a questionnaire that the participants fill out to explore their dominant conflict-behavior style (see the chapter 'Additional tools' in this manual).

Pitfalls:

It should be stressed once again, that none of the styles is to be considered the best, because their use can be more or less suitable in different situations. This means, that we can all use all of these types (from forcing to avoiding) consciously in different situations to our advantage - and to deal even more constructively with conflicts.

Additional notes for the facilitator to step 9



Input: Conflict styles

[The proposed visualization is printed in *italics*.]

The facilitator may refer to the entry points, which were identified in the analysis exercise. These entry points could serve to know **where** to start working on conflicts in a constructive way. The next step would be to find out **how** this could be done.

Different communication styles used in a conflict situation are possible.

[Introduction of the visualization where two arrows divide the board into four equally big fields (see handout)]

Personal conflict styles depend on whether one has a *low* or a *high concern for relationship* towards the other conflict party/parties (horizontal arrow) and whether one has a *low* or *high concern for personal goals* (vertical arrow).

The facilitator starts with the example of an orange and points out a second person (e.g. the co-facilitator) and explains that he/ she and this other person want to have this very orange at the same time.

Introduction of the **forcing style**: "If I just take the orange without asking the other person, it is obviously a forcing style. (put "*Forcing*" at the top on the left of the board). When using this style I do not care about the relationship because I obtain my goal without interference from the other. I do it my way. Here I have a high concern for my personal goals and a low concern for the relationship."

- Brief discussion with plenary on appropriate situations for a forcing style, e.g. in an emergency case or an important issue where unpopular or very urgent actions need implementation without discussion.

Introduction of the **avoiding style**: "If I do not express my interest in getting this orange I avoid conflict. (put "*Avoiding*" at the bottom left of the board). Here, I either withdraw from the conflict or I suppress the conflict. Neither my personal goal nor the relationship are of interest to me."

- Brief discussion on examples, e.g. low importance of the issue, or when others can solve the problem more effectively.

Introduction of the **compromising style**: "Both get half of the orange. Each conflict party must give up something to find a compromise (put "*Compromise*" in the center of the board). Both, concern for relationship as well as personal goals are considered evenly, though not fully."

- Examples: when goals are important, but not worth the effort of more assertive modes.

Introduction of the **accommodating style**: "I leave the orange to the other person. In this case I am willing to place the opponent's interest above my own, which is an accommodating style (put "*Accommodating*" at the bottom on the right of the board). Maintaining a good relationship is more important than pursuing one's own interest."

- Examples: to minimize loss when you are outmatched and loosing, to build social credit for later issues when harmony and stability are important.

Introduction of the **collaborating style**: "When each conflict party wants to fully satisfy the concern of all parties involved, it is called a collaborating style (put "*Collaborating*" at the top of the right side of the board). A high concern for the relationship is as important as a high concern for personal goals. Coming back to the example of the orange I would ask the other person why he/she wants this orange. In a lucky situation, he/she wants the orange to eat the fruit flesh, while my interest is the peel as I need it for baking a cake. In this case, we can share the orange and nobody has to give up anything. This is a typical win-win situation."

- Examples: when both sets of concerns - goals and relationship - are too important to be compromised.

When aiming at a collaborative style communication skills become very important.

Additional notes for the facilitator to step 9



Input: Communication skills⁴

[The proposed visualization is printed in *italics*.]

To introduce this part of the input, the facilitators asks the participants' estimation on how much an average person remembers of what one has heard.

The facilitator explains that according to scientific research we remember only 25% of what was said and therefore have problems to fully understand it. This makes communication already difficult in a situation without conflict. When conflicts are taking place, mutual understanding of what the other party has said, becomes indispensable.

⁴ This input as well as the handout is based on REYCHLER, 2001.

The curve (see handout for the participants; the curve is to be drawn on the board) shows how *communication and listening skills* change during a conflict. The x-axis indicates the *conflict intensity*. The more intense, the more one is emotionally involved. The y-axis shows one's *ability to communicate accurately and to understand properly*.

Looking at the curve (see handout 'communication and listening skills'), point A shows a situation where there is no conflict. The situation is not at all severe, perhaps even dull. The person involved is not really concentrating, thus the communication ability is rather low. When the conflict arises, one communicates more carefully in the beginning (point B) because one's awareness of the conflict. This is positive, but over time, as the conflict escalates and becomes more tense, one gets more and more focused on defending one's position than on understanding the position of the other conflict party. One's ability to communicate accurately and to understand decreases (point C).

Good listening and communication skills are important and a powerful key to deal with conflicts in a constructive way.

[Introduction of communication and listening skills (put a paper with the keywords "*Active listening*", "*Self-disclosing*", "*Questioning*", "*Reframing*" on the board)]

Explanation of the keywords (see handout) and add examples:

Paraphrasing: Ask somebody any question (e.g.: What makes somebody a good listener?) and paraphrase the answer.

Body language: Start to communicate by asking somebody a question. While she/he is answering, show this person your back. Turn your body back to the person but appear to be impatient by looking at the watch every ten seconds.

Self-disclosing: Instead of saying: "You block my work", you could say: "My work depends on your input. I would like to agree on a time schedule with you."

Questioning: Refer to the orange example/ collaborative style: Instead of defending one's position it was asked why the other person wanted to have the orange.

Reframing: First, use the hard wording (a) by addressing somebody directly. Afterwards, present the information reframed (b). Look at the reaction of the participants.

- 1a) Everyone in the office has a problem with him.
- 1b) No matter with whom he talks he knows how to defend his opinion.
- 2a) You are so dominant!
- 2b) When we work together I do not know how to find enough space for my part.
- 3a) This person is so undecided.
- 3c) She is thoughtful.
- 4a) He is the most uncooperative employee I have ever had.
- 4b) Until now I have not found opportunities to work together with him.

To summarize: Good communication and listening skills are the basis for other intervention approaches aiming at dealing with conflicts in a more constructive way.

Facilitator guide for step 10: Dealing with conflict – Part B

Market of opportunities

Description:



The participants get to know two different approaches in dealing with conflict, namely mediation and negotiation, in the form of two parallel inputs.

Objectives:



The participants get an introductory insight into two approaches to deal with conflict: mediation and negotiation. This helps them to judge whether they would like to engage in such approaches in the future and whether they see areas of application for themselves.

If members of NGOs conduct this session, the participants have the chance to get to know either the mentioned approaches or other proposed interventions in the context of the organization's work. They also have the chance to meet local players from the field of conflict management to network with for possible further training in the future.

Time:



Up to 60 minutes, 30 minutes for each presentation including questions and a short discussion.

(14.45 – 15.45)

Material:



Things ready:

A) If two facilitators give the short inputs, two boards and the respective visualization on cards or A4 papers must be prepared (see 'additional notes for the facilitator' at the end of this step).

B) If externals are invited, the facilitator team must check in advance what kind of material they need for their inputs.

Generally, boards, pin-board paper, meta cards, markers and pins should be available.

Activities:



Either the facilitators themselves conduct this session, or, preferably, invited local externals. The facilitators first introduce the externals and their respective organizations and then provide an overview of the next hour. The externals should have professional experience in the field they introduce.

In two corners of the room so-called market-stands including chairs are installed (plus presentation facilities). The participants split into two groups of same size. Each group gets two sessions with an input of 30 minutes each in this room, which is supposed to resemble a market. After half an hour, the subgroups change their market-stand. This means for the presenters, that the input is to be given twice by either the externals or the two facilitators. At the end of each presentation, time for questions and discussion should be

given.

After both subgroups have listened to both inputs, a discussion can follow on their experiences as well as on possible areas of application. The facilitators should bring the whole group together again in the plenary to introduce the next step, which is a round-up of the market.

Suggestions/
Comments:



If the facilitators provide the input, the visualization can be developed on the board step by step while doing the presentation.

In this part, a link to the participants' experience and knowledge in the field of conflict management is useful. The participants should also be encouraged to mention approaches that are more applicable to their context.

Question examples for mediation: Has anyone shuttled between family members in a conflict? Has anybody applied the introduced methods in her/his private life or at the workplace? Can you identify any areas of application for yourself? Are you familiar with these approaches?

Exercise for negotiation: The list attached to the handout (negotiation sheet), can be dealt with in an exercise (if time allows). The preparation for a negotiation sheet can be of help, when it is filled out in advance of a negotiation process. This can be done with a given example (employee/ employer negotiation) or with an example provided by the participants.

Pitfalls:



It is very important that both persons presenting stick to the 30 minutes time-limit (including questions of clarification) because otherwise one subgroup has to wait.

Facilitator guide for step 11: Dealing with conflict – Part C

Comparison mediation – negotiation

Description: This step is meant to provide a round-up of the market of opportunities by comparing the intervention approaches mediation and negotiation.



Objectives: The participants understand the differences between the two approaches.



Time: Up to 15 minutes
(15.45 – 16.00)



Material: The boards of the previous session on mediation and negotiation with their respective visualization should be visibly arranged around one additional empty board in the center to develop the short input.



Things ready: precut meta cards or A4 papers with the prepared visualization (see 'additional notes for the facilitator' at the end of this step), pins.

Activities: Back in the plenary, both facilitators conduct this short input together. The one who presented the mediation approach before places the cards with the characteristics of mediation, the other one who presented negotiation the cards referring to negotiation. The cards are placed on the middle board, the two facilitators taking turns, explaining the cards one by one.



Suggestions/ Comments: The summarizing of the approaches is an important learning element and remaining questions concerning both approaches can be posed.



See below for details.

Negotiation

1. *Third party is optional*
2. *Parties determine process & solution*
3. *Process can be structured*
4. *Issues come first*
5. *Struggle to be heard*
6. *Focus on solution/ outcome*

Mediation

1. *Third party is a prerequisite*
2. *Mediator determines the process, not the solution*
3. *Process is structured*
4. *Relationship comes first*
5. *Guarantee of being heard*
6. *Focus on sustaining relationship*

Facilitator guide for step 12: Exploring the topic for VES

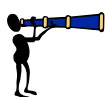
Discussion

Description:



This step gives the local VES the possibility to reflect on the new topic of conflict and to explore possible interest for future engagement in it.

Objectives:



The participants decide on whether and how to proceed with the topic as VES.

(There should be no pressure for concrete results though. This step should be a creative and open space for the VES to explore interest and ideas. If within the discussion it becomes clear that there is no substantial interest in the topic, at least at present, this as well would be a valuable result of the exercise.)

Time:



Up to 80 minutes

(16.00 – 17.20)

Material:



At least two boards covered with pin-board paper, additionally pre-cut meta cards, some markers and pins.

Activities:



The participants should be provided with appropriate time and 'independence' to creatively explore the topic. To discuss the relevance of the new topic for the VES, the participants may split up into two subgroups and discuss the matter along guiding questions prepared by the facilitator-team (e.g.: Relevance of the topic? Interest in the topic? How could we engage? What support could InWEnt provide?). Afterwards the ideas can be exchanged, synthesized and ranked, if necessary in the plenary. Final recommendations from the workshop participants and also individual ideas for future VES activities should be noted and documented for further VES-meetings (like VES general meetings or strategy workshops) where a possible implementation can be discussed and decided upon.

Suggestions/ Comments:



This session is designed for the VES. If the facilitators are not VES-members one should think about handing over this session to two VES board members out of ownership reasons (has to be arranged in advance so that they can prepare).

The facilitator-team should have prepared in advance a set of guiding questions for the participants to help structure their subgroups and plenary discussions.

The discussions should be structured and visualized, leading to ex-

plicit ideas and recommendations as a basis for VES future activities.

Pitfalls:



The facilitators should try to create a comfortable atmosphere by encouraging the participants not to feel obliged to decide in favor of further steps. Otherwise, the scholars' real interest - and not a one day-euphoria (hopefully created by the workshop day) - might be difficult to explore!

Facilitator guide for step 13: Closing remarks

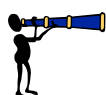
Closure and evaluation

Description:



The last step closes the workshop formally. It is proposed to apply an evaluation method to get immediate feedback before.

Objectives:



The evaluation provides the facilitators with an important feedback to improve future workshop events.

To round up the day and to do good-byes and thank-yous (& perhaps to hand out certificates).

Time:



25 minutes

(17.20 – 17.45)

Material:



Things ready for the evaluation: four boards (or two boards of which both sides are used) with the prepared visualization on pin-board paper attached (see 'additional notes for the facilitator' at the end of this step), around 15-20 markers (numbering the total participants and the externals).

Signed certificates (if to be handed out), gifts for the external NGO representatives.

Activities:



After having briefly explained the purpose of the evaluation as well as the method, one facilitator asks the participants to fill in the evaluation boards. On one board, the participants can judge the separate steps of the workshop (positive, neutral, negative), on another they express their opinion to the methods used, the facilitator's skills etc. One board leaves space for aspects that the participants might have missed and the last one is for open comments.

Depending on the situation and time, the facilitator team should finally summarize and comment the evaluation and ask for clarification if necessary.

Suggestions/ Comments:



On the evaluation boards, the externals and, if present, further observers, might use a marker of a different color than that of the participants. This makes it possible to distinguish between the view of the participants and the 'outside observers'.

The facilitators are certainly interested in receiving feedback, e.g. for improving their performance in forthcoming similar workshops. They may have learned as much as the participants on this workshop day and should feedback it.

Additional notes for the facilitator to step 13

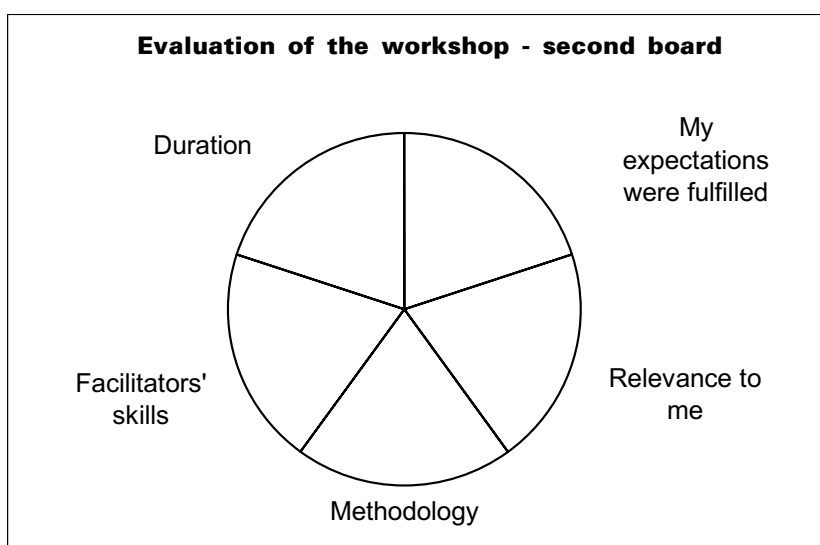


Evaluation of workshop

In the following section two different evaluation-tools are proposed. The first one is a table, in which the different steps of the workshop can be marked either positive, neutral or negative (as seen below).

