LOCAL MEDIATION GUIDE

SCIENTIFIC SUBJECT

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This guide provides a model tailored for Yemeni context, and it reflects the on-ground situation as well as the pioneering experience of local mediators in the exchange of prisoners, detainees and dead bodies. It also provides guidance on mediation session management as well as community conflict resolution knowledge for local mediators (Sheikhs, social figures, dignitaries, local council members, Aqels and imams). It presents some real-life success stories for local mediation that reflect the Yemeni context.

Target Audience

This guide is for:

- Local mediators interested in settlement of local conflicts (Path III).

- Local mediators interested in exchange of prisoners, detainees and dead bodies (Path II).

- Trainers providing conflict resolution and peacebuilding training to CSOs and local community representatives.

Contents

Introduction

Yemen is a country in the Middle East and southern Arabian Peninsula area that has been engulfed in a complex and ongoing internal conflict rooted in decades of tribal, religious, economic and political tensions. This conflict has led to widespread instability and violence in the country.

The conflict has severely deteriorated the humanitarian situation in Yemen, where the civilian population suffers from insecurity, instability and a severe shortage of basic services like water, food and healthcare. Humanitarian organizations have reported that Yemen is facing one of the world's worst humanitarian crises, coupled with severe food shortages, high hunger rates and disease outbreak.

The nationwide conflict stems from multiple, interlinked local contexts of social and structural disintegration that have jointly resulted in a significant impact. Accordingly, the different roles and need to participate in building community cohesion have emerged as the nucleus of fostering national cohesion. This underscores the importance of local mediation efforts for conflict resolution, peacemaking, stability and security in Yemen. Peacemaking requires joint efforts by local communities, civil society organizations (CSOs) and stakeholders, and the international community should assume an effective role in providing support and assistance. Restoring peace in Yemen is not just a domestic interest, but also has regional implications, as stability in Yemen can secure international shipping, strengthen regional security and sustainable development.

Despite ongoing UN mediation efforts since 2011, significant challenges remain in reaching peace. These include changing the attitudes of youth, women and community leaders towards building capacity, preparedness, response and peace-sensitive approaches to participate in preventing conflicts that have aggravated since 2011. Humanitarian interventions have made multiple efforts to form male and female mediators to enhance community and national safety, to define the guarantees, procedures and characteristics of mediation that can lead to peace, to identify how mediation interconnects with other efforts, to define what contexts/pathways mediation should go through, to define conflict-resolution skills and conflict prevention mechanisms, strategies and methods.

This guide aims to provide technical and objective frameworks to expand safe spaces in society through civil mechanisms. These involve examining the current efforts and equipping trainees with the knowledge and skills necessary to develop peaceful spaces with reliable peace preparedness and response capabilities. These spaces can help prevent further conflict using peace perception/promoting supplies and social mobility activities, including neutral and impartial behavior values and rules, while stressing the

commitment to have preservation and vigilant determination to defend the common ground of all social forces and groups. They can also promote social defense in alignment with public institutions' efforts to achieve sustainable development.

This guide aims to provide challenges-based content combining elements of awareness about the reality of conflicts, their rules, stages, causes, types and manifestations. The first part of this guide provides stakeholders with guidance to identify trends and capabilities in diagnosing mediation to enhance trainee motivation and sense of belonging. The second part covers the conflict-sensitive approach, conflict contexts, peacebuilding, containment approaches, and elimination of the exception. The guide aims to share practical practices for context analysis and conflict diagnosis as well as mediation experiences as a strategy for conflict resolution in the local context, considering legal frameworks, customs, customary rules and other tools of social control.

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Part I.
Conceptual Framework of Conflict and Mediation

Since peace is the norm and conflict/war is the exception, the formation of local mediators requires awareness of the values of mediators as well as the community, national or international cohesion efforts to be aware of the reality of the exception "conflict", and what mediation entails in a manner that ensures effective use of intervention means to address conflicts. It is important to empower local mediators to understand the conflict, in addition to equipping them with the skills of context analysis and conflict analysis. The mediation process is inseparable from conflict science, as mediation is fundamentally designed to address conflicts.

Understanding the conflict helps the mediator develop appropriate intervention plans for the type of conflict in question. The analysis tools provide an opportunity for the mediator to understand the conflict accurately and deeply. Proper analysis leads the mediator to explore the different narratives of the conflicting parties, their interests and needs, and the essence of their differences, as it is the main gateway for the mediator to conduct a successful mediation process. The importance of understanding and analyzing conflicts comes from the fact that conflict is the result of change, and society is in constant change. It is impossible to imagine a society devoid of conflict. Therefore, it is necessary to understand all the conflict components and elements, and the skills to deal with the results of the conflict at all levels. This understanding contributes to guiding the results of the conflict, determining the appropriate intervention frameworks, and helping to reduce the negative effects of conflicts, while promoting positive trends and ways that move the conflict from a destructive to a constructive attitude.

This section of the guide addresses the reality of conflicts by explaining its essence (Module I), and clarifying the concept of mediation, its principles, objectives, types, pillars, as well as the roles of the mediator, skills, characteristics and specifications (Module II).
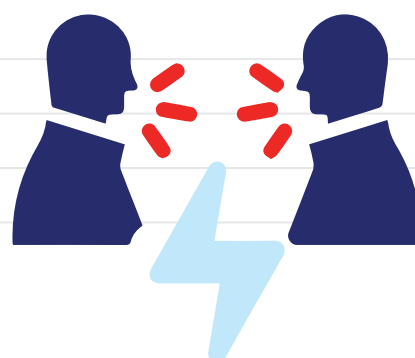
Module I.
Definition of Conflict

Introduction:

Conflict is an integral part of daily life, and a natural, inevitable occurrence in every community as a result of interacting with each other. Conflict is a manifestation of ebb and flow and differing attitudes that arise from conflicts of interest and differences in opinions and needs. Conflicts are inherently a social phenomenon firmly connected with growth and development of societies and evolve as societies evolve. They are necessary for social change processes and the continuity of life. The problem, however, is not the conflict itself, but the actions, behaviors, and attitudes that lead to its escalation and transformation into a negative conflict. The multiplicity of the meanings and interpretations of conflict requires clearly defining it and the delineation of associated principles. These are presented in this module.

I. Concept of Conflict
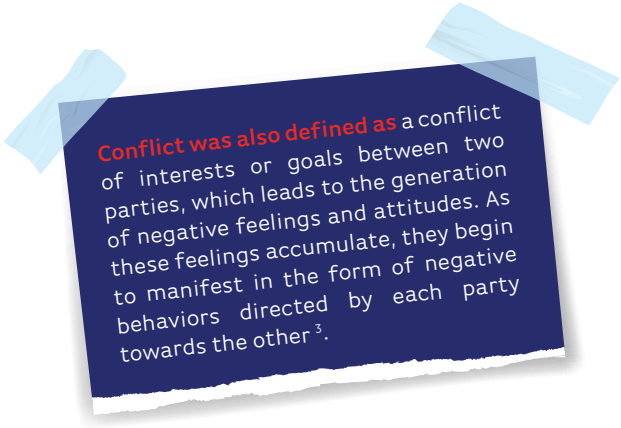
Lexical meaning:

The term "conflict" is derived from the Latin "conflictus," meaning a strike or collision. Conflict can be understood in the sense of discord and disagreement, as well as intense opposing actions and dispute [1].

Contextual meaning:

Definitions of conflict vary, but a conceptual understanding can be reached by reviewing the following definitions:

• **A conflict is a social situation** in which two or more parties are involved, each party is seeking to achieve its interests and needs from the issue in dispute [2].

• **Political scientist professor Edward Azar defines conflict** as a protracted social conflict that often occurs between two parties in pursuit of basic human needs such as security, recognition, acceptance, and fair access to social and political participation.

• **The International Court of Justice**, in its decision on the right of passage over Indian territory, defined conflict as a disagreement on a question of law or fact between two specific parties, or a clash of legal views and interest between two parties.

Conflict was also defined as a conflict of interests or goals between two parties, which leads to the generation of negative feelings and attitudes. As these feelings accumulate, they begin to manifest in the form of negative behaviors directed by each party towards the other [3].