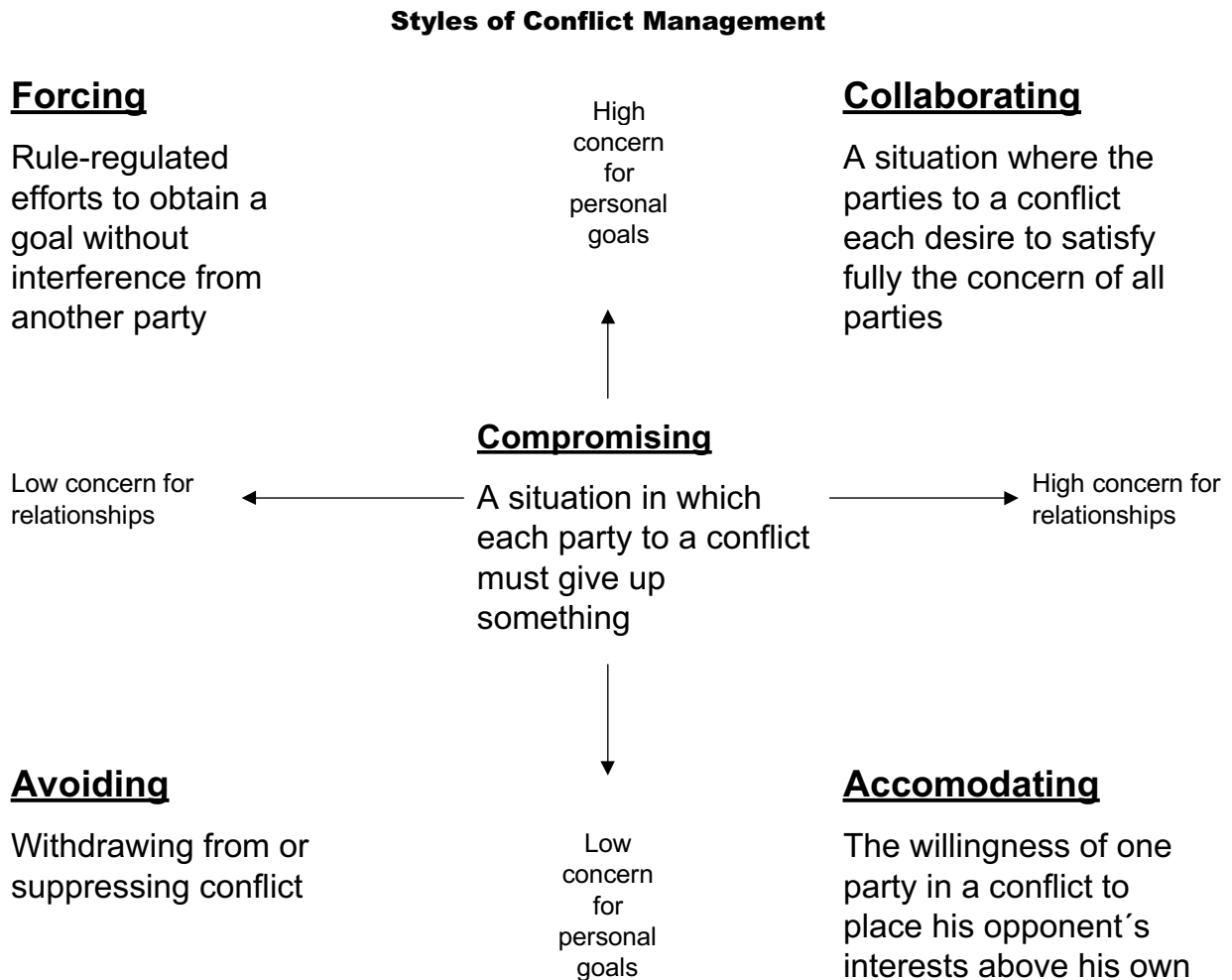
	+ positive	0 average	- negative
Step 1: ...	X (example)		
Step 2: ...		X (example)	

The second tool resembles a dartboard. It includes five segments, such as: 'My expectations were fulfilled' or 'Relevance to me'. The participants place their mark according to their validation (the closer towards the center the more positive the perception is). Two additional pin-boards can be used to give space for open questions like: 'What was missing?' and 'Additional comments'.



b) Participants' handouts

Participant's handout: conflict styles



Supplement to step 6

Participants Handout Conflict Mapping

Description

Mapping is meant to graphically represent a conflict by placing the parties in relation to the problem and in relation to each other. It helps to identify possible entry points for conflict transformation.

Purpose

- To improve the understanding of the situation
- To identify the relationship between the parties involved in the conflict
- To understand how power is distributed between the parties
- To find entry points for possible intervention

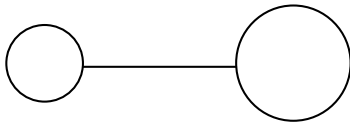
How to use this tool

1. Identify the main actors involved in the conflict. Use one circle for each party and choose the size of the circle according to the party's power and influence in the conflict map. Do not forget to place yourself and/or your organization on the map.
2. Connect the different circles by using various lines reflecting the quality of the relationship between them. Examples for different lines will be given below.
3. If you can identify any key issues between the actors, include them in the map.
4. Reflect on your position within the parties and try to identify alliances, close contacts, broken relationships and known confrontations.
5. Think about relationships that offer opportunities for working on this conflict. Plan first steps for intervention.

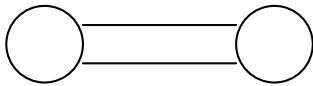
Comments

It is often useful to repeat the mapping of a conflict situation from a variety of viewpoints in order to understand how the different parties perceive the same situation.

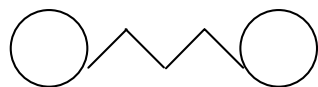
In addition to the mapping tool, one can use the *onion-tool* to deepen the understanding of identified key issues.

Key (examples):

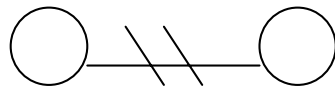
Circles indicate parties involved in the conflict situation.
The relative size of the circles reflect their power in the conflict map.
Straight lines symbolize fairly close relationships.



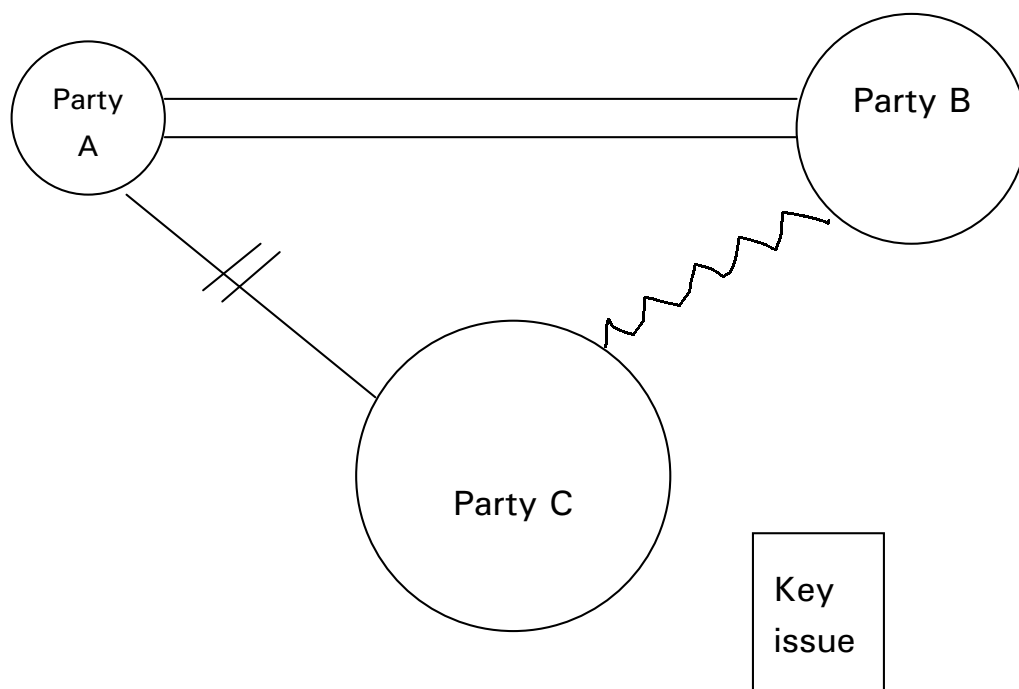
Double connecting lines indicate an alliance.



Zigzag lines indicate conflict between the parties.



Double lines across a single line indicate a broken connection/relationship.



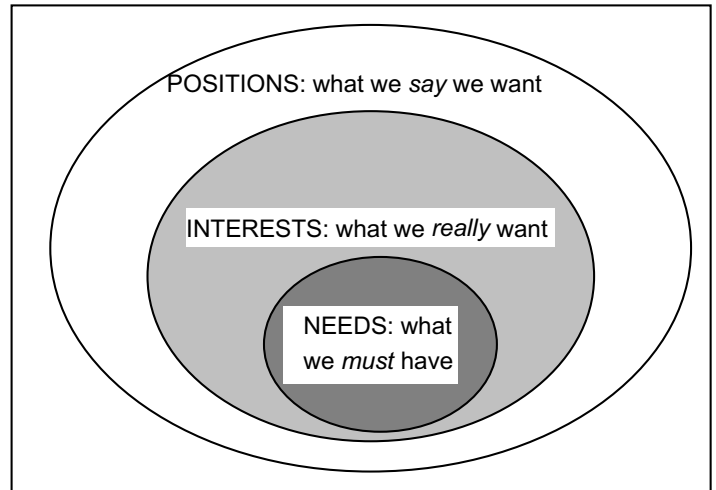
Participants Handout: Onion-Tool

Description

A way of analyzing what different parties in a conflict want.

Purpose

- To move beyond the position of each party and understand underlying interests and needs and to explore common grounds between parties as a basis for further discussions.



How to use this tool

1. Each party in a conflict should either explore positions; interests and needs or one party should explore its own as well as the assumed positions, interests and needs of the other party.
2. Begin by explaining, in particular, the difference between positions and interests: The outer layer contains the positions that we take publicly (positions are what we have decided on). Underlying these are our interests, what we want to achieve from a particular situation (interests are what causes us to decide). At the core of the onion are the needs we require to be satisfied.
3. The exercise should start with the positions, going to interests and needs. This opens the possibility of peeling away as many layers as possible in order to meet the underlying needs of the different parties.

Comments

The difference between positions and interests should be thoroughly explored because parties in a conflict often start to equate their position with their interest. Over involvement often results in forgetting what interests and needs motivated a position in the first place.

The tool can be used to understand the dynamics of a conflict situation in preparation for facilitating dialogue, or as part of a mediation process. It is also useful for parties who are involved in negotiations to clarify their own needs, interests and positions. The tool can be combined with *conflict mapping*.

Participants Handout: Multi-Level Triangle

Description

The multi-level triangle helps to analyze a conflict by illustrating the different actors in the political levels involved (e.g., local, national, regional or international).

Purpose

- To identify the main parties relevant to the conflict as well as the different levels they belong to.
- To understand the power relations of different actors on the same level or between levels.
- To identify potential allies at each level amongst the actors.
- To reflect one's own role and position within the triangle and identify possible entry points for intervention strategies.

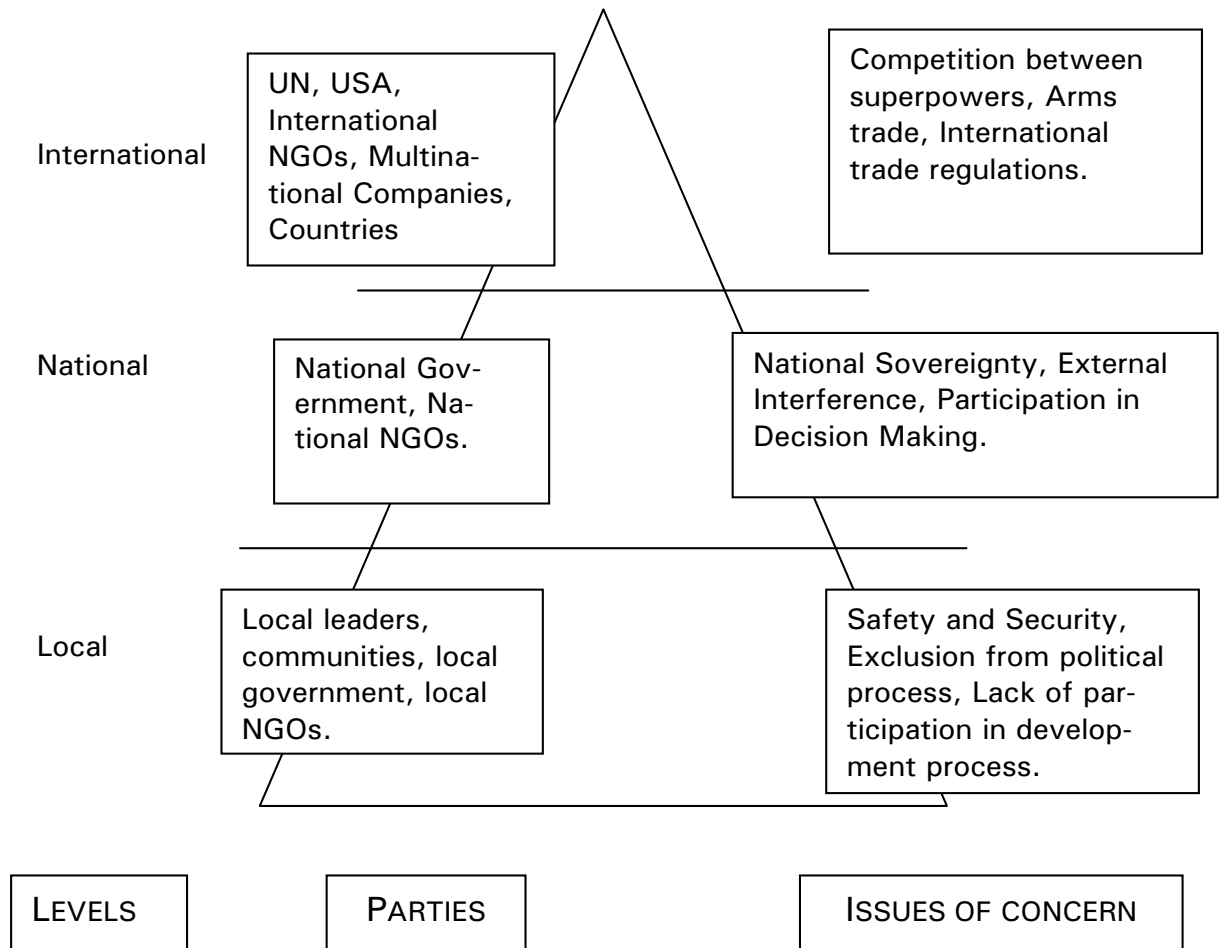
How to use this tool

1. Name the conflict and the different levels of relevance.
2. Identify the different actors at each level, starting with the local level and specify the issues of concern at each level.
3. Specify each party's involvement in the conflict at the various levels.
4. Identify common interests of the different parties to detect the scope of possible intervention (e.g. networking, advocacy).

Comments

A conflict mapping structure can be integrated into the multi-level-triangle to make the relationship between parties more visible.

This tool can be useful to clarify a complex societal or political conflict situation, looking at it from an outsider's perspective.

An example of a conflict triangle:

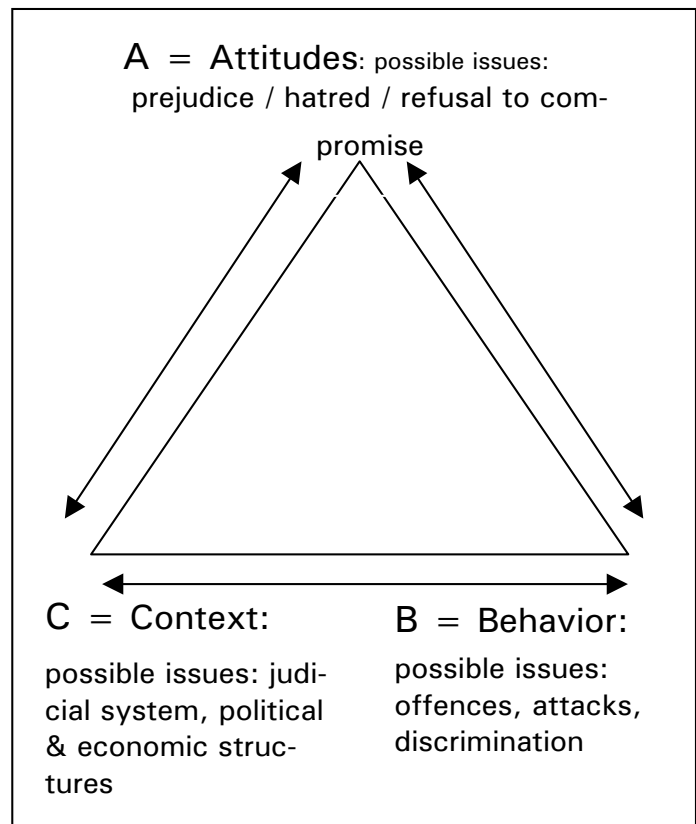
Participants Handout: ABC-Triangle

Description

This form of conflict analysis focuses on three major factors: **A** - the attitudes and **B** - the behavior of the ones involved in the conflict and **C** - the context of the conflict. These factors influence each other, hence the arrows between them.

The parties in the conflict usually have very different perceptions on the content and the relevance of these factors. Each party will put greater emphasis on the issues it is concerned with most, and especially where it is suffering the most.

The ABC-Triangle can help understand the moving forces of a conflict taking into account the differing perceptions of the actors.



Purpose

- To analyze the dynamics of a conflict, looking at how different factors such as attitude, behavior and context influence each other.
- To identify and understand the perceptions of the involved parties on the context, their behavior and their attitude in the conflict.
- To project the impact of possible changes on one or more of the factors and thereby to identify possible entry points for conflict intervention.

How to use this tool

1. Draw up a triangle and include the most important issues concerning attitude, behavior and context.
2. By drawing arrows, causal relationships between the attitudes, behavior and context can be pointed out.
3. In the middle of the triangle write down the most important fears and needs. Relate these to the corners and arrows of the triangle.
4. Different entry points and approaches to deal with the conflict can be projected and compared looking at the triangle and its dynamics. To better see the differences to the current status, these projected changes should be visualized using another color.

Comments

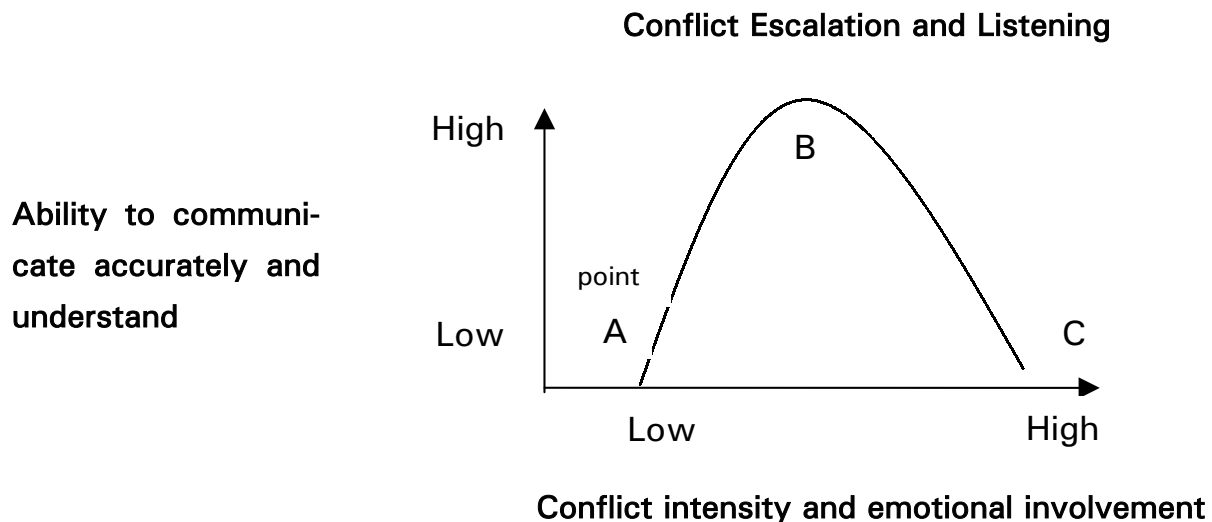
Different persons can use the ABC-Triangle. It can be used by all of the involved parties in the conflict, each drawing its own conflict triangle. It can thereby lay ground for communication and negotiation on the conflict. Comparing the different triangles, similarities and differences between the perceptions of the parties can be identified and better understood.

It can also be used by just one of the involved parties or by an external person like a conflict mediator or consultant trying to understand the conflict. Both cases demand a high degree of empathy and effort to put oneself into the shoes of the other and actors.

Participant's handout: Communication and Listening Skills

The average person remembers only about 25 % of what he or she hears because our attention is low.

When a conflict escalates, communication becomes increasingly less accurate. Increased intensity and emotional involvement correspond with a decreased ability to listen and communicate.



Good listening and good communication skills are important in all interactions and can be a powerful key to better deal with conflicts.

Skills

- **Active Listening** focuses not on the listener's view or opinion, but rather on the content of the speaker's message. It helps to avoid misunderstandings. The listener **paraphrases** which means restating in one's own words the essence of what the speaker has expressed. This confirms that the speaker is understood. Also **body language** is an indicator whether one is attentively listening or not.
- **Self-disclosing** focuses on the speaker's feelings, thoughts or beliefs. It is characterized by using "I statements" to communicate "my" interests, views, and feelings.
- **Questioning** aims at eliciting and clarifying data by (1) open-ended questions (who, what, where, why, when, and how); (2) centering questions which help the speaker to remain on track;
- **Reframing** involves changing the wording of a piece of information to make it easier to understandable and acceptable. Through a change of perspective towards the conflict new opportunities to deal with it more constructively are offered.

*Participants' handout mediation:***Definition of mediation:**

Mediation is a third party intervention. Third party intervention can range from political intervention of a powerful outsider with its own interest to legal arbitration or diplomacy between parties. Mediation in a strict sense is a process of resolving disputes with the support of a neutral person who assists the opposing parties to identify issues and proposals concerning a voluntarily acceptable agreement.

Role of a mediator

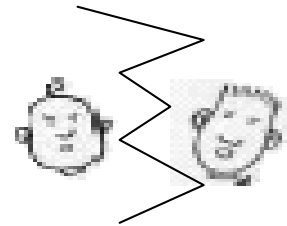
<i>The mediator:</i>	
• <i>Is accepted by all parties</i>	• <i>Does not judge</i>
• <i>Validates both sides</i>	• <i>Keeps confidentiality</i>
• <i>No own interest</i>	• <i>Is responsible for the process</i>

- In the western model the mediator is a technical specialist, with a professional, anonymous and impersonal relationship to the disputants. Mediation is a formal process where direct communication is desirable to both, mediators and participants.
- A traditional mediator is a recognized communal leader. She or he is personally embedded in the social networks and remains in relationship with parties in the dispute both during and after the resolution. Indirect communication via a third party is desirable to save face and reduce threat.

Phases of a mediation process⁵

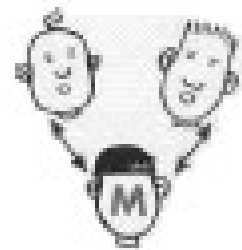
1. Phase: Introduction

- Assuring confidentiality
- Explaining the process, goals & role of mediator
- Asking for approval



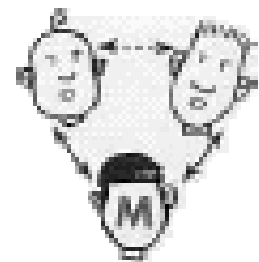
2. Phase: Story telling

- Conflict parties present their viewpoint
- Summarizing, rephrasing, reframing
- Noting points of discussion and agreeing on the order



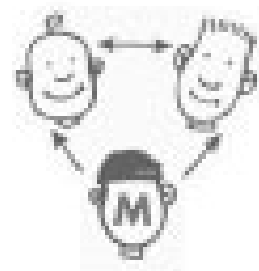
3. Phase: Clarification of conflict

- Naming the issues, probing, clarifying
- Finding out motifs and feelings
- Highlighting common areas and concerns
- Asking for wishes



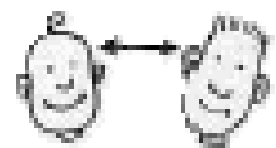
4. Phase: Problem solving

- Brainstorming, exploring options
- Discussing and assessing solutions
- Identifying starting points
- Looking for consensus
- Encouraging the parties to talk directly to each other



5. Phase: Agreement

- Precise phrasing
- Reading the agreement aloud
- Signing of both parties



⁵ Reference: FALLER ET AL (1996), p. 153

Shuttle mediation

Shuttle mediation is a mediation process where the mediator functions as a shuttle between separated conflict parties, as a carrier of messages between these sides.

Such a process may be necessary before the possibility of an actual face-to-face mediation or a negotiation process. It can be useful, when parties feel less willing or confident to face their “opponent” or if there exists resistance to communicate directly.

Shuttle mediation gives the parties the chance to clarify their interests and to release some of the immediate emotions. This type of mediation may also be used within a face-to-face mediation process, when obstacles are encountered or the whole process seems in danger of breaking down. The parties can then continuously be met separately by the mediator to keep the process running until it is possible again to work on the conflict face to face.

Participants' handout negotiation:

Harvard Negotiation Process/ Interest-based negotiations

Twenty years ago, an effort was instituted at the Harvard University, which became known as the *Harvard Negotiation Project*. The findings were introduced in the book „Getting to Yes - Negotiating Agreement without giving in“, by Roger Fisher and William Ury in 1981. Since then this negotiation process has been used and practiced most successfully in a number of settings.

Basic principles of interest-based negotiation

Effective negotiators are NOT those who „win“ at the expense of the other party, but rather those who consistently achieve two outcomes:

A - Mutually acceptable agreements –

B - Improved relationships among the parties –

The Harvard Negotiation Project studied people who were consistent in achieving the results described above. Through this observation, patterns underlying the actions of successful negotiators could be identified. Although each negotiator had her/ his own style and pace, there were certain patterns of behavior common to all of them. Also a certain sequence of action proved to be very successful described below:

The four sequences of the Harvard Negotiation Process:

1. Level the playing field

Differences in hierarchy, age or gender can often hamper mutually respectful conversations where each party feels free to contribute and is able to listen effectively to differing views.

In addition, there is often a troublesome history between the parties which results in different perceptions and biases regarding each other.

It is important for effective and satisfying conflict resolutions however that the parties treat each other as equals although there might be hierarchies. Therefore the respect for one another and certain rules fair to each of the involved parties have to exist and often be explicitly agreed upon in the beginning of a conflict dispute.

2. Define the issue in a way acceptable to all parties

It is important that all parties can agree upon a common description of the issue so that they can work on a common ground. The issue should be described in a way that it is outcome-neutral, e.g. conclusions, outcome, resolution of the issue should at this stage not be the topic but rather a description of the existing set of circumstances that led to the conflict.

Example for illustration:

An employee of a company is supposed to take part in a conference next weekend,

because he is the only specialist on the issue within the company.

He has almost worked every weekend lately and has hardly had any time for his family. In this situation he is uncertain on how to approach his boss. (visualization on several A4 papers)

How can than the issue be described as outcome-neutral?

Example: The employee would like to fulfill the demands of his company and feels honored to be chosen for the conference, but would also like to spend more time with his family.

3. Focus on positions and underlying interests

It is human nature to approach a conversation on a given issue with an already formed position or conclusion how to best resolve the issue. We make this conclusion based on our own interest, not taking into account what the other party's interests are. The reaction to such mentioned conclusion can be rejection, often going along with the proposal of a contrary conclusion from the other side.

At this point it is important to not get stuck within the conflicting conclusions or positions of the two sides. Productive dialogue, staying in the top quadrant, flows more readily from the examination of the interests of each party. The conflict parties have to understand that if you want your underlying interests to be met, you better discover a course of action which also meets the interests of the other party or parties, or they will behave in ways that will inhibit you in meeting yours.

4. Develop options which may meet all or most of the interests of all parties

Options are different possible outcomes that might successfully resolve the issue. The underlying interests of each party, once clearly described and understood, are used to invent a variety of possible agreements that could meet those interests. Suggestions of options should be made in form of a „what, if...“- exploration of agreements between the conflict parties. The different outcomes of the possible agreements can then be compared and the solution chosen that all parties can agree upon. This one is then very likely also the most beneficial to all of them.

Resume

The *Harvard- or Interest-Based Negotiation Process* forms in a way a checklist. This structured approach is useful, because in situations with a high stress level, the need is particularly acute for an external guideline to maximize the chances of reaching a successful conclusion. The model offers a frame, in which we can move when encountering differences. It offers good chances of crafting lasting, mutually acceptable agreements.

Part III Additional tools

The following pages provide additional tools to extend the workshop to possibly one and a half days.

Tools:

- The **background material** provides additional information on the topic of conflict for a respective input.
- The **returnee-role-play** is a warm-up exercise, in which the commonalities of former scholars are presented in a humorous way.
- The tool '**force-field analysis**' is an additional method for conflict analysis.
- The **conflict-style-inventory** can be used at an early stage of the workshop (absolute beginning or after the brainwriting exercise).
- The **questionnaire** can be used by the VES for information purposes of InWEnt.

During the workshops additional suggestions were proposed by participants and observers. First of all, it was requested, mostly from workshop participants, that more skills training should be conducted, especially in the field of intervention strategies, like mediation and negotiation. This can be done through role-plays, but this needs extended time. Skills training could also be conducted by NGOs from this field by practicing with the participants the intervention strategies the NGOs apply in their work.

Contextualization of the workshop content was also frequently suggested and is probably most likely to be achieved, if facilitators from the participants' context adapt the tools accordingly.

Another suggestion was the use of case studies, where different aspects of more complex conflict situations could be integrated, instead of using personal cases for the analysis. Case studies though can only be developed by persons who are very familiar with the participants context.

Lastly, it should be stressed, that it is important to involve participants already active in the field of conflict management as an important resource. This can be a valuable contribution particularly when it comes to intervention strategies.

Suggestions for background material to step 4 (Input 1)

Causes and types of conflict

Causes of conflicts can be located at two different levels: one is related to the issue, the other refers to the relationship.

Issue-level	Relationship-level
<ul style="list-style-type: none"> ➤ Resources ➤ Interests ➤ Values, religion, ideology ➤ Historical background 	<ul style="list-style-type: none"> ➤ Burdened/disturbed relationship ➤ Feelings, emotions ("chemistry")

On the issue level an agreement can be reached quite often. On the relationship level though this is usually much more difficult. Normally both levels are involved during a conflict. The relationship-level plays an increasing role, when the conflict becomes more intense.