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(1) Social Cohesion Project – Community Guide to Conflict Reduction and Conflict-Sensitive Development - UNDP Yemen - 2012
(2) ibid.
(3) Adapted from a conflict sensitivity training – Trainer: Walid AbdulHafidh

Conflict of intrests/goals		According to the Chinese language, the word "conflict" is a combination of two words: "danger" and "opportunity" Therefore, it can be imagined that the way we handle conflicts may result in cooperation, satisfaction and profit for the parties involved (opportunity), or it may result in loss, pain, and deterioration (danger).
+	=	
Attitudes, feelings and emotions	**Conflict**	
+		
Behavior		

II. Significance of Studying Conflicts

Studying conflict is significant because it is a social daily-life phenomenon where humans exist. The ways in which human beings interact and the effects of these interactions on negotiation and community mediation as means of resolving conflicts are diverse. Studying conflicts also contributes to the development of analytical and rational thinking methods for finding solutions.

Studying conflicts is essential for processes of social change and continuation of life by recognizing that the imbalance lies not in the problem per se but in the attitudes and behaviors that result into construction or destruction, crises and deterioration of human relations.

The significance of exploring conflict and highlighting its concept becomes evident when we connect it with theories that address conflicts and the specific environments where they occur. There are numerous theories that address and provide determinants for conflicts. In the Yemeni context, we can focus on four theories for their similarity to local conflicts and their relevance to the effects of interventions, particularly humanitarian or development interventions, which often fail to consider the needs, components and characteristics of the local community.

III. Types of Conflicts

In terms of parties to the conflict:

• Internal/self-conflicts

The conflicts that take place inside the individual. Such conflicts relate to the individual's decisions regarding his/her desires, ambitions, personal goals on the one side, and his/her values, norms and social and humanitarian controls on which he/she was raised, on the other side.

For example, a person who feels upset with him/herself for not obtaining excellence in his/her bachelor's degree as he/she comes from a family known for high educational achievement.

• Conflicts between two or more persons

These are conflicts that arise between two or more people when they fail to reach an agreement over a certain goal or matter. These conflicts may take the form of arguments, disagreement of opinions or fights.

For example, Loai wants to take the car to a friend's house, while Haroon needs the car to take his friend to the hospital. In this situation, a conflict arose between the older and younger brothers due to conflict of needs.

• Intragroup conflicts

These are conflicts that arise between members of the same group, either at workplace, family, party, etc.

For example, a disagreement of opinions occurred among the organization's planning team regarding whether or not the target group should be engaged in developing the organization's five-year strategic plan.

• Intergroup conflicts

These are conflicts that occur between two different groups (parties, religious groups, organizations, countries or tribes) as a result of disagreement or differences in viewpoints on an issue or conflict of interest.

For example, the conflict between white and black groups on basic services.

In terms of subject/nature of conflict [4]:

• Surface conflict:

This type of conflict may not have roots or may have shallow roots, and could simply be a result of a misunderstanding of goals that can be addressed by means of improved communication. For example, a disagreement between sisters on house chores or kitchen, between university students on organization a cultural event, or between a husband and wife on where to spend Eid vacation.

• Latent conflict:

This conflict is below the surface and needs to be brought out into the open for it to be addressed. For example, the dispute between the left and right parties in Yemen, or the conflict between Ansar Allah and supporters of previous regime in Yemen, and revolutionaries who led the uprising of 11 February 2011).

• Open dispute:

Deep rooted conflict and very visible. Requires actions that addresses the root cause and the visible effects. For example, the Palestinian-Israli conflict or Sunni-Shiite conflict.

(4) Jezzini Maya – Conflict-Sensitive Approach – Systematic Training Activities - Conflict Sensitivity Platform – Yemen 2020

behavior		Compatible goals	In Compatible goals
Compatible behavior		NO CONFLICT	LATENT CONFLICT
InCompatible behavior		SURFACE CONFLICT	OPEN CONFLICT

Photo source: https://slideplayer.com/slide/15386392/

IV. Conflict Stages and Dynamics

It is important to define the stages of conflict to be used with other tools to analysis dynamics. The basic analysis has 8 stages:

War
Violence
Crisis
Dispute
Conflict
Problem
Disagreement
Difference

The conflict evolves through multiple stages once differences arise and progresses dynamically from one phase to another. It is crucial to understand the essence of each stage and clarify the concept and interconnection of stages within the context of conflict transformation. The below table provides a clear explanation of these stages:

Phases	Term	Concept
Pre-conflict phase (normal or biological differences, sticking to opinions and positions)	**Difference**	It arises from natural variations between two or more individuals, such as geographical affiliations or biological differences between genders.
	Disagreement	It arises from strongly sticking to opinions or positions and a refusal to compromise.
Development of conflict phase (discontent, arguments, or direct interaction)	**Problem**	It refers to a state of tension and dissatisfaction between conflicting parties resulting from disagreement, often described as a "gap between reality and hope." If left unaddressed, it can become the primary cause of a conflict, taking a complex path.
	Dispute	Skirmishes over a subject without direct contact.
	Conflict	- Conflict or rivalry over real or perceived goals or specific resources. - Marks the beginning of direct contact/confrontation between the two parties.
Conflict phase (complete interruption of communication, violence leading to killing, or material or moral damage, war or direct confrontations)	**Crisis**	- It signifies an expected or unforeseen threat and danger to individuals' goals, values, beliefs and property, which limits the decision-making process. - In other words, it is the end result of the accumulation of various effects, resulting from a sudden imbalance that affects the core components of a system and poses an explicit threat to the survival of individuals, organizations, or the system itself.
	Violence	- It refers to aggressive behavior or acts by a party (individual or group) aimed at exploiting and subjugating another party within (an unequal power relationship) either economically, socially or politically, leading to material, moral or psychological harm to the affected party.
	War	- It entails the direct collision between conflicting parties and the utilization of all means to achieve victory and overcome the opposing party.

V. Main Causes of Conflicts

The source of the conflict refers to the underlying reasons behind its emergence. Understanding and organizing these sources is essential for finding potential solutions. Understanding the behavior of conflicting parties also aids in revealing their motives, determining the conflict's causes and understanding the characteristics of the relationship between the involved parties as well as those who seek to exacerbate or perpetuate it. This understanding helps us identify and categorize patterns of conflicts. Conflicts can arise from various types of reasons and sources, including relationships, conflicts of interest or needs, values and beliefs, information and structural factors.
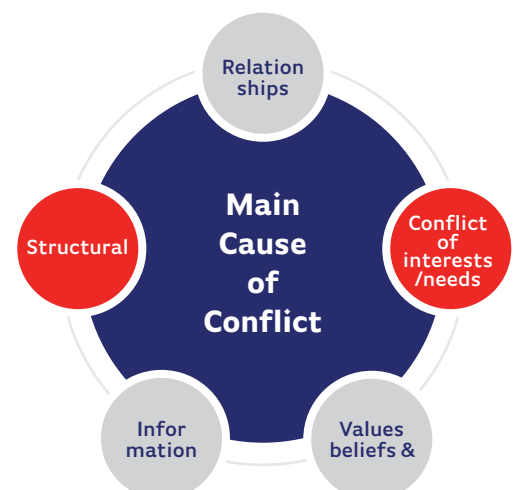
The main or general causes of conflict serve as the foundation for all the reasons that give rise to conflicts, and they are intertwined with their presence or absence. To provide further clarity, these causes are further discussed as follows:

1. Information:

Information serves as the basis for decision-making across various domains such as politics, economics, social issues, environment, technology, development, and humanitarian projects. Therefore, conflicts can arise when there is a lack or confusion of necessary information required for making accurate decisions. Similarly, conflicts can result from incorrect information about services, needs or conflict issue, or in cases where conflicting information exists. Conflict can also occur when there is disagreement over information about a topic
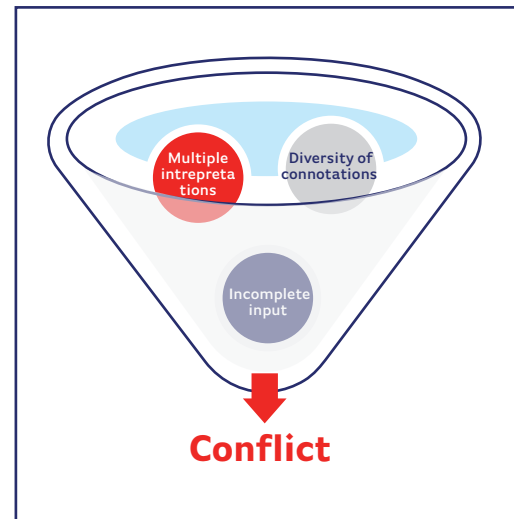
Conflict

or issue, or when interpretating information in different ways.

Information contributes to conflict in three cases: multiple interpretations, diversity of connotations and incomplete input. These cases are depicted in the following chart [5]:

2. Relationships

The relationships between parties are crucial factors in determining the intensity of a conflict. When emotions are disrupted, individuals are spiteful, the communication process is weak, and negative behaviors are repeated, the conflict between parties intensifies.

The key types of relationships include:

• Social

• Political

• Economic

• Familial

• Tribal and clan-based

Low appreciation of others

Poor communication = feeling of disrespect
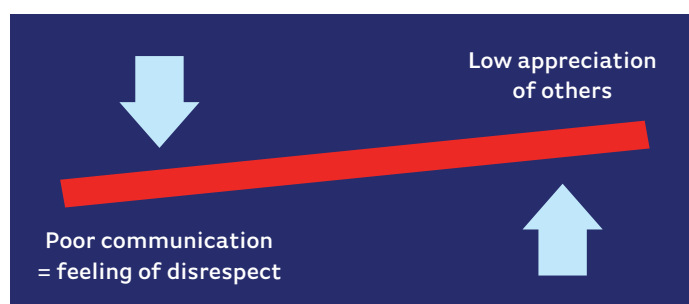
3. Conflict of interests

The human needs as conceptualized in Maslow's Hierarchy of Needs model are outlined in five levels of needs, charting the progression from satisfying one's biological needs to fulfilling psychological needs. Due to the competition between individuals for these conflicting needs, these needs may be actual or perceived in nature. The conflict arises when one or more parties believe that in order to meet their own needs, they must compromise or sacrifice the interests of the other party involved.

(5) Soliman Ghaleb, Your Guide to Social Cohesion, A training guide prepared for Yemen Media Guide - to improve the role of preachers and guides in cohesion and mediation, 2022, p44.

As a result, interest-based conflicts can arise over fundamental issues like money, material resources, and time, as well as procedural issues concerning how the conflict should be resolved. They can also arise from psychological factors related to perceptions of trust, fairness, willingness to participate, mutual respect and others. For a conflict of interest to be resolved, a significant number of the interests and needs of all involved parties must be addressed and met across Maslow's five levels of the hierarchy of needs."
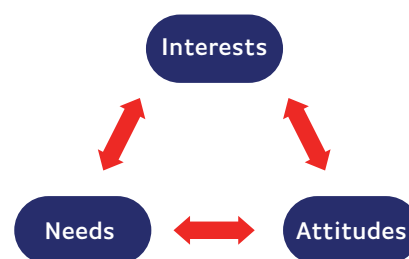
4. Structural

Structural conflicts often arise due to inequitable models that fail to adequately account for the needs and rights of all members of society. These models are frequently shaped by external forces imposed on the conflicting parties, where discrimination persists based on factors such as gender, color, social and cultural classification, or religious and ethnic affiliation. This can lead to the violation of fundamental rights like housing, employment, education, promotion, access to public positions, etc. Such imbalances perpetuate a sense of tyranny, deprivation, and discrimination within laws, regulations, policies, strategies, structures and institutions. This prevailing perception of injustice and inequality can escalate the intensity of conflicts, and portends dangerous behaviors and confrontations with severe consequences and losses.

Structural conflicts may also be deliberately fueled by desires for domination, control and monopolization, such as through the implementation of poor policies exacerbated by limited natural resources (e.g., water scarcity, constrained geographical areas for housing and agriculture or the hardships faced by economic sectors, etc.). This type of conflict can take a dangerous trajectory, raising issues of security and identity, and reviving original affiliations (to tribes, areas, or sects) at the expense of national belonging.

Structural conflicts manifest often stem from weak human relations or the domination of influential people in a community or the domination of influential communities over communities that impose conditions on the conflicting parties undermining peace, stability and cohesion. These can be shown in the chart below [6]:

Conflict of Interests   Acquisitions   Divide and conquer
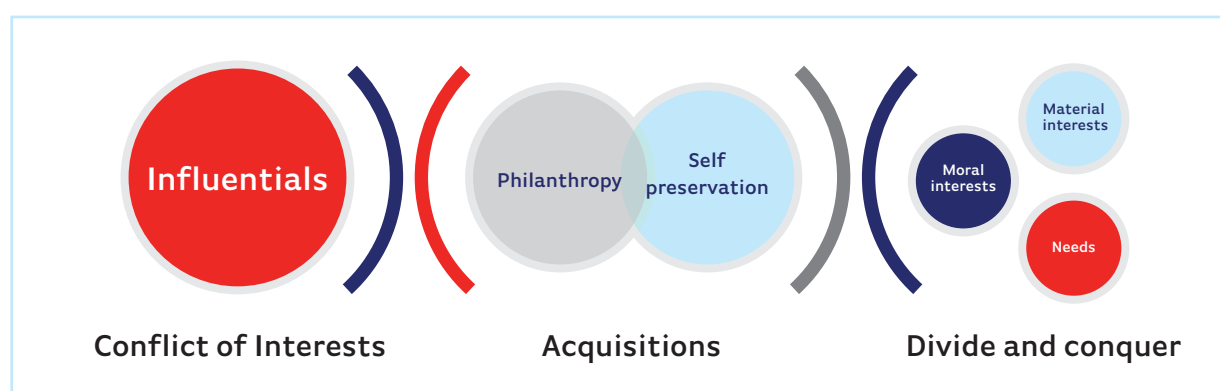
(6) Soliman Ghaleb, Your Guide to Social Cohesion, ibid. p47.

5. Values and beliefs

Values and beliefs are the foundations that give meaning to people's lives. They are normative in nature, determining what is acceptable and unacceptable, good and bad. An individual's values are shaped by the culture of the community they are a part of, becoming a penal force that compels the individual to align with societal templates. Differing values and beliefs do not necessarily lead to conflict - people can coexist harmoniously even with vastly different systems and values. Conflict arises when people try to impose their own values and beliefs on others, or claiming to be the sole legitimate system of values and beliefs, denying the validity of alternative perspectives. This can manifest in various forms, such as sectarian conflict, ideological conflict, factional and class conflict, religious conflict, etc.

Some view values and beliefs as rooted religious or community beliefs, material or sensory in nature that are imbued with a sense of protection that rejects the "other", which is often the most dangerous and sensitive cause of conflicts, as shown in the below chart[7] :
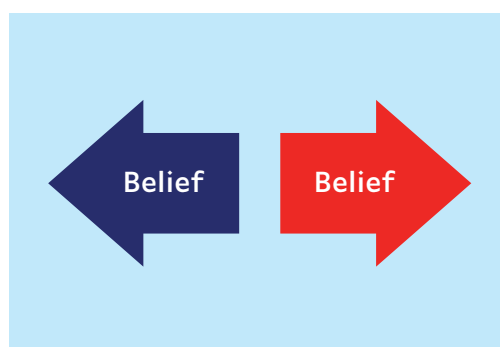
VI. Conflict Analysis

The conflict analysis process involves several steps:

• Clearly define the conflict issue at hand.

• Determine the appropriate venue and timeline for addressing the conflict issue.

• Identify and analyze the parties involved in the conflict, including their degree of power.

• Identify the main causes driving the conflict issue.

• Investigate the root causes underlying those main causes.

• Identify and analyze the key stakeholders, primary and secondary actors in the conflict, along with their degree of power and influence.

• Assess the complexity of the conflict, its evolution/dynamics and current state, as well as escalation times.

• Monitor the interests, desires and needs of the conflicting parties.

• Identify the concerns and reservations of each party involved in the conflict.