Different *types* of conflict that can be differentiated are:

Intrapersonal conflict (within oneself), interpersonal conflicts (between persons), intragroup conflict (between individuals within a group, e.g. a political party) and intergroup conflicts.

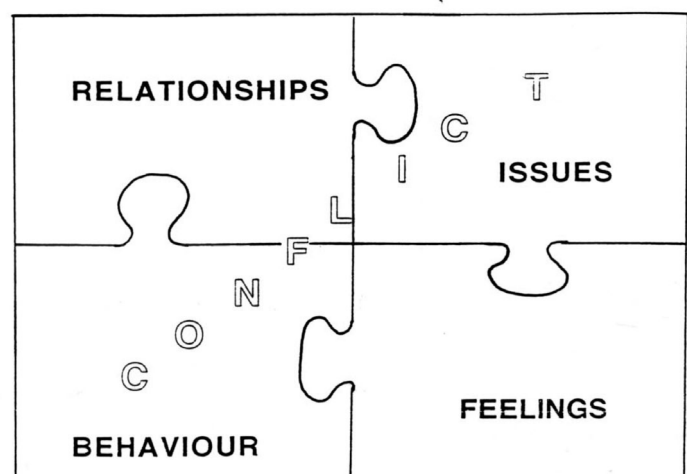
Intergroup conflicts are the most complex ones. They occur between groups of varying size and scope including organizations, communities and nations.

Often what we experience first in a conflict is **BEHAVIOR**.

- Behind the behavior there is most likely a strong **FEELING**.
- Behind the feelings there are normally **ISSUES** or experiences.
- In conflicts, issues usually involve another party or **RELATIONSHIP**.




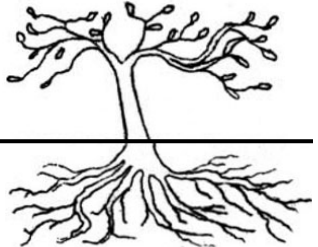
All four of these are part of a conflict.

Figure: Conflict Puzzle



Reference: adapted from: The Mediation Network for Northern Ireland, 2001

- “No conflict” could seem preferable, but for any peaceful group or society conflicts are inevitable and should be addressed creatively.
- A *latent conflict* is below the surface and may need to be brought into the open before it can be effectively addressed.
- An *open conflict* is deep-rooted and clearly visible, and may require actions that address both the root causes and the visible effects.
- A *surface conflict* is shallow and has no roots and may be only a misunderstanding of goals that can be addressed by means of improved communication.

		GOALS	
B E H A V I O U R	COMPATIBLE BEHAVIOUR		
	INCOMPATIBLE BEHAVIOUR		

Reference: Fisher et al (2000), p. 5

A ***Suppressed conflict*** leads to future problems. It can result in violence, if there are inadequate channels for dialogue and disagreement or in case of instability, injustice and fear in a society.

An ***Escalating conflict*** refers to a situation in which levels of tension and violence are increasing.

Facilitator guide for: What happened when you returned to your home country (e.g. to your workplace)?

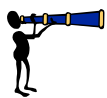
Role-play

Description:



The participants share their returnee-experiences in small groups and act this out in a role play as a warm-up to the topic.

Objectives:



The participants get to know each other and reflect on their return from (possibly) Germany. This common experience provides a good starting point for the workshop.

Time:



Up to 60 minutes

Subgroups: up to 40 minutes

Material:



2 pages of paper with the title, enough paper and pens for the SYMBOL-method (20 pens, 50 white A4 papers).

Activities:



The participants split into groups. Depending on the size of the groups, three to four small groups with shuttling facilitators are advised. The participants can share their experience either through telling stories in pairs (buzzing) and then presenting them to the rest of the group or by drawing and presenting a symbol (symbolizing the experience). This can take about 5 minutes. Time to tell each other the stories might take about 20 minutes. The group should be encouraged to choose one story they find suitable (entertaining, very typical, symbolic). This could be presented in a short role-play in the plenary. The preparation for the role-play should only take about 15 minutes. The facilitator can encourage to do a role-play, but of course all other means are possible as well, but may be less entertaining for the whole group. Presentations of the role-plays should not exceed 20 minutes.

Suggestions/

This tool can be used after the brainwriting session or before.

Comments:



Pitfalls:



To clarify false expectations and to prevent disappointment beforehand, it is useful to say that the exercise is not going to be analyzed in depth.

Participants' handout: Force Field Analysis

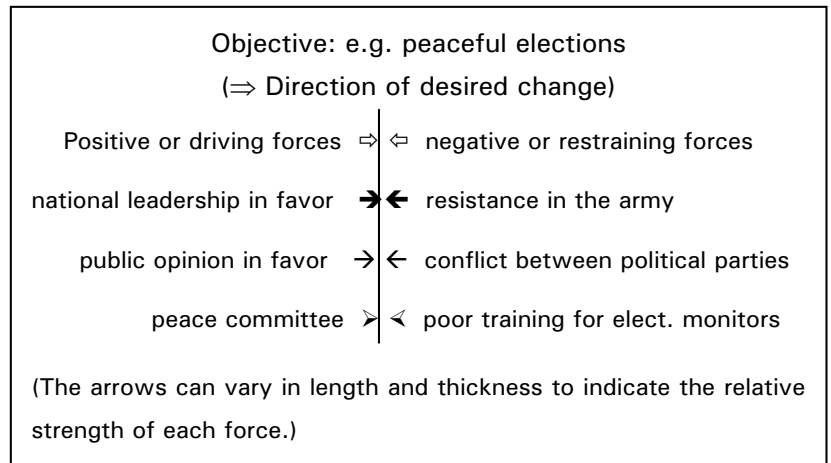
Force Field Analysis

1. Description

A tool for analysis of both positive and negative forces in a conflict.

2. Purpose

- To identify those forces which either support or hinder a plan of action or a desired change.
- To assess the strength of these forces and our own abilities to influence them.
- To determine ways of increasing the positive forces or decreasing the negative forces.



3. How to use this tool

5. Begin by writing the specific objective or the change you would like to achieve at the top of the page and draw a line down the center of the page.
6. On one side, list all the forces that seem to support the desired change. Next to each force draw an arrow towards the center pointing into the direction of the desired change.
7. On the other side, list all the forces that seem to hinder the desired change from happening. Next to each force draw an arrow pointing against the direction of desired change.
8. Consider which of these forces you can influence, either to strengthen the positive or to minimize the negative forces, to increase the likelihood of the desired change taking place.
9. You may want to review your plan of action and add modifications to your strategy in order to strengthen positive forces or to minimize negative ones.

4. Comments

This tool is useful in an advanced stage of conflict analysis as it presupposes an entry point of change as well as an intervention strategy.

Facilitator guide for additional step (9b): Identifying your conflict style

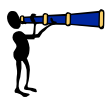
Proverbs

Description:



The exercise aims to identify the participants' most typical own conflict style. This is done through a "Conflict Style Inventory"- Questionnaire.

Objectives:



The exercise aims to reflect on one's own predominant conflict style and might contribute to more conscious action in conflictive situations.

Time:



Up to 20 minutes (without the following input on conflict styles)

Material:



"Conflict Style Inventory"-paper for each participant, attached materials for the following presentation and pens (see 'additional notes for the facilitator' at the end of this step).

Activities:



One should introduce the following exercise to the participants and explain the purpose.

Explain that, when identifying one's own predominant conflict style, it does not imply that one always behaves in that way. Neither it means that one conflict style is better than the other. Although, everybody is able to adjust one's own behavior to the situation required, it might be useful to use different styles more consciously in conflictive situations.

Reading out the instructions of the "Conflict Style Inventory" – paper helps and clarifies the task. A time limit of maximum 15 minutes should be given to fill out the questionnaire. Participants should be given assistance in case any further questions arise.

When people have completed their questionnaire, the facilitator should explain the difference between dominant conflict style and back-up style: While the first one refers to a behavior that is the most typical for a person in conflict situations, the back-up style is the second most frequently used conflict style.

One should explain, that the following input hopefully satisfies the participants' curiosity by revealing what actually stands behind the "animal" symbolizing a certain conflict style.

At this point the presentation on conflict styles (see facilitator's

manual step 9) including the animals symbolizing one conflict style, can take place.

Suggestions/
Comments:



This exercise can be quite enjoyable for the participants. It is necessary to adjust the proverbs to the cultural context being used in, to provide a better understanding.

Pitfalls:



It should be taken into account that the participants might not want to share their results with others. Again, it should be pointed out, that the different styles might be appropriate or inappropriate according to the situation.

Additional notes for the facilitator to step 9b



Conflict style inventory⁶

Tool 9b: Identifying your conflict style (Part I)

Direction: The following proverbs are statements reflecting traditional wisdom for resolving conflicts. Please read each one carefully. The scale below indicates how typical each proverb or statement is according to your behavior in conflict situations.

5 = very typical way I act in a conflict

4 = frequently typical way

3 = sometimes typical

2 = seldom typical way

1 = never typical way

___ 1. Soft words win hard hearts.

___ 2. Come now and let us reason together.

___ 3. The arguments of the strongest always have the most weight.

___ 4. Scratch my back and I will scratch yours.

___ 5. The best way of handling a conflict is by avoiding it.

___ 6. When one hits you with a stone hit him with a peace of bread.

___ 7. A question must be decided with knowledge and by number if it is to be a right decision.

___ 8. If you cannot make a person think as you do, make him do as you think.

___ 9. Better half a loaf than no bread at all.

___ 10. If someone is ready to quarrel with you, he isn't worth knowing.

___ 11. Smooth words make the way smooth.

___ 12. By digging and digging the truth is discovered.

___ 13. He who fights and runs away lives to run another day.

___ 14. A fair exchange brings no quarrel.

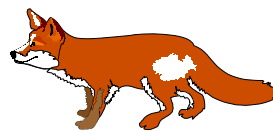
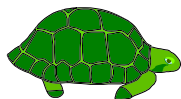
⁶ Reference: ARVIOLA JR., SERAFIN (2000).

- ___ 15. There is nothing so important that you have to fight for it.
- ___ 16. Kill your enemies with kindness.
- ___ 17. Seek till you find, and you will not lose your labor.
- ___ 18. Might overcome right.
- ___ 19. Tit for tat is fair play.
- ___ 20. Avoid quarrelsome people, they will only make your life miserable.

Tool 9b: Identifying your conflict style (Part II)

Direction: Please fill in your score for each question (Q.). Add the number of scores for each column subtitled by an animal. The higher the total scores for each column, the more typical the style is for you. The lower the score in each column, the less typical the style is for you.

___ Q. 5	___ Q. 3	___ Q. 1	___ Q. 4	___ Q. 2
___ Q. 10	___ Q. 8	___ Q. 6	___ Q. 9	___ Q. 7
___ Q. 15	___ Q. 13	___ Q. 11	___ Q. 14	___ Q. 12
___ Q. 20	___ Q. 18	___ Q. 16	___ Q. 19	___ Q. 17
___ Total	___ Total	___ Total	___ Total	___ Total
Turtle	Shark	Teddy Bear	Fox	Owl



Please rank from 1 - 5

(1 = most frequently used conflict style, 5 = least frequently used conflict style)

- ___ Turtle
- ___ Shark
- ___ Teddy Bear
- ___ Fox
- ___ Owl

What is your dominant conflict style?

What is your back-up style?

Additional tool for step 12 or to be done through email:

Questionnaire for Workshop Participants

Before you start, please note:

If there is not enough space for your answers, please use the back of the page.

If the questions are not clear, please ask the facilitator for clarification.

Name _____

Sex: _____ Age: _____ Religion: _____

1. What is your educational background (University degree / professional training)?

2. In which sector do you work?

Government ☐ Business ☐ Civil society ☐

Others (e.g. university, international organizations): _____

3. Please specify your current work (your position in your organization(s) and the content of your work).

4. Please list your participation in CDG/DSE/InWEnt training courses.

Year: _____ location: _____ duration: _____

offered by (CDG / DSE / or else...): _____

title of the course /topic: _____

(If you took part in more courses, please use space on the back of this page to name them according to the first one)

5. Do you already have knowledge and/or experience in conflict management and peace building? If yes, please specify: _____
- _____
- _____
- _____
- _____
6. In order to define more clearly for the InWEnt Follow-Up Program what kind of conflicts are relevant to scholars and where it would be most important to give support in order to strengthen their capacities and impact in dealing with these conflict, please indicate the relevance of the following levels of conflict to you.

a) Conflicts on political level and within society

☐ very relevant ☐ relevant ☐ of little relevance ☐ not relevant

Please name the conflicts you see to be relevant for you:

b) Conflicts related to your job and workplace

☐ very relevant ☐ relevant ☐ of little relevance ☐ not relevant

Please name the conflicts you see to be relevant for you:

c) Conflicts due to re-integrating after CDG/DSE training abroad (your answer here is also of interest for future scholars returning home)

☐ very relevant ☐ relevant ☐ of little relevance ☐ not relevant

Please name major conflicts that occurred when you returned: _____

d) Other kind of conflicts: _____

7. How important does the topic seem to you personally compared to other fields of training provided by InWEnt?

☐ very important ☐ important ☐ of little importance ☐ not important

8. Please name topics you would in general be interested to receive training in from InWEnt – also including the topic of conflict management or other training in the field of peace building if they are part of your "wish list".

Please rank the topics according to your personal priorities:

1. _____

2. _____

3. _____

4. _____

5. _____

(Please use back of page if you want to name more topics or for further comments)

Thank you very much!

Part IV: Background literature

The following literature and internet-links are meant to provide an overview not only of the topic conflict management but also peace building. Most are basic oeuvres which can help the facilitators to prepare themselves for the workshop or to find answers to further questions that might arise.

Open and constructive communication:

ROSENBERG, MARSHALL B. (2000): *Nonviolent Communication – When communication really matters*. Puddle Dancer Press, Encinitas, California.

Conflict and conflict transformation:

FISHER, SIMON ET AL. (2000): *Working with Conflict*. Zed Books, London.

INTERNATIONAL ALERT (1996): *Resource pack for conflict transformation*. International Alert, London. Online: www.international-alert.org.

Mediation:

AUGSBERGER, DAVID W. (1992): *Conflict Mediation across Cultures. Pathways and Patterns*. Luisville, Kentucky.

Crisis prevention and civil conflict transformation:

ANDERSON, MARY B. (1999): *Do no harm – How aid can support peace – or war*. Lynne Rienner Publishers, London.

ANDERSON, MARY B. (2000): "Reflecting on the practice of outside assistance: Can we know what good we do?" In: *The Berghof Handbook for Conflict Transformation*. (Internet-publication: www.b.shuttle.de/berghof/Bhandbook).

ANDERSON, MARY B. (2000): *Options for Aid in Conflict. Lessons from field experience*. CDA, Cambridge (www.cdainc.com).

BERGHOF FORSCHUNGSZENTRUM (ed.) (2000): *Berghof Handbook for Conflict Transformation*. (Online-publication: www.berghof-center.org/handbook/).

LEDERACH, JOHN PAUL (1997): *Building Peace. Sustainable Reconciliation in Divided Societies*. United States Institute of Peace Press, Washington D.C.

MIALL, HUGH ET AL. (1999): *Contemporary Conflict Resolution*. Polity Press, Cambridge, United Kingdom.