• Evaluate the nature of existing relationships between the parties and the extent to which their values or intellectual frameworks intersect or diverge.

• Identify any common ground or areas of potential alignment between the parties, which could serve as a foundation for developing solutions.

• Explore realistic alternative solutions.

• Identify elements that could help promote peace.

(7) ibid. p48

VII. Strategies and Settlement Approaches to Conflict Resolution

• Intervention refers to the actions taken by mediating parties to reach a solution or mutually agreeable outcome. This may involve the participation of an external, uninvolved party whose sole purpose is to assist the conflicting parties in finding a resolution and preventing the escalation to violence. The intervening party is distinguished by their neutrality and lack of personal interest affecting its performance.

• In general, the intervention to settle and resolve a conflict is done **through the following strategies and approaches:**

Negotiation
Strategy

Negotiation is a discussion process between two parties with a shared interest to reach a satisfactory agreement regarding mutual interests or resolving conflict.
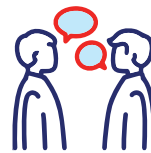
Dialogue
Strategy

Dialogue between conflicting parties involves managing the exchange of ideas between two opposing/conflicting parties. This includes putting forward one's own position, responding to the other party's arguments, and stating both one's own opinion and the opposing viewpoint.

Arbitration
Strategy

Arbitration is a process where a neutral third-party, independent of the conflicting parties, gathers information about the case, facilitates discussions between the parties, hears the information provided, and then issues a decision to resolve the conflict.

Mediation
Strategy

Mediation is a process carried out by a neutral third-party to assist the conflicting parties in reaching an optional settlement of their conflict. **Alternatively,** mediation can be defined as a method of resolving conflicts where the involved parties willingly engage a third party "mediator" to assist them in voluntarily achieving an agreement acceptable to all.

The mediator may initiate the intervention at the request of the conflicting parties, or they may choose to intervene on their own accord in order to guide the conflict resolution process.

Module II.
Definition of Mediation

Mediation

Mediation is a peace effort to managing and resolving conflicts. A neutral third party, the mediator, plays a key role in resolving conflicts. Interest in studying and developing mediation principles and methods began in the 1950s and 1960s in the United States. The goal was to find more effective ways to manage and resolve conflicts between labor unions and employers/big corporations.

Mediation is an effective method to avoid court proceedings, as it resolves conflicts quicker than going to court. The risks of gain or loss are magnified at courts.

I. Concept of Mediation

Below are some definitions of mediation:

- "A conflict settlement mechanism where an impartial third party assists the parties to reach an acceptable agreement, issued by the involved parties [8]."

- "A process facilitated by a neutral third party to assist conflicting parties in voluntarily reaching a settlement [9]."

The mediator can intervene at the request of one or both parties, or even on their own initiative to guide the conflict settlement process.

- Mediation is a process whereby a third party assists two or more parties, with their consent, to prevent, manage or resolve a conflict by helping them to develop mutually acceptable agreements. Mediation outcomes can be limited in scope, dealing with a specific issue in order to contain or manage a conflict, or can tackle a broad range of issues in a comprehensive peace agreement [10].

- Mediation is a voluntary endeavor in which the consent of the parties is critical for a viable process and a durable outcome. The role of the mediator is influenced by the nature of the relationship with the parties: mediators usually have significant room to make procedural proposals and to manage the process, whereas the scope for substantive proposals varies and can change over time [11].

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(8)   Al-Hakimi Nabil - Conflict Sensitive and Peacebuilding Approach - 2022

(9) Adapted from Eng. Abdulaziz Radman - Training Manual in Conflict Sensitive Development – Yemen Partners Organization

(10) UN Guidance for Effective Mediation,
http://peacemaker.un.org/sites/peacemaker.un.org/files/GuidanceEffectiveMediation_UNDPA2012%28english%29_0.pdf

(11) ibid. UN Guidance for Effective Mediation,
http://peacemaker.un.org/sites/peacemaker.un.org/files/GuidanceEffectiveMediation_UNDPA2012%28english%29_0.pdf

Local Mediation

- Mediation is an effective tool for peaceful conflict resolution. The mediator works to build trust, promote understanding and encourage cooperation between the conflicting parties, ultimately fostering peace.

- It is a process of settling conflict between two parties through the intervention of a neutral and qualified third party, trusted by both sides "the mediator", who facilitates communication and dialogue, assisting them to reach a mutually accepted agreement.

II. Principles and Objectives of Mediation

• Principles of mediation

The principles of mediation process contribute to creating a conducing mediation, and mediation is guided by a set of key principles. These principles provide supportive environment for mediators, where the involved parties feel safe, comfortable and respected, constructively contributing to the mediation process and reaching a mutually acceptable agreement. These principles include:

- **Confidentiality:** Verbal and written information disclosed during mediation is confidential and cannot be used in potential, subsequent legal proceedings or shared with third parties. The mediator must also maintain confidentiality of all data without the parties' consent.

- **Impartiality:** The mediator must be completely impartial and avoid expressing opinions, judgments or advice. They should not propose solutions or exhibit any biased behavior or acts towards either party, by word, reference or act.

- **Voluntariness:** Participation in mediation is voluntary at all stages. Both the parties and the mediator can withdraw at any time.

- **Transparency:** At the beginning of the mediation session, participants are briefed on the process and encouraged to be open and honest about their interests.

Objectives of Mediation

1- Resolving misunderstandings

2- Allowing the conflicting parties to vent and express their underlying feelings

3- Identifying common ground/points of agreement

4- Finding solutions jointly crafted by the conflicting parties themselves

III. Significance of Mediation

The significance of mediation is evident in its role and benefits:

• **Significance of mediation**

Mediation has great significance as a prominent tool for resolving conflicts peacefully. Today, mediation is used to settle various conflicts, including political, economic, social, administrative, security, and religious issues, at both local and international levels across the globe.

The significance of mediation is as follows:

1. Mediation helps divert the caseload from courts.

2. Mediation promotes a shared understanding between the conflicting parties and fosters recognition of each other's rights, responsibilities and issues.

3. Mediation empowers parties to reach solutions without being dictated by anyone, becoming the decision maker of the outcome.

4. Mediation, unlike other means, is often fast in reaching a solution, potentially resolving conflict issues in one or two sessions, saving time and effort.

5. Mediation requires less effort and cost than other means.

6. Unlike some resolution methods like formal litigation, arbitration and social reform, mediation offers a win-win situation for the conflicting parties, strengthening social peace system.

• **Benefits of Mediation Compared to Other Conflict-Resolution Mechanisms**

Cost-effectiveness: Mediation is less expensive than the ongoing conflict costs associated with litigation or arbitration.

Time-saving: Mediation prompts faster decision making compared to litigation or arbitration.

Win-win outcomes: More satisfactory outcomes than those imposed by an individual with decision-making powers (judge, arbitrator, administrative director).

Mediation Advantages

Cost	→	Less costly compared to tradition or alternative ways
Time	→	Faster in resolving conflict
Conciliation	→	Achieves psychological agreement and satisfaction for opposing parties
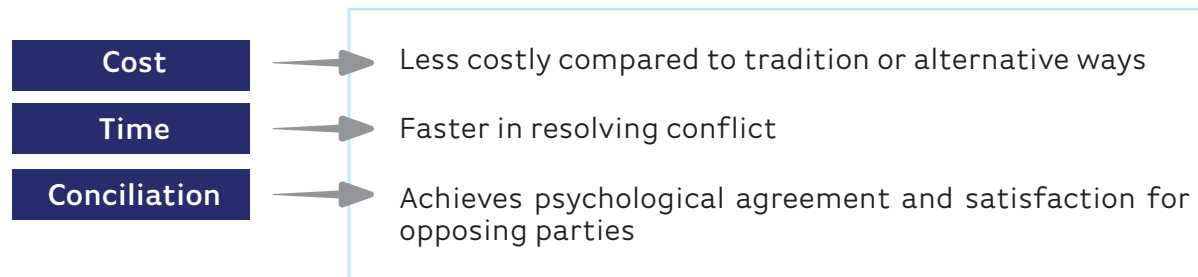
IV. Mediation in the Humanitarian/UN Context

- Mediation in UN Charter:

The Charter of the United Nations identifies mediation as an important means for the peaceful settlement of disputes and conflicts, and it has proven to be an effective instrument to address both inter-State and intra-State conflicts (1992) further developed understanding of mediation of disputes between states [12].

- Mediation in General Assembly resolution 65/283

General Assembly resolution 65/283, entitled "Strengthening the role of mediation in the peaceful settlement of disputes, conflict prevention and resolution", which was adopted by consensus, recognized the increased use of mediation, reflected on current challenges facing the international community in such mediation efforts, and called on key actors to develop their mediation capacities [13].

V. Stages of Mediation Model

This section will discuss the twelve stages of mediation outlined in Christopher W. Moore's renowned book "The Mediation Process".

The 12 stages of mediation

The Mediation Process, Christopher W. Moore, Pp66-67

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(12) United Nations Handbook on the Peaceful Settlement of Disputes between States (1992)

(13) ibid. UN Guidance for Effective Mediation, Understanding Mediation in Conflicts Between States - United Nations Handbook on the Peaceful Settlement of Disputes between States – 1992 "General Assembly resolution 65/283"

Stage 1

Creating a relationship with the conflicting parties
• Field communication with the parties.
• Build credibility.
• Encourage communication.
• Familiarize the parties with the method.
• Increase alignment with the style.

Stage 2

Selecting a strategy to guide the mediation process
• Help the parties understand different conflict resolution and management approaches.
• Assist parties in selecting a specific approach.
• Coordinate approaches of involved parties.

Stage 3

Collecting and analyzing background information
• Collect and analyze relevant information about individuals, the subject, and conflict dynamics.
• Check the validity of information.
• Address inaccuracies and unavailable data.

Stage 4

Designing a detailed mediation plan
• Identify strategies and associated unconditional steps that guide parties toward agreement.
• Identify conditional steps to address conflict-specific situations.

Stage 5

Building trust and cooperation
• Prepare parties mentally for negotiations on critical matters.
• Address strong emotions.
• Control concepts and minimize the influence of popular opinions.
• Build parties ability to recognize the legitimacy of issues.
• Build trust.
• Demonstrate effective communication methods.

Stage 6

Initiating the negotiation session
• Initiate negotiations between the parties.
• Create an open and positive tone.
• Establish general principles and guidelines for action.
• Help parties understand the significance of obliging and influencing.

Stage 7

Defining issues and setting the agenda
• Define general topics of interest to the parties.
• Obtain approval on the issues to be discussed.
• Determine the order/sequencing for addressing cases.

Stage 8

Discovering undisclosed interests of parties
• Recognize procedural, substantive and psychological interests of each party.
• Familiarize parties with each other's interests and concerns.

Stage 9

Creating options for agreement
• Raise awareness about the need for diverse options.
• Avoid single-option situation.
• Develop options based on interests and reality.

Stage 10

Assessing parties' options
• Review parties' interests.
• Assess how available options align with their interests.
• Cost-benefit assessment of alternative options.

Stage 11

Final bargaining
• Reach an agreement either through growing convergence or final positions towards a deal; through mutually acceptable equation, or through procedural methods for substantive agreement.

Stage 12

Formalizing the agreement
• Outline procedural steps for activating the agreement.
• Establish methods for evaluating and monitoring the progress.
• Formalize the agreement[14].

(14) A Simplified Guide to Dialogue and Consensus-Building Techniques – UNDP 2015

When is the mediator invited to intervene?

- When the emotions of both parties are running high.

- When the communication between the parties is weak, and they lack familiarity of each other.

- When misconceptions and prejudices hinder constructive dialogue, such as racism and superiority/inferiority (derogatory labels such as Mozain (persons mainly working in locally degrading professions such as barber and cook), Khadim (Brown-skin people "Servant"), Borghili (People from Taiz governorate), or discrimination based on affiliation to a certain party or group).

- When strong disagreements about information occur (concealing or withholding information).

- When multiple issues are in dispute, and the parties disagree on how to prioritize and address them.

- When the parties have fundamental differences in their values.

- When the parties have reached an impasse and exhausted all means of dialogue and negotiation.

- When not all relevant parties are present at the table or recognized as conflicting parties.

- When the relationship between the parties has become so strained that rational discussion is no longer possible.

The mediator also:

- Facilitates the dialogue process and ensures the continuation of discussions.

- Opens and restores communication channels between the conflicting parties if their dialogue has been interrupted, and helps ease the tense atmosphere.

- Acts as a translator and communicator to clarify misunderstandings if the parties fail to understand each other.

- Recognizes that the parties' positions/interests are driven by underlying pain, anger, desires or envy.

- Assists in finding solutions and suggests multiple options for solutions.

- Encourages the parties to think rationally and objectively, rather than being driven by their emotions.

- When there is a lack of trust between the parties.

- When the parties have explicitly requested the involvement of a third party.

- When the roots of the conflict are deep-seated, involving issues of security, identity or beliefs.

The Mediator's Role:

- Open communication channels between the parties.

- Initiate calls to engage in negotiation.

- Assist in analyzing the conflict.

- Facilitate negotiation sessions.

- Provide advice and information to all the involved parties.

- Assist in drafting final agreements and provide guarantees.

VI. Pillars of the Mediation Process

Awareness: The mediator helps each party to the conflict recognize the main reasons and intense emotions that led to the emergence of the conflict or that controls the conflict now. This enables them to address the underlying issue and engage with each other.

Understanding: The mediator encourages each of the conflicting parties to gain a deeper understanding of the interests, needs, facts, and proposed solutions of the other side. This also ultimately involves facilitating specific recognition of the other party's rights and interests.

Agreement: The mediator leads a process that may culminate in either an agreement or a lack thereof (a deadlock). The agreement can take various forms, such as a commitment to refrain from violent (physical or verbal) actions for a short period of time, acknowledgment and apology for past mistakes, plans for the future, reparations, forgiveness and tolerance.
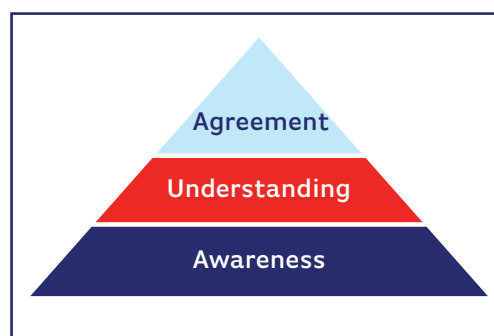
VII. Mediator Skills

What is a Skill?

Mediation is a skill or competence that can be acquired, developed and refined. It does not have to be an innate ability present from birth, but rather focusing on the practical application in various contexts.

Any mediator requires three core skill sets to carry out the mediation process efficiently and effectively at varying levels:

- Conceptual Skills:

These include abilities related to creativity, visualization, induction, strategic thinking and strategic management. These skills are crucial for the mediator.

- Human Skills:

These are the skills needed for engaging and interacting with others, such as speaking, dialogue, people management, understanding personality patterns, self-management, and managing meetings and teamwork. These skills are necessary at all stages of the mediation process.

- Technical Skills:

These are the specialized, technical skills like context analysis, conflict diagnosis, conflict analysis, conflict resolution, negotiation and mediation. The need for these skills may vary depending on the location.
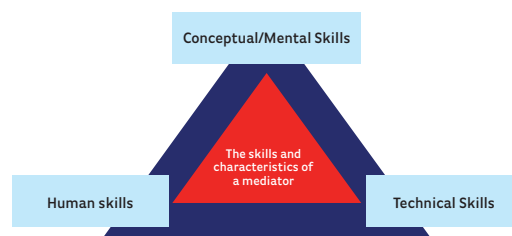
Knowledge and science;

answers "what?" and "why?".

Example: What is mediation? What is its importance, and what are its elements?

Skills

answers "how?" – i.e., the practice and application.

Example: How can I mediate a conflict? i.e., how do I apply and practice the practical steps of mediation between the conflicting parties in reality?

Mediator's skills

Conceptual Skills

- The ability to think logically and rationally, such as guiding each conflicting party to consider the needs of the other party to prevent the negotiations from reaching a deadlock.
- The ability to predict positive outcomes of the conflict resolution.
- Assist the opposing parties to see each other as potential allies, moving away from an aggressive view shaped by the conflict.
- The skill to develop various scenarios that can lead to the final outcomes of the mediation process.