REYCHLER, LUC AND PAFFENHOLZ, THANIA (ed.) (2001): *Peace Building. A field guide*. Lynne Rienner Publishers, Boulder.

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CALARA, Dennis (2002): The Barangay Justice System: A Mechanism for Alternative Conflict Resolution. Speech at: ASEAN Regional Conference of CDG/ DSE and DED: Strengthening Civil Competence for Crisis Prevention and Non-violent Conflict Solutions, 16th -18th of July 2002, Manila.

CATHOLIC RELIEF SERVICE (CRS), KALINAW MINDANAW, MINCARD, OPAPP, UNICEF (1998): Panagtagbo sa Kalinaw. Basic Orientation Manual toward a Culture of Peace for Mindanao Communities.

CDG (1998): Training and Dialog without Borders. Carl-Duisberg-Gesellschaft, Köln.

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- CONWAY, G. and NOZOMI, K. (2001): Conflict Risk Assessment Report: Cambodia, Indonesia, Philippines. Carleton. (draft version).
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- ERMITA, Eduardo R. (2002): The Philippine Concepts and Experiences on Crisis Prevention and Non-violent Conflict Solutions. Speech at: ASEAN Regional Conference of CDG/ DSE and DED: Strengthening Civil Competence for Crisis Prevention and Non-violent Conflict Solutions, 16th -18th of July 2002, Manila.
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YAN, Manuel T. (2000): The Dynamics of Psychology in the Mindanao Process, in: BERNARDO, Allan B.I.; ORTIGAS, Carmela D. (2000): Building Peace - Essays on Psychology and the Culture of Peace, Manila, pp.137-139.

Annex 1: Addresses of Organizations in the Philippines

<p>Asian Institute of Management</p> <p>Contact person: Mr. Macaranas email: fmacaranas@dataserve.aim.edu.ph</p>	<p>MCPO Box 2095, Makati City / Philippines</p> <p>Phone: + 63-2-8924001 to 25, 892-0435 to 43 fax: + 63-2-8179240 , 8941407 http://www.aim.edu.ph</p>
<p>Balay Mindanaw Foundation Inc.</p> <p>Contact person: Charlito Z. Manlupig (Executive Director) email: kaloybmfi@cdo.weblinq.com</p> <p>Ariel C. Hernandez (Deputy Executive Director) email: ayi@cdo.weblinq.com</p>	<p>53A, 12th Street, Zone 2, Upper Bulua 9000 Cagayan de Oro City, Mindanao, Philippines</p> <p>phone: (063) (08822) 735946</p> <p>C. Manlupig is also Executive Secretary of MINCON - Mindanao Congress of Development NGOs.</p>
<p>Catholic Relief Service (CRS) Mindanao Peace Institute (MPI)</p> <p>Contact person: Myla Leguro (Peace and Reconciliation Program Manager) e-mail: mjleguro@crs-mindanao.org.ph</p>	<p>Mindanao Regional Office, 2 North Street, DBP Village, Ma-a, 800 Davao City / Philippines</p> <p>Phone: + 63-82-2971761 fax: + 63-82-2992480 http://www.catholicrelief.org</p>
<p>Friedrich Ebert Foundation (FES)</p> <p>Contact person: Mr. Tos Q. Anonuevo</p>	<p>Unit 1104 Robinsons Galleria Corporate Center, EDSA corner Ortigas Avenue, Quezon City, Metro Manila / Philippines</p> <p>Phone: + 63-2 634 6919, 637 7186 e-mail: fesphils@info.com.ph</p>

Gaston Z. Ortigas Peace Institute Contact person: Josephine P. Perez (Program Director) email: peace@codewan.com.ph	2/F Höffner Building, Social Development Complex, Ateneo de Manila University, Loyola Heights, Quezon City, M.M. 1108 Philippines phone: (+ 632) 426 6001 loc. 4826 fax: (+ 632) 426 6122/426 6064
German Agency for Technical Cooperation (GTZ) Contact person: Manila Office: Dr. Ute Hübner Cotabato: Mr. Boyet Salanga	PDCP Bank Center, 9/Floor cor. Herrera / L.P. Leviste Streets, Salcedo Village, Makati City, Metro Manila / Philippines Phone: +63-2 812 3165 fax: +63-2 753 1441 e-mail: gtz-philippinen@ph.gtz.de
German Development Service (DED) Contact person: Mr. Christoph Dehn	7 Juan Luna Street, San Lorenzo Village, 1223 Makati, Metro Manila / Philippines phone: +63-2 812 5640 fax: +63-2 894 1486 e-mail: dedphil@pacific.net.ph
Institute for Peace and Values-Centered Leadership Contact person: Bonifacio D. Belen (Executive Director) email: bbelen@pacific.net.ph	University of Southern Philippines Salinas Drive, Lahig, Cebu City 6000 / Philippines fax: (032) 2322103
Kalinaw Mindanaw (GTZ) Contact via /secretariat: MinCard: Luther Labitad Myrna L. Aboniawan-Siose e-mail: myrna@yearofservice.zzn.com	SEARSOLIN, Fr. Masterson Ave., Manresa Heights, Cagayan de Oro / Philippines phone: +63-8822-727701/724096

Konrad Adenauer Foundation (KAS) Contact person: Dr. Willibold Frehner	140 Alfaro Street, 3/F ALPAP I Bldg., 3 rd Floor., Salcedo Village, Makati City, Metro Manila / Philippines phone: + 63-2 894 3737 / 3427 e-mail: frehner@kaf-mnl.com
Kusog Mindanaw Contact person: Mr. Tey Mango Teves (Secretary General) email: rmteves@skynet.net	413 Aguho cr. Champaca Str., Juna Subdivision Matina, Davao City / 8000 Philippines phone: + 63-82-2972215 / 2076468 fax: + 63-82-2978245
MINCODE - Mindanao Coalition of Development NGO Networks Contact person 2: Dolores S. Corro (Coordinator / main office)	110 DBP Village, Ma-a, Davao City 8000 Philippines phone: (+ 63.82) 299.1722 fax: (+ 63.82) 299.0625 mincode@philwebinc.com www.mincode.org
MINCODE - Mindanao Coalition of Development NGO Networks Contact person1: Sylvia Okinlay-Paraguya (chairperson) email: higaonon@yahoo.com	at: Mass-spec Coperative Development Center, Tiano-Pacana Sts., 9000 Cagayan de Oro City / Philippines phone: (6388) 856 23 39 Main Office: Davao/ Philippines www.mincode.org
National Conciliation and Mediation Board, Department of Labor and Employment (NCMB) Contact person: Mr. Gilbert D. Pimentel (Deputy Executive Director)	G/F DOLE Bldg., Intramuros, Manila / Philippines phone: + 63-2 5273588 e-mail: ded2@ncmbdole.gov.ph

Office of the Presidential Advisor on the Peace Process (OPPAP) Contact persons: Mr. Calara, Mr. R. B. Halabaso (Peace Education)	7F Augustin Bldg., Emerald Avenue, Ortigas Complex, Pasig City, Manila / Philippines phone: + 63-2 6360701 to 06 fax: + 63-2 6311614 e-mail: peu@compass.com.ph
Philippine Business for Social Progress Contact person: Center for Corporate Citizenship: Elvie Grace A. Ganchero (Manager) email: bing@pbsp.org.ph	PSDC Building, Magallanes cor. Real Sts, 1002 Intramuros, Manila / Philippines phone: (632) 527-3747 fax: (632) 527-3740/43
Ramon Aboitiz Foundation Contact person: Evelyn N. Nacario-Castro (Executive Director) email: enacario@rafi.org.ph	35 Lopez Jaena Street, Cebu City / 6000 Philippines phone: + 63-32-25556-26/-27/-46 fax: + 63-32-2546489 / 2532380
United Nations Development Program (UNDP) Philippines Contact person: Ms. Alma Evangelista (Peace and Development Adviser)	Postal Address: P.O. Box 7285 Domestic Airport / Post Office Locker Box, 1300 Domestic Road Pasay City, Philippines phone: + 63-2 892 0611 – 26 fax: + 63-2 816 4061 and 893 9598
University of the Philippines, Center for Integrative and Development Studies (UP-CIDS) Contact person: MA Carmen C. Jimenez, Ph.D. (Executive Director) email: mjimenez@cids.org.ph	UP-CIDS, Ang Bahay ng Alumni, Basement, Magsaysay Ave., UP Diliman, 1101 Quzon City / Philippines phone: + 63-2-9293540 /4349383 / 4359283

Annex II: Selected Institutions in the field of conflict management and peace building in Germany and internationally

This part of the annex provides InWEnt with selected organizations working in the field of conflict management and peace building (here referred to as conflict transformation – *zivile Konfliktbearbeitung*) in Germany as well as in other countries. A specific focus is put on organizations and institutions that provide training in this field, granting either practical or university qualifications. Besides this listing, German organizations from development cooperation are included, particularly those implementing the Civil Peace Service, as well as political foundations working in the field of conflict transformation. Lastly some important German research institutions are named to conclude this overview of actors in this field.

Training institutions in Germany

Arbeitsgemeinschaft Qualifizierung - Forum Ziviler Friedensdienst

(Working Group ‚Qualification in Civil Conflict Transformation/ Civil Peace Service‘ – Forum Civil Peace Service)

Wesselstr. 12

53113 Bonn

phone: 0228-9814473

fax: 0228-981 4475

agquaqlifizierung@t-online.de

contact: Birgit Hohmann

Title	Qualification in Civil Conflict Transformation/ Civil Peace Service
Course description	<p>The aim of this course is to develop key areas of competence for constructive conflict transformation. Course focus:</p> <ul style="list-style-type: none"> • Competence in conflict analysis • Conflict transformation and non-violence • Communication and interaction • Train the trainer • Group and team skills • Personality related skills
Participants	Experienced professionals for overseas project work in connection with the civil peace service or for peace work in Germany.
Location	Close to Bonn, 12 weeks course work and a two week practical placement with an organization working in the field.
Duration	Four months full-time.

Deutsche Stiftung fuer internationale Entwicklung (DSE)

(German Foundation for International Development)

Zentralstelle für Auslandskunde

Lohnfelder Str. 128

53604 Bad Honnef

phone: 02224-926-0

fax: 02224-926-151

www.dse.de

za@dse.de

Title	Intercultural communication and cooperation/ Conflict management and crisis prevention
Course description	<ul style="list-style-type: none"> • Awareness concerning the cultural determination of personal values • Exploration of personal patterns of thinking and behavior. • Approaches to prevent stress and extend own coping mechanisms concerning crisis and conflict.
Participants	Preparation of civil peace personnel and development workers.
Location	Bad Honnef, close to Bonn.
Duration	One week courses.

Bildungs- und Begegnungsstaette fuer gewaltfreie Aktion e.V./ Kurve Wustrow

(Center for Education and Encounter in Non-violent Action)

Kirchstr. 14

29462 Wustrow

www.kurwewustrow.org

info@kurwewustrow.org

contact: Jill Sternberg, Stella Tamang, Hagen Berndt

Title	International Training for Nonviolence
Course description	<p>The training addresses the following topics and is conducted in English:</p> <ul style="list-style-type: none"> • Principles of non-violence, non-violent direct action and non-violent conflict intervention • Understanding and transforming conflicts • Political analysis, strategy, reconciliation work in war torn societies • Observing/reporting human rights violations, human rights organizing • Dealing with stress, fear and traumatic experience • Consensus decision making and team work • Issues of cultural sensitivity
Participants	<p>The training is particularly intended for:</p> <ul style="list-style-type: none"> • activists from local peace, human rights and reconciliation groups, • volunteers or person interested in non-violent third party intervention, • persons shaping pedagogical approaches for educating populations in crisis areas,

Location	<ul style="list-style-type: none"> • persons working with refugees. Wustrow
Duration	16 days.
Title	Qualification as a peace worker
Course description	<p>The training course consists of the following elements: language course, internship abroad and seminars in Germany</p> <p>Seminar topics are:</p> <ul style="list-style-type: none"> • Trauma and grief • Mediation in conflicts • Consultation for organizations • Building civil society • Intercultural communication • Dealing with direct violence, fear and threat • Deescalating intervention in societal and political conflicts • Reconciliation work • Non-violence
Participants	Persons involved in non-violent action planning, people engaged with civil society, multipliers.
Location	Wustrow
Duration	The seminars take place every 10 weeks. Two year part-time course.

Bund fuer soziale Verteidigung

(Alliance for Social Defense)

Ringstr. 9a

32427 Minden

phone: 0571-29456

fax: 0571-23019

www.soziale-verteidigung.de

soziale-verteidigung@t-online.de

contact: Detlef Beck/ detlefbeck@t-online.de

Title	Constructive ways of dealing with conflict in the working environment
Course description	<p>Aim of the course is to gain training competence for project management in the working environment.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Constructive conflict transformation • Personal resources in conflict intervention • Reflection of the personal conflict behavior • Effective communication in conflict • Mediation • Conflict types

	<ul style="list-style-type: none"> • Intervention in violent situations • Non-violent and deescalating behavior • Development of training modules for the working environment (school, social work, youth work etc.)
Participants	Persons from the field of education, multipliers working with children, youth and adults, vocational trainers.
Location	Flexible
Duration	Ten days.
Title	Mediating in conflicts
Course description	Content: <ul style="list-style-type: none"> • Neutrality • Role of mediators • Communicating in conflict • Harvard-negotiation concept • Mediation-phases and specific intervention • Problem-solving and consensus building
Participants	Persons from businesses and administration, social and educational work.
Location	flexible
Duration	Two to five days.

Ausbildungsmassnahme des Auswaertigen Amtes

(Training of the Department of Foreign Affairs)

Referat 203 – Personalreferent

Werderscher Markt 1

10117 Berlin

www.auswaertiges-amt.de

Title	Qualification as civil personnel for international peace missions of the UN or OSCE
Course description	The course aims to build a pool of experts of civil peace personnel for areas like: <ul style="list-style-type: none"> • Democratization • Monitoring of police forces • Election monitoring • Human rights operations Content: Security issues, conflict management/ resolution, mediation, mandate of international peace missions, humanitarian law, intercultural competence

Participants	Those who take part in international peace missions (Germans or Internationals).
Location	Berlin
Duration	Two weeks up to six weeks.

Oekumenischer Dienst im Konziliaren Prozess e.V./ Schalomdiakoniat

(Ecumenical Service in the Conciliatory Process)

Mittelstr. 4

34474 Diemelstadt-Wethen

phone: 05694-8033

fax: 05694-1532

www.schalomdiakoniat.de

contact : Rainer Stiehl/ rainer.stiehl@schalomdiakoniat.de

Title	Introducing Non-Violent Action (basic and advanced course)
Course description	<p>The course is held in the tradition of the peace churches and the religious movements of non-violence. First steps are being explored towards a personal approach of non-violence and constructive ways of dealing with conflict.</p> <p>The modules are:</p> <ul style="list-style-type: none"> • Spirituality and politics • Constructive conflict transformation in groups • Tools for non-violent/ civil conflict transformation • Seminar-design and team work • Conflict analysis and intervention <p>The focus of the training lies on perceptions of conflict, mediation, non-violence and spirituality.</p>
Participants	Persons who are engaged with justice, peace and the environment.
Location	Warburg-Germete, the course is also regularly held in Bosnia.
Duration	Basic course: part-time on week-ends or as a two week full-time seminar. Advanced course: 173 days (part- or full-time).

Institut Frieden und Demokratie Fernuniversitaet Hagen

(Institute of peace and democracy of the Long-distance University Hagen)

Projektbüro IF

Im Dünningbruch 9

58084 Hagen

phone: 02331/ 987-2366

fax:02331/ 987-4797

www.fernuni-hagen.de/FRIEDEN

IF-Weiterbildung@FernUni-Hagen.de

contact: Diana Kreutzer/ diana.kreutzer@fernuni-hagen.de

Title	Advanced studies in peace science
Course description	This course of study elaborates on the theoretical foundations of war, peace, conflict transformation and violence prevention within the different scientific disciplines.
Participants	Post-graduates engaged in the field of peace studies or e.g. sociologists or psychologists involved in societal conflict transformation and violence prevention; staff of international organizations.
Location	Long-distance course
Duration	Two semester (start April)

Institut fuer Friedensforschung und Sicherheitspolitik an der Universitaet Hamburg

(Institute for peace research and security politics at the University Hamburg)

Kooperationsverbund

Friedensforschung und Sicherheitspolitik

c/o IFSH/CORE

Falkenstein 1

22587 Hamburg

www.ifsh.de/studium/masterdetails.php

Title	Masters degree in Peace and Security Policy Studies
Course description	The aim of this degree is to introduce questions of international politics on security and peace. Areas: international politics and humanitarian law. Topics: natural science approaches in peace research, economic problems during war and peace, questions of peace ethics and violence prevention.
Participants	National and international students
Location	Hamburg
Duration	One year, two semesters.

International training organizations in the field of conflict transformation

Responding to Conflict

1046 Bristol Road
Birmingham B29 6LJ, United Kingdom
phone: +44 (0) 1214155641
www.respond.org
enquiries@respond.org

Title	Working with Conflict
Course description	<p>The program aims to expand the participants' capabilities in dealing with conflict more constructively. Its focus lies on two main areas:</p> <ul style="list-style-type: none"> • Skills for handling conflict • Skills for influencing policies and policy-making processes <p>Division into four modules:</p> <ul style="list-style-type: none"> • Understanding conflict and change • Effective organizing • Building sustainable peace • Preparing for action
Participants	The program addresses local, international agencies, NGOs; precondition: Experiences in dealing with political or social conflict
Location	Birmingham
Duration	10 weeks, divided in four modules (April - July)

Austrian Study Center for Peace and Conflict Resolution

IPT Program Director
Rochusplatz 1
7461 Stadtschlaining / Burg
Austria
phone: ++43-3355-2498-517/-510
fax: ++43-3355-2662
www.aspr.ac.at
contact : Gudrun Kramer (IPT)/ kramer@aspr.ac.at

Title	International Civilian Peace-keeping and Peace-building Training Program/ Basic Course
Course description	<p>The Basic Course gives an introduction to peace-building in conflict regions. It contains training modules on:</p> <ul style="list-style-type: none"> • Intercultural Communication and Conflict Transformation • The Role of the International and National, Governmental and Non-governmental Actors

	<ul style="list-style-type: none"> • Introduction to Human Rights Monitoring • Cooperation with the Military • Stress Training and Trauma Work • Gender aspects in Peace-building <p>Special attention is given to the teaching methods. Information is imparted through case studies of immediate interest, small group works, role games, simulations and other interactive exercises.</p>
Title	<p>1- Specialization Course on Election Observation and Assistance</p> <p>2- Specialization Course on Humanitarian Assistance</p> <p>3- Specialization Course on Conflict Management</p>
Course description	<p>1- Training modules include concepts and practice of democracy, election observation approaches of different organizations as the UN, OSCE, EU and NGOs, code of conduct for election observers and training of practical skills like how to observe, how to report, logistics and communication.</p> <p>2- The training modules include dilemmas and political implications, delivering emergency help – food aid, water and sanitation, health care, working with trauma, gender oriented humanitarian assistance and people oriented planning.</p> <p>3- Participants will get familiar with different conflict management approaches like arbitration, negotiation, mediation, facilitation and reconciliation.</p>
Participants	The courses are part of a practically oriented program for civilian experts who work or intend to work in conflict regions for GOs or NGOs.
Location	Austrian Study Center for Peace and Conflict Resolution, Stadtschlaining
Duration	Two weeks, three times per year.

European University Center for Peace Studies

EPU Secretariat
 7461 Stadtschlaining/ Burg
 Austria
 fax: + +43-3355-2381

Title	International Advanced Study Program in Peace and Conflict Transformation
Course description	<p>The program has been designed to provide students with the skills to analyze conflicts and their underlying causes as well as with practical skills in peace building and related fields.</p> <ul style="list-style-type: none"> • Peace studies, conflict transformation, culture of peace, humanitarian intervention, post conflict reconstruction

Participants	Students
Location	Stadtschlaining
Duration	Three months certificate course (one semester), one year masters course

European Network University

PO Box 94603
 1090 GP Amsterdam
 The Netherlands
 phone: + + 31-20-561 8167
 fax: + + 31-20-561 8164
www.netuni.nl/courses/
www.netuni.nl/demos/tcc
tcc@netuni.uva.nl
 contact: Lambrecht Wessels

Title	Transforming Civil Conflicts
Course description	<p>The aim of the program is to help prepare or support participants for work in conflict areas.</p> <p>Participants are familiarized with contemporary theories of conflict and conflict resolution, acquainted with a range of relevant information on conflict on the internet and introduced to practical issues and debates within the field. This is done through collaborative learning in an online 'learning community' of people with a professional interest in conflict. All material is available on the website. The website is adapted and expanded during the course to meet interest and needs of participants. Participants work on assignments together and on their own, participate in online debates and exercises and can ask questions/assistance from supervisors who will write quick responses.</p> <p>Additional new courses are "Gender and Conflict Resolution" and "Post Conflict Development".</p>
Participants	Professionals that work in conflict areas and students with a special interest in the topic, such as (inter)national relief agency workers, development professionals, conflict resolution trainers, business people, military personnel, UN personnel, academics, journalists and others working for governmental or (grass-roots) non-governmental organizations (NGO's).
Location	Internet online course
Duration	<p>Four weeks, several times per year.</p> <p>The course is designed for 10 hours of total study time a week, to be done by the participants in their time next to their regular work.</p>

Peace Research Institute Oslo

Fuglehaugattata 11
N-0260 Oslo
Norway
phone: -47 22 55 71 50
fax:- 47 22 55 84 22
www.prio.no
info@prio.no

Title	Course in Peace Studies and Conflict Resolution (at the International Summer School of the University of Oslo)
Course description	<p>The course provides a general introduction to the interdisciplinary field of peace studies, combined with more focused study of selected cases and themes. Peace research aims at understanding violent conflict in order to help resolve it; this course concentrates mainly on internal conflicts and conflict resolution.</p> <p>Major foci are conflict resolution, causes of armed conflicts, issues of gender, identity and human rights, humanitarian intervention, peacekeeping and peace building efforts. The conflict resolution segment utilizes interactive education techniques in group work, as well as lectures on specific peace processes and negotiations. The lecturers represent a variety of disciplines including political science, history, sociology, social psychology and anthropology, as well as experienced practitioners working in the field of conflict resolution. (Course Example: 'Armed Conflicts - Causes and Responses')</p>
Participants	International students
Location	Oslo
Duration	6 week course, three hours daily plus occasional afternoon meetings.

Department of Peace and Conflict Research, Uppsala University

Box 514 SE-751 20 Uppsala, Sweden
fax: - 4618695102
phone: - 46184717652
contact: Lars van Dassen/ lars.van_dassen@pcr.uu.se

Title	Advanced International Training Program in Conflict Resolution
Course description	<p>Objectives:</p> <ul style="list-style-type: none"> • Strengthening the capacity for research and teaching of conflict analysis and conflict resolution • Disseminating recent advances in peace and conflict research • Understanding of different national and international mechanisms, institutions and models for conflict resolution.

	The program's focus lies on the theory and practice of managing and solving large-scale conflicts between and within states, on the trends and origins of contemporary patterns of conflict and on ways of solving them in equitable and viable manners.
Participants	The program addresses only candidates from developing countries such as early/mid career lecturers and researchers at universities or research institutes, candidates who work in relevant government offices or NGOs. Applicants must hold at least a Masters degree.
Location	Department of Peace and Conflict Research, Uppsala University
Duration	6 weeks in April, May.

Irish School of Ecumenics - International Peace Studies Program

The Secretary: International Peace Studies Program
 Trinity College Dublin
 Milltown Park
 Dublin 6, Ireland
 phone: +353-1-260 1144
 fax: +353-1-260 1158
www.tcd.ie/ise

Title	International Peace Studies, Masters Degree and Diploma Program
Course description	This program is designed to provide students with a deeper understanding of the problems of conflict and its resolution from an interdisciplinary perspective. Course contents: international politics, conflict resolution, UN-Peacekeeping, human rights, ethical and philosophical questions concerning peace.
Participants	Students with honors degrees
Location	Dublin, Trinity College
Duration	<ul style="list-style-type: none"> • Masters 12 months (two 10 week terms), part-time 2 years • 10 week course

Coalition for Peace in Africa

Michael E. Muragu
 COPA Interim Coordinator
 P.O. Box 13265, 00100 Nairobi GPO, Kenya
 phone: 254-2-577558
 fax: 254-2--577557
 copa@barclays.africaonline.com

Title	Conflict Transformation Course
Course description	<p>Contents:</p> <ul style="list-style-type: none"> • Identifying courses on new and ongoing conflicts in Africa and their impact • Understanding the dynamics of factors and causes • Relationship between peace and development • Skills for facilitating dialogue • Negotiation and mediation • Methods of transforming and preventing violence • Strategies for violence reduction and peace building
Participants	Development and relief workers, religious personnel, NGOs, human rights workers.
Location	Johannesburg, South Africa
Duration	Five weeks

Centre for Conflict Resolution - University of Bradford

Postgraduate Admissions Secretary
 Department of Peace Studies
 Bradford BD7 1DP
 United Kingdom
 phone: + +44 (0)1274 234171
 fax: + +44 (0)1274 235240.
www.brad.ac.uk/acad/peace/
 contact: Dr Tom Gallagher/ T.G.Gallagher@bradford.ac.uk
 Hazel Swaine/ H.C.Swaine1@bradford.ac.uk

Title	Masters Program in Conflict Resolution
Course description	<p>Two Masters/ Post-graduate Diploma core courses in Conflict Resolution: <i>Conflict Resolution: Concepts, Processes and Skills</i></p> <p>This course provides an assessment of the field of conflict resolution, defined both as an academic and as a practical and applied pursuit. The history and central concepts of conflict resolution are introduced and examined in a series of case studies. This module deals with international conflict and civil wars and provides and analysis of the variety of inter-</p>

	<p>vention strategies available within the conflict resolution approach.</p> <p><i>Conflict Resolution: Applications and Reconstructions</i></p> <p>The first part of the course is concerned with intrastate or domestic conflict and provides an opportunity for students to develop practical skills through participation in a set of exercises concerned with communication, co-operation, mediation and problem-solving in a set of simulated conflicts. The second part of the course offers a critical review of the conflict resolution field, engaging with contemporary debates and non-western perspectives. A variety of teaching methods, including lectures, small group work and presentations, role plays and simulations will be used.</p>
Participants	A post-graduate degree in almost any subject to enter the MA programs (Candidates without the required academic qualifications may be considered on the basis of experience or achievement for entry to the Post-graduate diploma programs and may subsequently transfer to the MA subject to academic performance.)
Location	Bradford, United Kingdom
Duration	All three courses are available either full-time, or part-time. The MA program extends over a period of one year for full-time students or two years for part-time students. The Post-graduate diploma program extends over a period of two semesters (full-time) or four semesters (part-time).

Organizations in the field of the Civil Peace Service

Arbeitsgemeinschaft fuer Entwicklungshilfe e.V. (AGEH)

(Working group Development Aid)
 Ripuarenstr. 8
 50679 Köln
 phone: 0221-88960
 fax: 0221-8896100
 AGEH-contacts@Geod.Geonet.de
 contact: Georg Sticker, Executive director

Fields of work	Civil Peace Service (with mainly church-related local partner-organizations)
Target group	Experienced professionals for overseas project work for at least two years (This is generally the target group for the civil peace service)
Project areas	Civil conflict transformation and reconstruction, Empowerment of civil society structures.

Regional focus	Uganda, Kosovo, Mozambique, Macedonia, Kenya, East-Timor, Columbia, Sierra Leone, Zimbabwe, Nigeria
Training	<p>Courses as part of the general preparation phase:</p> <ul style="list-style-type: none"> • Theory and models of conflict • Progression of conflict • Culturally adapted conflict models • Conflict intervention and non-violence • Role of civil society actors • Ethics and responsibility of outside intervention

Deutscher Entwicklungsdienst

(German Development Service)

Referat Ziviler Friedensdienst, zivile Konfliktbearbeitung und Friedensförderung

Tulpenfeld 7

phone: 0228-2434 210/213

www.ded.de

p10@ded.de

contact: Lothar Rast, Head of Department

Fields of work	Civil Peace Service
Project areas	Crisis and violence prevention, human rights work, reconstruction, reconciliation work, building democratic civil society structures.
Regional focus	Peru, Sudan, Zimbabwe, Guatemala, Bolivia, Chad, Uganda, Cambodia, Palestine, Niger, Rwanda, Chile, Ecuador
Training	<p>Preparation for the working task overseas through a four week course. Civil conflict transformation and peace promotion within development cooperation:</p> <ul style="list-style-type: none"> • Multi Track Diplomacy • Conflict analysis • Do-No-Harm approach • Reflection of own conflict behavior • Dealing with conflict • Communication, mediation and coping strategies • Teamwork within an intercultural context

Evangelischer Entwicklungsdienst - EED (ehemals Dienst in Uebersee)

(Protestant Development Service)

Nikolaus-Otto-Str.13

70771 Leinfelden-Echterdingen

phone: 0711-79890

fax: 0711-7989123

www.eed.de

dienste@geod.deonet.de

contact: Gertraude Kaiser, Executive Director

Fields of work	Civil Peace Service (with mainly Christian local partner organizations)
Project areas	Violence prevention, election monitoring, reconstruction and reconciliation work, empowerment of conflict capacities and abilities of minority groups
Regional focus	Croatia, Palestine, Guatemala, Mexico, Romania, Philippines (traditional land rights) , Kosovo, East-Timor, Brazil, Mozambique, South Africa, Uganda, Ethiopia/ Eritrea, Cameron, Indonesia, El Salvador, Sierra Leone
Training	<p>Four week preparation course with the following topics:</p> <ul style="list-style-type: none"> • The church • Reflection of personal role • Racism/colonialism • Gender • Intercultural communication and consultancy • Dealing with conflicts and violence. <p>The EED does not conduct explicit courses on conflict transformation, but works together with the "Working Group Qualification in Civil Conflict Transformation/ Civil Peace Service" and the Ecumenical Service.</p>

Weltfriedensdienst e.V.