Human Skills

- Have the human skills to deal with all parties, convince and influence them to achieve utmost cooperation; to minimize the number of problems and obstacles that may be caused by stakeholders, and turn neutral parties into collaborators.
- The skill of good listening and paraphrasing without interruption.
- The skill of active listening.
- Adaptive skill.
- Forming social relationships.
- Feeling for others, caring for their feelings, and making them feel self-esteem and respect.
- Paying attention to the speaker and asking open-ended questions in order to understand the views of both parties.
- Understanding others and what they mean by their words, behaviors, and movements.
- The ability to provide an atmosphere of safety and acceptance, where both conflicting parties feel comfortable and free to express their feelings and tell their story in full about the issue.
- Recognizing the differences in views and in others' perception of things and situations, and that they may differ from one person to another.

Technical Skills

- The skill of analyzing the general context, diagnosing the situation, and identifying the conflict and its parties, causes, effects, level, factors that led/lead to the conflict, its dynamics, and the degree of power by means of context analysis tools (Resource, Services and Opportunities Mapping Tool – Social Mapping Tool – Stakeholder Mapping Tool – Historical Sequencing Tool, etc.)
- The skill of analyzing conflict issues using conflict analysis tools (Problem Tree Tool – Conflict Mapping Tool – Conflict Wheel Tool – Conflict Pyramid Tool – ACCP Tool, etc.)
- Dialogue facilitation skills.

Mediator Characteristics:

1) Understanding of the nature of mediation work, including both practical and theoretical aspects.

2) Thorough knowledge of the underlying issues of conflict, the circumstances that gave rise to them, and the future prospects.

3) Familiarity with technical methods, performance and productivity metrics related to conflict analysis and mediation.

4) Familiarity with relevant local and international legislations and systems.

5) Negotiation skills and the ability to convince various stakeholders, especially the conflicting parties.

6) Active listening without interrupting others.

7) Neutrality and impartiality, avoiding biases.

8) Clarity of goal and determination to achieve it through legitimate means.

9) Fairness in dealing with all parties.

10) Careful selection of assistants, based on thorough investigation.

11) Careful attention to the interests of all parties and assist them without compromising the interests of any party.

12) Honesty and accountability.v

13) Patience and flexibility.

14) Competence and ability to control emotions and feelings, and the ability to manage them constructively to achieve the mediation goal.

15) Focus and intuition.

Mediator prohibited conducts:

What a mediator should stay away from:

- Avoid making judgements or conveying that one party is right and the other is wrong.

- Avoid providing suggestions and guidance to the parties from a superior viewpoint.

- Refrain from speaking on behalf of the conflicting parties.

- Avoid underestimating the opinions of any party.

- Abstain from interrupting the speakers, correcting their mistakes or showing that they were wrong.

Note

United Nations mediators operate within the framework of the UN Charter, relevant Security Council and General Assembly resolutions, as well as the UN rules and regulations. Their scope of action is more restricted and limited compared to local mediators who enjoy local legitimacy and have in-depth knowledge of the local community, history and local conflict resolution methodologies that help them succeed in mediation, compared to UN mediators.

In addition, UN mediators also conduct their work in accordance with the rules of international law governing the specific situation. This includes global and regional conventions, international humanitarian law, international human rights law, international refugee law, and international criminal law, including the Rome Statute of the International Criminal Court, as applicable. Beyond the binding legal obligations, normative expectations influence the mediation process, such as issues related to the justice process, facts and reconciliation, civil society inclusion, and the empowerment and participation of women in the process.

Tips for local mediator to address dispute early:

- Understand the various dimensions of the dispute before addressing it.

- Refrain from asserting your own point of view before comprehending the complete picture.

- Strive to avoid instinctive, unthinking reactions.

- Maintain courage and firmness.

- Avoid taking the matter personally.

- Do not ignore disagreement.

- Don't meet anger with anger.

- Do not address disagreement in public.

Attention:

Local mediators should leverage the process of arranging the stages of conflict aggravation to address the dispute early before it worsens and moves to the stage of problem and conflict.

2

Part II.
Conflict-Sensitive Development and Peacebuilding

Module I.
Conflict-Sensitive Development

Working in a conflict-ridden environment continues to be highly risky. As a result, individuals involved in humanitarian, development and peacebuilding programs must possess the necessary tools for conflict prevention. This includes understanding the gaps that could lead to the deterioration of social or national relations in the future, as well as familiarizing themselves with conflict techniques and do-no-harm approaches. They should also grasp the concept of community participation as well as the conflict-sensitive approach, including its principles, objectives and importance. Moreover, it is crucial for them to analyze the context to identify needs and conflict sensitivity, as well as employ suitable conflict analysis tools.

I. Theories of Understanding Conflict

There are motives behind social disintegration and the emergence of conflicts, and they are a source of conflict. The way of peace development in society include the theories of peacebuilding and understanding conflict (the theory of needs - the theory of gender - the theory of relative deprivation - the theory of social learning), which the mediator should know. These theories are further explained:

1. Basic needs theory

"This theory is based on the assumption that all human beings have basic material/moral needs that they seek to satisfy, and that conflicts occur and exacerbate when a person finds that their basic needs cannot be satisfied, or that others impede their satisfaction. Proponents of this theory distinguish between needs and requirements and argue that it is the lack of satisfaction of the former, not the latter, that is the source of conflicts.[15]" Key researchers in this theory are John Burton and Johan Galtung.

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(15) Ziad Samad - Conflict Resolution, International Peace Studies Program, United Nations University of Peace (Revised version on Jordanian Perspective – 2009 – 2010).

2. Gender theory

The basic assumption in gender theories and feminist theories in general is that the human movement has witnessed a severe injustice against women who are half of the humanity. These theories distinguish between the idea of biological sex and the idea of gender, as men and women differ in terms of biological sex, which is a natural difference, but their difference in terms of gender is a difference imposed by the social structure and the position of each in society. The latter is dominated by the ideas of men's superiority over women, and then social and religious values were generated that enshrined this superiority, which led to the exclusion of women, and then traditions and customs were formed that weighed women down with tangible and moral burdens at several levels, starting from the individual level, then the family and the community[16].

Social misconceptions about the role and status of women and men play an important role in the sources and effectiveness of conflict.

3. Relative deprivation theory

"This theory aims to understand the motives and causes that lead to social and political rebellion, which may reach the stage of revolution. The founder of this theory (Ted Gurr) in his book (Why Men Rebel?) explains that each society has two types of mechanisms that affect the state of satisfaction or sense of deprivation in peoples: the first mechanism is expectations or aspirations, and the second mechanism is value expectations.[17]"

4. Social learning theory

"This theory is one of the theories of psychology that greatly help in understanding what goes on inside human in a conflict situation, and how to deal with them to find peaceful means to settle the conflict. Among the founders of this theory are the researchers Dollard and Miller, and Banadora is considered one of its main theorists.

Many researchers have discussed the subject of conflict methods, including Pruitt, Kim Rubin and Herbert Kilman. The latter is the most famous researcher in this matter, as Thomas designed a personal test to determine the methods of conflict prevailing in people. A tool was designed to assess the behavior of the individual in conflict situations, which are cases in which the views of those concerned do not agree, and in these cases, it is possible to explain the behavior of the individual through two cases: the first case in which there is determination, or the extent of the individual's interest in achieving their goals is the first priority, and the second case in which cooperation prevails, or the individual focuses on the extent of their interest in pleasing the other. Under these two cases fall five ways or patterns of dealing with conflicts or conflict situations: competition, adaptation/coping, waiver, avoidance, cooperation and compromise/conciliation.[18]"

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(16) ibid, Conflict Resolution, International Peace Studies Program, United Nations University of Peace (Revised version on Jordanian Perspective – 2009 – 2010).

(17) ibid, Conflict Resolution, International Peace Studies Program, United Nations University of Peace (Revised version on Jordanian Perspective – 2009 – 2010).

(18) ibid. A Simplified Guide to Dialogue and Consensus-Building Techniques – UNDP 2015.