(World Peace Service)

Hedemannstr. 14

10969 Berlin

phone: 030-2539900

fax: 030-2511887

www.wfd.de

info@wfd.de

contact: Walter Hättig, Executive director

Fields of work	Civil Peace Service
Project areas	Trauma and reconciliation work, documentation of Human Rights abuses, networking, public relations, mediation, action-research
Regional focus	Zimbabwe, Guinee-Bissau, South Africa, Angola, Senegal, Mozambique, Palestine

Training	Individual training modules as part of the general preparation depending on the job description and the project area, some modules take place at the DSE.
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Eirene - Internationaler Christlicher Friedensdienst e.V.

(International Christian Peace Service)

Engerser Str. 74a

56564 Neuwied

phone: 02631-83790

fax: 02631-31160

www.eirene.org

eirene-int@eirene.org

contact: Eckehard Fricke, Executive Director

Fields of work	Civil Peace Service
Project areas	Conflict management in rural areas between farmers, multi-cultural youth work, networking of training personal in conflict transformation, public relations, training for journalists, monitoring, documenting human rights abuses
Regional focus	Columbia, Chad, Bosnia-Herzegovina, Niger, Nicaragua
Training	General in-house training.

Christlicher Friedensdienst International

(Christian Peace Service International)

Wächterstr. 3

70182 Stuttgart

phone: 0711-210660

fax: 0711-2106633

cfi-stuttgart@t-online.de

contact : Winrich Scheffbuch, Executive Director

Fields of work	Civil Peace Service
Project areas	Conflict management for women and children in Angola

Forum Ziviler Friedensdienst

(Forum Civil Peace Service, Umbrella organization of peace initiatives)

Ringstr. 9a, 32427 Minden

or Postfach 2304, 32380 Minden

phone: 0571-850779

fax: 0571-20471

www.forumZFD.de

forumZFD@t-online.de

contact: Thilo Veenema, Executive Director

Fields of work	Civil Peace Service (Sending Civil Peace Personnel through the other sending organizations of development workers.) The forum also implements projects on its own.
Members	Friedenskreis Halle (Projects in Bosnia Herzegovina), Kurve Wustrow (Projects in Macedonia, East-Timor, Kenya, Palestine), Peace Brigades International (Projects in Columbia, Mexico).
Project areas	Peace and reconciliation work, violence prevention in transition processes, trauma work, building of peace constituencies, supporting infrastructure and reconstruction.
Regional focus	Kosovo, Croatia, Bosnia, Serbia, Montenegro, Israel/ Palestine, Macedonia
Training	The preparation of the Civil Peace Personnel takes place through the Working Group 'Qualification in Civil Conflict Transformation/ Civil Peace Service'.

Aktionsgemeinschaft Dienste fuer den Frieden e.V.

(Action Group Service for Peace - Umbrella organization of peace services)

Blücherstr. 14

53115 Bonn

phone: 0228-249990

fax: 0228-2499920

agdfev@t-online.de

contact: Ulrich Frey, Executive Director

Fields of work	Civil Peace Service (Sending Civil Peace Personnel through the other sending organizations of development workers.)
Members	32 peace services

German Development Cooperation in the field of conflict transformation

Deutsche Gesellschaft fuer Technische Zusammenarbeit (gtz)

(German Agency for Technical Cooperation)

Dag-Hammerskjöld-Weg 1-5

65760 Eschborn

phone: 06196-790

fax: 06196-791115

www.gtz.de

postmaster@gtz.de

contact: Uwe Kievelitz

Fields of work	Cross-cutting-sector crisis prevention and conflict management (Sektorvorhaben Krisenprävention und Zivile Konfliktbearbeitung)
Project areas	<p>Development of concepts, strategies, instruments and best practices for crisis prevention and conflict management and their implementation in the focus countries of development cooperation.</p> <p>Topics researched on:</p> <ul style="list-style-type: none"> • youth and conflict management, • security sector reforms, • demobilization and reintegration of ex-combatants, • gender aspects in conflict, • rural development and natural resource management, • food security, • and good governance. <p>Other areas: Country-strategy-studies, development of training concepts in this field, financial support of local peace initiatives.</p>

Konrad Adenauer Foundation (KAS)

Philippines:

Dr. Willibold Frehner/ frehner@kaf-mnl.com

140 Alfaro Street, ALPAP I Bldg., 3rd Flr., Salcedo Village,

Makati City, Metro Manila

phone: (+63-2)8943737

http://otto.kas.de:8000/kasauss/land_index.html?land=Philippinen

Germany:

Rathausallee 12

53757 Sankt Augustin

phone: 02241-2460

fax: 02241-246 591

www.kas.de

contact: Winfried Jung (responsible for International Cooperation II (Africa, Near East, Asia & Latin America)/ winfried.jung@kas.de

Fields of work	Basic idea of international cooperation: Promotion of political, economical and social systems based on a democratic system and a social market economy; by means of educational work, research/publishing and counseling
Project areas	<ul style="list-style-type: none"> • Support of the ongoing democratization processes and promotion of political structural change, „good governance“ • Intensifying of dialogue between European, German and ASEAN political parties and members of parliament • Establishment of an administrative system and a constitutional court system as well as the protection of citizens' rights • Diminution of the social consequences of the economic and currency crisis • Strengthening of the media • Continuation of the dialogue about values and the exchange of different cultural ideas • Cultivation of the foreign and safety policy dialogue
Regional focus	<p>Worldwide: Germany, many Asian countries including the Philippines (since the late 1960s): details see chapter 5.2</p> <p>In the Philippines: Promotion of constitutional democracy, system of justice, human and civil rights, a socially responsible market economy as well as helping people to help themselves combat the causes of poverty.</p>

Friedrich Ebert Foundation (FES)

Philippines:

Tos Q. Anonuevo, Unit 1104 Robinsons Galleria Corporate Center, EDSA corner Ortigas Avenue, Quezon City, Metro Manila
 phone: (+63-2)6346919/ 6377186
www.fes.de/international/asien/
fesphils@info.com.ph

Germany:

Godesberger Allee 149
 53175 Bonn
 phone: 0228-8830
 fax: 0228-883396
www.fes.de

contact: Erwin Schweisshelm (International Cooperation/Asia & Pacific) /
erwin.schweisshelm@fes.de

Fields of work	Democracy and social justice Goal: to enhance participation, pluralism, rule of law, social justice and non-violent ways of dealing with conflicts in state and society; by means of: <ul style="list-style-type: none"> • Empowerment of marginalized social sectors and groups • Promoting socio-political dialogue
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Project areas	<ul style="list-style-type: none"> • Exchange programs and international cooperation to build awareness of global interdependence of states and societies <p>Main topics:</p> <ul style="list-style-type: none"> • Challenge of democracy • Society of democratic culture and social change • Innovative and reformative politics • Responsible shaping of globalization (among others: Politics of peace, crisis prevention and civil conflict transformation)
Regional focus	<p>Worldwide: Germany, many Asian countries including the Philippines (since 1964): details see chapter 5.2</p> <p>Philippines: local governance and development, strengthening civil society and advocacy for policy reforms, women and gender concerns, trade unionism and industrial relations.</p>

Hanns Seidel Foundation (HSS)

Philippines:

Paul G. Schäfer

4D Cypress Gardens Building, 112 Herrera Street, Legaspi Village, 1229 Makati City, Metro Manila/ Philippines

phone: (+63-2)752 0249/ 752 0267/ 876 4329

fax: (+63-2)893 7731

www.hsf.org.ph

hsfmnl@info.com.ph

Germany:

Lazarettstraße 33

80636 München

phone: 089-1258-0

fax: 089-1258-356

www.hss.de/default.htm

info@hss.de

contact: Richard Bauhofer (responsible for Asia and Oceania)/ bauhofer@hss.de

Fields of work	<p>Basic philosophy for international cooperation:</p> <ul style="list-style-type: none"> • Working for democracy, peace and development • Work within the socio-economic development framework of a specific country by cooperating with local partners in the implementation of priority programs and projects. <p>By means of: political education, promotion of science, political counseling, providing scholarship-programs, development cooperation and cultivation of international contacts.</p>
Project areas	<ul style="list-style-type: none"> • Political dialogue and socio-political further education • Promotion of the administration and support for the formation of public institutions and constitutional structures on national, regional and communal level as well as management training in the public sector

Regional focus	<ul style="list-style-type: none"> • Education in management and institution formation on the non-state level (federations, chambers, co-operatives etc.) • Dual professional formation as socio-political task. <p>Worldwide: Germany, many Asian countries including the Philippines (since 1979)</p> <p>Philippines:</p> <ul style="list-style-type: none"> • Promotion of constitutional democracy, system of justice, human and civil rights, a socially responsible market economy as well as helping people to help themselves combat the causes of poverty. • Human resource development • Leadership and management training, including public safety administration: educational and advocacy program for instructors and trainers aimed at advancing the process of peace building, democracy, human rights in the public safety sector.
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Friedrich Naumann Foundation (FNF)

Philippines:

Dr. Ronald Meinardus

7 B Amorsolo Street, San Lorenzo Village,

Makati City, Metro Manila

www.fnf.org.ph/

contactus@fnf.org.ph, fnsmanila@vasia.com, office14@philippines.fnst.org

Germany:

Karl-Marx-Straße 2

14482 Potsdam

phone: (+49-331)7019-0

fax: (+49-331)7019-188

www3.fnst.de/reda

contact: Uwe Johannen (Regional office South East and East Asia, Bangkok)

office21@thailand.fnst.org

Fields of work	<p>Basic philosophy: Promoting Liberalism and democracy worldwide (the principle of freedom in all sectors of society).</p> <p>By means of: Seminars, conferences, publications</p>
Project areas	<p>Political education; Political dialogue; Political counseling; Promotion of talents; Archives</p>
Regional focus	<p>Worldwide: Germany, many Asian countries including the Philippines (since 1986).</p> <p>FNF conducted a seminar on peace journalism in Indonesia in May 2002 (http://www.3.fnst.de/reda/page-phtml?id=394). One project partner of FNF is the 'Working Group for an ASEAN Human Rights Mechanism'.</p>

Heinrich Boell Foundation (HBF)

Germany:
 Hackesche Höfe, Rosenthaler Str. 40/41
 10178 Berlin
 phone: 030-28534-0
 fax: 030-28534-109
 www.boell.de
 info@boell.de

Fields of work	<p>Basic philosophy: Promoting sustainable development and democracy.</p> <p>By means of: Seminars, conferences, publications</p>
Project areas	<ul style="list-style-type: none"> • Education and Science • Development policy • Future of work, Migration and other topics <p>Focus in Asia:</p> <ul style="list-style-type: none"> • Promotion of women and gender democracy • Ecology and sustainable development • Culture, media and critical public
Regional focus	<p>Worldwide: Germany, Asian countries</p> <p>HBF initiated an 'Asia-Europe Dialogue' on alternative political strategies.</p>

Rosa Luxemburg Foundation (RLF)

Germany:
 Franz-Mehring-Platz 1
 10243 Berlin
 fone: 030-29781168
 fax: 030-29781180
 www.rosaluxemburgstiftung.de/Aktuell/index.htm
 contact: Dr. Hilde Ettinger (Responsible for Central & Eastern Europe and Asia)
 ettinger@rosalux.de

Fields of work	<p>Basic philosophy: The foundation promotes political education and supports social movements and organizations aiming at social and political participation, solidarity and peace.</p> <p>By means of: Seminars, conferences, publications</p>
Project areas	<ul style="list-style-type: none"> • Remodeling of the labor system and relations of distribution (social demands on a sustainable type of development) • Development policy and women • Education and sustainability • Social agendas for action and other topics
Regional focus	<p>Worldwide: Germany, Asian countries (focus on socialist or former socialist countries)</p>

Research institutions in the field of conflict transformation in Germany

Berghof Forschungszentrum fuer konstruktive Konfliktbearbeitung

(Centre for Constructive Conflict Management)

Altensteinstrasse 48 a

14195 Berlin

Germany

phone: 30-8318090

fax: 030 8315985

berghof@ipn-b.comlink.apc.org

contact: Dr. Norbert Ropers, Executive Director

Fields of work	Developing models or constructive procedures to work on ethno-political and socio-cultural conflicts in Europe
Research focus	Research projects e.g. on 'conflict-cultures and intercultural mediation' and peace constituency-development
Regional Focus	Europe, Eastern Europe

Hessische Stiftung Friedens- und Konfliktforschung

(Peace Research Institute Frankfurt)

Leimenrode 29

60322 Frankfurt

phone: 069-9591040

fax: 069-558481

www.prif.org

info@hsfk.de

contact: Eva von Hase-Mihalik

Fields of work	Research, Publications, international exchange and lobbying for Peace
Research focus	Exploring the root causes of violent internal and international conflict, viewing peace as a precondition of decreasing violence and increasing justice.

Institut fuer Friedenssicherungsrecht und Humanitaeres Voelkerrecht

(Institute for peace-securing-law and humanitarian law)

Ruhr-Universität Bochum

Gebäude NA 02/28

44780 Bochum

phone: 0234-7007366

fax: 0234-7094208

www.ruhr-uni-bochum.de/ifhv

contact : Prof. Dr. Horst Fischer/ horst.fischer@rz.ruhr-uni-bochum.de

Fields of work	Interdisciplinary research and post-masters degrees in 'humanitarian aid' and 'Human rights and Democratization' in conjunction with other European Universities
Research focus	Militarization control and demilitarization

List of SLE Publications

	No. *=out of print
Klemens Hubert , Georg Dürr, Henrik Einfeld, Sigismund Hadelich, Heinz Haug, Irene Haug, Adolf Kraus, Ludwig Löschner, Claus-Rudolf Spranger, Agricultural Production in Kisii District/Kenya and Proposals for its Development . Berlin, 1972	IV/1*
Manfred Schulz , Ursula Bauhoff, Henning Bosüner, Heinrich Ehlers, Helmut Heumos, Franz Ring, Peter Schimann, Jean-P. Stauss, Rapports du stage 1972 à Madagascar - Aspects du développement . Berlin, 1972	IV/2*
Ramesh Chandra Agrawal , Wilfried Blaschnek, Hellmut Fischer, Andreas Frey, Eberhard Göhsing, Willi Nesselrath, Franz Rauch, A Study of the Working and Impact of Indo-German Agricultural Project, Kangra . (India). Berlin, 1973	IV/3*
Herbert Ströbel , Angelika Schneider, Dietrich Stotz, Engelbert Veelbehr, Annemarie Wäschle, Josef Weber, An Economic Analysis of Smallholder Agriculture in the Kericho District , (Kenya). Berlin, 1973	IV/4*
Hans Gsänger , Michael v. Gemmingen, Bernd Lassen, Bernhard Meier, Manfred Metz, Gloria Petrocivs, Wichard Ziebell, The Marketing System for Fruit and Vegetables in Ibadan - A Case Study -, (Nigeria). Berlin, 1973	IV/5*
Ramesh Chandra Agrawal , Gerhard Anger, Franz Brandner, Günter Dresrüsse, Ilse Fritz, Johannes Kotschi, A Study of the Role of Nationalized Banks in Financing Agriculture in the District of South Kanara , (India). Berlin, 1974	IV/6*
Peter Neunhäuser , Christian Döbel, Ingrid Foik, Hans Häusler, Norbert Jost, Bernhard Labus, Hans Pfister, Survey on Smallholder Agriculture in West Sumatra , (Indonesia). Berlin, 1974	IV/7*
Ursula Hadelich-Bauhoff , Wolfgang Bayer, Hans-G. Danninger, Ludwig Hoffmanns, Reinhild Schepers, Gerhard Schnepel, Aspects of Cotton Production in Ulanga District , (Tanzania). Berlin, 1974	IV/8*
Thomas Teuscher , Elisabeth Hässler, Elmar Locher, Barbara Meyer, Konrad Sandhofer, Reinhold Swoboda, Mona Tammer, Feasibility Study on the Establishment of Smallholder Dairy Colonies in Connection with Cattle Multiplication Units in West Malaysia . Berlin, 1975	IV/9*
Eberhard Grosser , Wolfram Brünger, Christoph Diwald, Niels Hansen, Wulf Killmann, César Maldonado, Maria-Theresia Maldonado, Problemática y perspectivas de desarrollo en la agricultura migratoria de una subregión de la Selva Lacandona , (Chiapas, México). Berlin, 1975	IV/10*
Hans Gsänger , Dorothea Altes, Jürgen Hörner, Friedolf Lau, Günter Raad, Gerhard Vollmer, Karl-Ludwig Zils, How to Make Co-Operative Marketing Viable - The Case of Sweet Orange Marketing in Thailand . Berlin, 1975	IV/11*
Ramesh Chandra Agrawal , Peter Englberger, Peter Munzinger, Norbert Rossler, Ludwig Schatz, A Study of Hill Agriculture in Almora (India) - Present Status and Future Strategy for Development . Berlin, 1976	IV/13*
Bernd Schubert , Wolf Dieter Hartmann, Wolfgang Kunze, Klaus Pilgram, Norbert Walter, Richard Zink, Study and Experiment on Marketing of Fazal-I-Manani Plums in Peshawar/Pakistan . Berlin, 1976	IV/14
Hans-Jürgen Daunicht , Annette Bernd, Herbert Jenrich, Rainer Struck, Doris Werner, Capacidad de uso y de manejo de los suelos del Valle Matehuala-Huizache, San Luis Potosí, México . Berlin, 1976	IV/15
Hans-Jürgen Daunicht , Annette Bernd, Herbert Jenrich, Rainer Struck, Doris Werner, Nutzungskapazität und Bewirtschaftung der Böden des Tales Matehuala-Huizache, San Luis Potosí, México . Berlin, 1977 (Deutsche Fassung von Nr. IV/15)	IV/16*
Peter Neunhäuser , Claus Auer, Gerhard Brandt, Gerhard Fischer, Claus Wagner, Anton Wirth. Possibilities of the Introduction of Draught Animals in the North-West Province of the United Republic of Cameroon . Berlin, 1977	IV/18*

- Thomas Teuscher**, Richard Baptist, Dedo Geinitz, Karimul Md. Huq, Rolf Peter Mack, Ernst-Axel Momber, Christiane Rehse, **Further Development of Milk Collecting Centre Jasin, Malaysia, for Smallholder Dairying**. Berlin, 1977 IV/19
- Eberhard Grosser, Jochen Pfeiffer**, Günter Baumann, Frank Bremer, Alhoussène Condé, Michael Götz, Walter Hauth, Delphine Onwumere, **Etude agro-socio-économique de base sur les conditions de développement de la Sous-Préfecture de Paoua, Ouham-Pende, (Empire Centrafricain)**. Tome I, Berlin, 1977 IV/20*
- Eberhard Grosser, Jochen Pfeiffer**, Günter Baumann, Frank Bremer, Alhoussène Condé, Michael Götz, Walter Hauth, Delphine Onwumere, **Etude agro-socio-économique de base sur les conditions de développement de la Sous-Préfecture de Paoua, Ouham-Pende, (Empire Centrafricain)**. Tome II (Deutsche Zusammenfassung, Annexes). Berlin, 1977 IV/20 a*
- Peter Munzinger**, Cornelia Deubler, Ralph Jätzold, Detlev Leitner, Renate Melcher, Ulrich Mey, Gerald Rathert, **The Hindi-Magogoni Settlement Scheme in Lamu District, Coastal Province of Kenya**. Berlin, 1978 IV/22
- Ramesh Chandra Agrawal**, Horst Ammann, Hannelore Gelmroth, S.M. Kaikobad, Eberhard Nau, Ursula Nölle, **A Study of Fertilizer Use in Gandaki Zone of Nepal**. Berlin, 1978 IV/23*
- Thomas Teuscher**, Gerd Addicks, Gerd Bleckmann, Hans-Jürgen Bösel, Michael Holzheimer, Erich Klinger, Josef Niedermayer, **Livestock Development in West Sumatra (Indonesia)**. Berlin, 1978 IV/24*
- Detlev Böttcher**, Hans Diederichsen, Hans-Joachim Esderts, Monika Herz, Hubert Schillinger, Wolfgang Schipprack, **Etude sur le développement de la demande et de la commercialisation de la production maraîchère au périmètre public irrigué de Bou Heurtma, Jendouba, Tunisie**. Berlin, 1979 IV/25
- Eberhard Grosser, Aliou Ibra Ba**, Klaus Berger, Curt von Gossler, Matthias Grunewald, Bernd Kadura, Helga Neumann, **Analyse de situation de la région du Tagant (République Islamique de Mauritanie) avec attention particulière aux aspects socio-économiques**. Berlin 1979/80 IV/26
- Kurt J. Peters**, Georg Deichert, Edeltraud Drewes, Günter Fichtner, Sabine Moll, Fernando Chavarria, Bréhima Diakité, **Goat production in low income economic units of selected areas of West-Malaysia**. Berlin, 1979 IV/27*
- Hannelore Börgel**, Barbara Arend, Carola Jacobi, Samuel Kanyarukiga, Alois Kullaya, Berga Lemaga, Sulemann Mogaeka, Wolfgang Prante, **Production, Marketing and Consumption of Potatoes in the Ethiopian Highlands (Holetta, Awassa, Alemaya)**. Berlin, 1980 IV/29*
- Ramesh Chandra Agrawal**, Eberhard Bauer, Manfred Beier, Julia Böcker, Gerd Juntermanns, Theda Kirchner, Reinhard Woytek, **A Study of Agriculture Credit for Small Farmers in Uttar Pradesh/India**. Berlin, 1980 IV/30
- Thomas Teuscher**, et.al., **Possibilités d'intensification et d'intégration de l'élevage dans les exploitations agricoles des régions Plateaux et Centrale au Togo**. Berlin, 1980 IV/31*
- Klaus Baumgarten**, Norma Bethke, Jutta Lehmann, Hans-Ludwig Mayer, Joachim Schröder, Roland Weckend, **Present Situation and Development Possibilities for Smallholder Settlements in the Newly Reclaimed Mariut Area in Egypt**. Berlin, 1982 IV/34
- Bernd Schubert**, Herbert Butscher, Christopher Kellner, Oskar Linn, Margot Thomsen, Bernd Wolf, **Vegetables in East Kalimantan. Agro-Economic Nutritional and Ecological Aspects of Promoting Vegetable Production and Marketing in Three Districts of East Kalimantan - Indonesia**. Berlin, 1982 IV/35*
- Jürgen Hopp, Gerald Rathert**, Regula Egli-Frey, Maria Fiedler, Martin Harder, Stephan Jansen, John Kasonta, Karl-Peter Kirsch, Reiner Radermacher, Melanie Tigges- Ismael, **Base Line Survey in Coconut Growing Areas of Tanzania**. Berlin 1983 IV/36*
- Peter Schröder**, Sylvia Brunold, Günther Mühlbauer, Martin Orth, Angela Petersen, Richard Preißler, Kai Rehfeldt, Andreas Schumacher, **Investigation on Current Yield Potentials on Tax Allotments on the Islands of Ha'apia and Vava'u, Kingdom of Tonga (South Pacific)**. Berlin, 1983 IV/38

- Peter Neunhäuser**, Herbert Bayreuther, Albert Engel, Michael Friesenegger, Aziz Magelassa, Antonio Monteiro Neves, Verena Renneke, Walter Salzer, **Appropriate Land Use Systems for Smallholder Farms - A Survey of Ecological and Socio-Economic Conditions in the Machakos District (Kenya)**. Berlin, 1983 IV/39*
- Günter Kleemann**, Eberhard Krain, Renate Kuchenreuther, Alfonso Otero Moreno, Heinrich Sauter, Johannes Thaysen, Andrea Warner, **Situación actual y Potencial de la Producción Lechera en Explotaciones de Doble Propósito en el Pie de Monte Llanero (Meta, Colombia)**. Berlin, 1983 IV/40
- Hessameddin Tabatabai**, Karl Friedrich Glombitza, Peter Kowoll, Leon Macioszek, Rupert Othmer, Wilhelm Simons, **Production and Marketing of Milk in the Smallholder Sector of the Western Region/Jamaica**. Berlin, 1984 IV/41
- Khosrow Saidi**, Heike Kross, Hans-Martin Lorenzen, Peter Pfaumann, Joachim Schwanck, Susanne Welz, Jutta Werdes, **Baseline Survey of Agriculture and Living Conditions in Semonkong Region/Lesotho**. Berlin, 1984 IV/42
- Uwe Jens Nagel**, Bernd Bültemeier, Andrew B. Dua, Veronika Gruber, Thomas Krimmel, Uwe Prien, Sigfrid Schröder, Andreas Springer-Heinze, **The Modified Training and Visit System in the Philippines - A Study on the Extension Delivery System in Region III**. Berlin, 1984 IV/43
- Gerd Ramm**, Geert Balzer, Manfred van Eckert, Regina Hugo, Barbara Massler, Rolf Müller, Jürgen Richter, **Integration of Animal Husbandry into Transmigrant Farming Systems in the Middle Mahakam Area, East Kalimantan, Indonesia**. Berlin, 1985 84
- Ramesh Chandra Agrawal**, Elisabeth Brandt-Gerbeth, Irmgard Hettich, Joachim Jeltsch, Thomas Karasch, Elisabeth Mildeberger, Kadir Mwadin, August Visser, **Possibilities of Increasing Rural Incomes in Dhading District, Nepal**. Berlin, 1985 85
- Albert Engel**, Miguel Calderón-Hagemann, Wolfgang Herbinger, Waltraud Keipp, Jochen Knoth, Gesa Schoop, Henning Weise, **Promoting Smallholder Cropping Systems in Bo-Pujehun/Sierra Leone - An Assessment of Traditional Cropping Development Project**. Berlin, 1985 86
- Frank Bremer**, Dietrich Busacker, Alpha Diallo, Hauke Fehlberg, Christine Meyer, Willi Monigatti, Karl-Heinz Spiegel, **Les possibilités de promotion des petites exploitations agricoles dans la Province Atlantique, Bénin**. Berlin, 1986 94*
- Anne Valle-Zárate**, Georg-Friedrich Heymell, Manfred Jeebe, Klaus Lengefeld, Hergung Sandhagen, Manfred Szyszka, **Condiciones Actuales y Potencial de la Producción Porcina para Mejorar la Situación del Pequeño Productor en la Provincia Gran Chaco - Bolivia**. Berlin, 1986 95
- Peter Neunhäuser**, Dorothee Aehling, Rainer Droste, Christian Graefen, Hassan Kaya, Rainer Schmidt, Helga Stamm, Kurt Wagner, **Demand for Major Fruit Tree Seedlings including Coconut by Village Farms and Farmers in the Lowland Areas of Tanga Region (Tanzania)**. Berlin, 1986 96
- Bernd Schubert**, Christoph Backhaus, Jochen Humann, Lothar Kleipañ, Klaus Michel, Anne Seyfferth, Petra Windisch, Klaus Zoumer, **Proposals for Farming Systems-Oriented Crop Research of Wawi Highland Agricultural Research Station in Northern Thailand**. Berlin, 1986 101
- Geert Balzer**, Norbert Deipenbrock, Regina Ecker, Martin Eisenbeis, Ulfert Focken, Klaus Gühr, Brigitte Reichelt, Peter Saile, **Shifting Cultivation in West Pasaman, Sumatra (Indonesia)**. Berlin, 1987 102
- César Maldonado**, Richard Bitsch, Ulrich Doms, Herwig Hahn, Gustavo Mejía Yepes, Sabine Preuß, Michael Schucht, **Sistemas de Producción Agropecuaria en dos Zonas del Sur del Ecuador**. Berlin, 1987 103
- Ute Westphal**, Martina Clemens, Karin Gaesing, Uwe Grossmann, Dagmar Kunze, Beate Weiskopf, **Baseline Survey on Smallholders in Nimba County, Liberia - To Facilitate Decision Taking in Project Planning**. Berlin, 1988 109

Ramesh Chandra Agrawal , Vera Boerger, Felix Feneberg, Tomas Heintz, Georg Janze, Heike Martin, Pejman Mohseni, Impact of Cattle Distribution from Governmental Livestock Farms on Smallholders in Sri Lanka . Berlin, 1988	110
Reinhard Woytek , Anette Bähring, Dorothee Dersch, Jutta Habermehl, Peter Kaufmann, Trudy Könemund, Maria Weitz, Soil Erosion Control and Agroforestry in the West Usambara Mountains - Evaluation of an Extension Approach, Tanzania . Berlin, 1988	111*
Heinz-Wilhelm Strubenhoff , Michael Abel, Ursula Fitzau, Angelika Kemmler, Heidi Mann, Monika Reule, Christel Weller, Etude socio-économique sur l'élevage traditionnel au Togo . Berlin, 1988	115
Theo Rauch , Karin Janz, Anne Lengemann, Siegfried Mayer, Susanne Michalik, Michael Siebert, Dietrich Suhlrie, The Sustainability of the Impact of the Integrated Rural Development Programme (IRDP) Zambia/NW-Province . Berlin, 1988	116
Frigga Wirth , Hildegard Brosi, Günther Feiler-Jessensky, Peter Glasauer, Gudrun Krause, Andreas Kunert, Marina Mdaihl, A Baseline Survey for the Identification of Farming Systems in Zanzibar . Berlin, 1988	117
Uwe Jens Nagel , Karen Ehlers, Ralf Engelhardt, Burkhard Gnass, Christine Martins, Bernd Schwenk, Ronald Siegmund, Gerold Wyrwal, Focussing Formal Surveys - The Use of Rapid Rural Appraisal for Designing a Survey in Nam Lang (Thailand) . Berlin, 1989	123*
Ulrike Breitschuh , Gabriele Bargel, Ingeborg Grimm, Jörg Haas, Iris Harder, Manfred Noll, Rainer Schwarzmeier, Georg Strunden, Situation socio-économique et agro-écologique: Etudes de cas dans six villages au Département Tillabéri - Niger . Berlin, 1989	124*
Hartmut Müller, Rubén Vinueza , Ivonne Antezana, Andrea Brechelt, Juan Ceballos-Müller, Ruth Kleefisch, Andreas Kress, Maria Stuckenberg, El Sistema de Comercialización de Ganado Bovino en tres Cantones del Ecuador: Análisis y Recomendaciones . Berlin, 1989	125
Thomas Krimmel , Thomas Duve, Gerd Fleischer, Gazali Ismal, Maimunah Madjid, Hans-Peter Piepho, Anke Schnoor, Mathias Sommer, Sondra Wentzel, Towards an Institutionalization of Monitoring and Evaluation of Project Impact - The Example of Projects in the Small-Scale Irrigation Sector in West Sumatra, Indonesia . Berlin, 1990	130
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