II. Do No Harm Approach

"It is a planning method for development and humanitarian aid operations developed in the 1990s; the aim of this approach is to plan development projects and humanitarian response programs in conflict areas without causing complications that exacerbate these conflicts.[19]"

The do-no-harm approach necessitates considering the concerns of all involved parties, as the behavior of these parties in a conflict is influenced by two crucial factors: the significance of the relationship that connects them, and the importance of the disputed subject matter.

III. Social Participation

The concept of participation in development revolves around individuals voluntarily contributing to work that pertains to society, including women, men and youth, thereby enhancing their capacity to make decisions and invest in opportunities that promote the improvement of their living conditions and social well-being. This contribution can be financial resources, efforts or opinions. Participatory development is facilitated through the establishment of voluntarily locally elected women/men community frameworks/committees, which derive their legitimacy from the active participation of the community in setting their activities and future directions.

Development through participation has two parts:

- One related to the ability to choose and innovate.

- The other is related to the ability to be organized in social entities/frameworks to implement the initiatives chosen and advanced by the community.

Why development through participation?

Development through participation is interconnected with raising awareness within society. Community members possess resources that could feed into the development and peacebuilding projects such as abilities, resources, ideas, information, experiences/expertise, as well as in-kind and financial contributions. Development through participation has evolved due to the failure of projects that were planned away from the participation of the targeted communities. Such projects often neglected the specific needs and realities of these communities, resulting in limited access to the developmental benefits for the poorest members of the community.

IV. Conflict-sensitive and gender approach

• Conflict-sensitive approach

"It is an approach that involves gaining a sound understanding of the two-way interaction between activities to be implemented and the community context, and not

(19) Jezzini Maya – Conflict-Sensitive Approach – Systematic Training Activities - Conflict Sensitivity Platform – Yemen 2020.

only working to reduce negative effects but also to maximize the positive effects of direct and indirect interventions, thereby increasing their effects on the peace process and integrated stability within the specific priorities/objectives of organizations and individuals.[20]"

Conflict-sensitive approach includes:

- The importance of carefully managing peace expectations.

- Careful diagnosis of conflicts to implement development and peace promotion initiatives.

- The importance of consulting and engaging affected communities in conflict settlement and resolution.

Principles of conflict-sen sitive approach

- Participation: By involving all stakeholders in the community in the process of planning interventions and implementing activities throughout the project, as well as in planning at the organization level.

- Engage all actors, issues and viewpoints to mitigate the conflict and promote the positive gains of peace.

- Inclusion of all actors, issues and perspectives.

- Impartiality in relationships with the actors, as well as in perception of their issues.

- Transparency.

- Respecting the privacy of people in their struggles during conflicts.

- Persons are held accountable for their actions.

- Partnership and coordination.

- Integration and harmony.

• Objective of conflict-sensitive approach

- Improve the performance of organizations and enhance their positive role in the stabilization and peacebuilding process in the environment where they operate.

- Reduce the negative impacts that organizations may inadvertently contribute to the dynamics and drivers of conflict while providing humanitarian assistance or implementing development projects.

- Maximize positive opportunities to contribute to building peace and stability.

The importance of following a conflict-sensitive approach in humanitarian and development organizations

The conflict-sensitive approach has benefits for international, regional and local organizations working in development, humanitarian and peacebuilding domains:

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(20) ibid. Jezzini Maya – Conflict-Sensitive Approach – Systematic Training Activities - Conflict Sensitive Platform – Yemen 2020

- Ensures that projects are implemented and that assistance reaches eligible people in a timely manner.

- Reduce the likelihood that projects implemented and assistance provided will escalate conflict; and in some cases, on the contrary, actively contribute to resolving conflict drivers.

- Enhance the safety and security of staff on ground during the implementation of the project or delivery of assistance.

- Enable rapid adaptation of programming in response to changes in context dynamics.

- Allow organizations to plan in advance for changes that occur during conflicts.

- Assist organizations in managing difficult relationships with local authorities and informal power holders.

- Increase the safety and security of beneficiaries.

V. Steps of Context Analysis and Conflict Analysis:

There are steps to analyze the context, identify and understand the current situation to identify needs, sensitize and diagnose conflict according to the conflict-sensitive and gender-sensitive approaches; dismantle and fragment development and humanitarian programs; determine the interaction and interrelationships between development, humanitarian and conflict interventions; and modify, design, adapt and implement development and humanitarian interventions according to the following approach:

Understand ⟩ Dismantle ⟩ Determine ⟩ Modify

1. Understand the context

The context can be understood as follows:

1. Analyze the current economic, social, cultural and political situation of the target area of the study, identify the problems and needs of various community groups, including men, women, youth and children, diagnose the associated conflicts, identify conflict parties, causes, effects, level and actors, the conflict-contributing factors, conflict dynamics, degree of power, as well as historical injustice and marginalization, and identify partners in the development process.

2. Dismantle and fragment of programs

Based on the results of understanding the context through the analysis of the current situation and identification of conflicts, development and humanitarian programs are dismantled and fragmented in a manner commensurate with the sensitivity of the conflict to promote peace and social cohesion opportunities.

3. Identify interaction between humanitarian, development and peace interventions and conflicts

The ability to understand the interaction and interrelationship between development and humanitarian interventions and conflicts that the interventions may trigger, as well as the potential effects on the target group, including women, men and youth, and the work team.

4. Modify/design, adapt and implement interventions:

Based on the understanding of that interaction and mutual relationship, humanitarian, development and peace interventions are modified and implemented in order to avoid negative effects and enhance positive effects contributing to the peacebuilding process.

Gender-sensitive approach:

Gender sensitivity is critical to the of peacebuilding efforts as many conflicts entail assumptions and dimensions related to the gender concept. This requires local, regional and international peace initiatives to be gender sensitive when planning, implementing, monitoring and assessing peace initiatives.

Gender integration:

It is a strategic process that aims to integrate gender across all areas, including projects, institutions, policies, legislations and peacebuilding, to promote gender equality and justice.

The concept of gender integration seeks to priorities the needs of women and men in designing, implementing, monitoring and assessing policies as well as political, economic and social programs to achieve social justice and equality and reduce conflicts.

Gender institutionalization:

It is a process through which a notion is made an integral part of that intellectual framework that governs the collective behavior in any institution, organization or social framework related to conflict resolution and mediation. This notion is reflected in policies related to the organizational structure, social frameworks, their procedures and activities.

Module II.
Peacebuilding

Introduction

The aforementioned efforts converge towards the ultimate objective of establishing peace, which serves as the overarching goal for all endeavors and initiatives pertaining to mediation, conflict resolution and development, and to foster a greater sense of belonging and motivation. This module elucidates the concept of peace, exploring various types and tracks of peace, and it sheds light on the methods of intervening to resolve conflicts and provides a concise overview of the culture of peace.
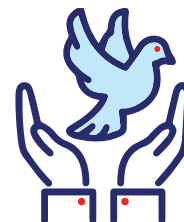
I. The Concept of Peace

Peace definition

- According to Al-Waseet Arabic dictionary, "peace encompasses a multitude of positive connotations, such as peace itself, safety, surrender, reconciliation, flawlessness, and free from all forms of imperfections."[21]

- "Peace is a state of harmony, security and stability that extends across the family, society and the entire world. It opens the door for progress and prosperity for all." [22]

"The concept of peace has evolved to emphasize the implications of comprehensive development, encompassing social, economic, and political aspects. Consequently, any infringement upon these rights, whether in their entirety or partially, or any imbalances, represents a violation of fundamental human rights, and creates entry points and fertile grounds for conflict escalation."[23]

The aforementioned illustrates that the concept of peace has evolved to encompass various dimensions of both internal peace (within individuals themselves) and external peace (between individuals and communities). Additionally, the notion of peace has shifted from a negative perspective to a positive one, and from a localized focus to a global perspective. Furthermore, it has expanded to encompass peace pertaining to the environment, human rights and overall development.

Peacekeeping definition

It is the prevention of conflicting parties from fighting to deescalate conflict.

In the international context, the term "peacekeeping" refers to military operations

(21) Al-Waseet Dictionary 2004

(22) Hani Ibrahim – Maryam Soliman – Nashwa Mohammed: Leadership Skills and Peacebuilding Manual- First Edition 2015 https://vebuka.com/print/151023012441-acb860433783d4574e8157a975c5f2cf/____

(23) Mohammed Abdo Al-Zagheer, Childhood Affairs Expert - A paper on a culture of peace for children and young people presented to the "Social Media Forum" on 23 and 24 April 2012, Faculty of Applied Sciences, Sahar

conducted with the consent of all major parties involved in a conflict. The primary objective of peacekeeping is to monitor and facilitate the implementation of agreements, as well as to support diplomatic endeavors aimed at achieving a lasting political resolution. Peacekeeping operations typically occur in situations that necessitate enforcing ceasefires and safeguarding civilian populations, while maintaining a stance of neutrality.

The UN divides peacekeeping into three phases:

1.   Assist in maintaining a ceasefire.

2.   Implement inclusive reconciliations.

3.   Protect humanitarian operations.

Two notable examples of peacekeeping operations are the United Nations Interim Force in Lebanon (UNIFIL) established in 1978 to sustain peace and stability in south Lebanon, and the United Nations Mission for the Referendum in Western Sahara (MINURSO) established in 1991.

Peacemaking

It involves helping the conflicting parties reach a negotiated agreement.

"Peacemaking involves the endeavors undertaken by the main and secondary parties, either individually or with the assistance of a third party, to engage in discussions regarding the causes of the conflict and the interests and needs of each party, seeking to satisfy those interests and needs and ultimately identify common solutions or compromises. The ultimate goal of peacemaking is to transform the conflict from a violent state to a non-violent one, where disputes are resolved through negotiation, mediation, conciliation and arbitration. It can be said that knowledge and skills related to conflict resolution through dialogue, negotiation and mediation rests at the core of peace and conflict study." [24]

Peacebuilding

It involves the creation of social conditions to enable the community to live in peace. This includes several methods such as human rights education, economic development, increased assistance, social solidarity as well as restoring harmony among groups of the same community.

According to the UN Secretary-General's report on peacebuilding in the immediate aftermath of conflict, peacebuilding [25] is defined as a series of interventions that aim to solidify peace and prevent the ongoing or reappearance of conflict. These interventions can occur before the eruption of violence, during the conflict, or subsequent to the cessation of hostilities, and they must adhere to international law and UN norms and standards. Peacebuilding encompasses actions that reinforce peaceful relationships,

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(24) ibid, Ziad Samad - Conflict Resolution, International Peace Studies Program, United Nations University of Peace (Revised version on Jordanian Perspective – 2009 – 2010). presented to the "Social Media Forum" on 23 and 24 April 2012, Faculty of Applied Sciences, Sahar

(25) Strengthening the Role of Mediation in the Peaceful Settlement of Disputes, Conflict Prevention and Resolution - Report issued by the Office of the Secretary-General of the United Nations - 2009.

bolster political, social, economic, and cultural institutions capable of addressing conflicts, and enhance mechanisms that create or support the conditions required for sustainable peace to be achieved.

By examining the various concepts associated with peace, it becomes evident that each of them is interconnected with peacebuilding. Peacebuilding is the all-encompassing process that operates within the contexts of human existence and the intrinsic values of virtue embedded in the consciousness of individuals, groups and the international community as a whole.

حفـظ السلام

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صنع السلام

مفاهيم مرتبطة بالسلام

Peacebuilding goal:

The primary goal of peacebuilding is to address conflicts and actively strive towards diminishing the root causes of violent conflicts. This involves altering the dynamics of conflict and placing emphasis on the prevention or reduction of violence as a means to address political, social, and economic issues and injustices, thereby contributing to promoting peace at the community level.

II. Objectives of Peace Study

The study of peace and conflict seeks to:

1. Analyze the underlying causes and motivations behind instances of violence and conflict to develop a profound understanding that can help identify potential strategies and methods to prevent these causes from reoccurring in the future.

2. Understand the factors that contribute to the intensification of violence and conflict, including the transition from latent to surface conflict.

3. Identify elements that have the potential to reduce or mitigate conflict, allowing for the identification of appropriate channels to permanently end it and prevent its recurrence in the future.

4. Understand the conflict resolution methods, particularly those that prioritize nonviolent approaches.

5. Foster stability, establish justice, and disseminate and promote a culture of communal peace.

6. Cultivate communities that can manage conflicts and their consequences without resorting to violence.

III. Types of Peace

Peace is divided into negative and positive peace:

Negative peace: As defined by Johan Galtung, refers to the absence of direct violence. For example, if a minority group in a country experiences unequal access to essential resources like water and faces a culture of discrimination that views them very condescendingly, yet not facing a direct violence such as murder or violent attacks; it represents negative peace since suffering and inequality still exist."[26] (Galtung, 2012).

Positive peace: According to Johan Galtung, encompasses the absence of all three forms of violence: direct, structural, and cultural. In an example given by Galtung, positive peace would exist when a minority group lives in a country free from the fear of violent attacks, does not suffer from structural violence that limits their fair access to resources, and is not subjected to devaluation in comparison to others. Positive peace signifies a state where all forms of violence are eliminated." [27] (Galtung, 2012).

IV. Stages of Peace[28]

The social peace has been through various stages, reflecting its presence and vulnerability. Academic research, particularly in the field of peace studies conducted by institutions such as the Institute for Peace and International Security and the Institute for Peace and Development, has identified six stages that the understanding of peace has undergone. These stages are as follows:

Stage 1: emphasizes peace as a practice and behavior during the absence of war and violent conflicts. This applies to violent conflicts, whether between states or within countries in the form of civil wars. The idea of peace in this stage is commonly understood by the general public and politicians alike.

Stage 2: focuses on peace as a balance of power within the international system. This balance is often called the "balance of terror," where balance of military powers is based on the annihilation capabilities between two or more opposing camps.

Stage 3: adopts both negative peace that rejects war and conflicts (preventing war) and positive peace that promotes establishing peace in the social culture (preventing structural violence within society).

Stage 4: is the most advanced stage which adopts the concept of peace in the main social relations. It recognizes violence against women as a critical peace threatening issue. It also promotes the idea that there is no point in distinguishing between the presence or absence of war in case of violence against women.

(26) Search for Common Grounds – Khartoum – Sudan - Peacebuilding Skills Training Guide – UNDP in cooperation with Al-Ahfad University – 2017. www.sd.undp.org

(27) ibid. Search for Common Grounds – Khartoum – Sudan - Peacebuilding Skills Training Guide – UNDP in cooperation with Al-Ahfad University – 2017. www.sd.undp.org

(28) Dr. Omar Juma Omran. (2019). Peacebuilding in Conflict Societies: A Study in Local Responsiveness and Community Rehabilitation, pp. 73-74.

Stage 5: links between peace and human relation with environment, and it sheds light on how the brutal capitalist practices on environment could bring destruction and threaten humanity.

Stage 6: addresses the connection between the inner peace within individuals and realizing comprehensive peace.

In addition to these stages, there is a seventh stage that focuses on supporting human rights; rejecting violence against different groups, including children, women, opinionated people; and rejecting discrimination and racism by any means.

V. Peace Tracks

Multi-Track Diplomacy is an approach to international peacemaking that recognizes the interconnected network of activities, individuals, institutions and communities working collaboratively towards sustainable peace. It encompasses the following tracks:

1. Track I Diplomacy:

Track I activities involve government officials, UN envoys and their teams, armed groups leaders and the like, usually the direct parties to the conflict, relevant international actors, including heads of states, foreign ministries and high-level intergovernmental organizations. Track I actors negotiate and sign formal peace agreements such as the Yemeni talks that took place in Kuwait in 2016, the Stockholm Agreement held in Sweden in 2018, and Omani-Saudi mediation in 2023.

2. Track One and a Half Diplomacy:

This track involves situations where official representatives authorize non-state actors (or official actors acting in an informal capacity) to participate, negotiate or facilitate on behalf of the formal state actors. It also encompasses individuals from non-state actors who act as mediators between formal and informal actors in complex conflict situations.

This track is often employed to prepare key stakeholders before and during formal negotiation processes by fostering consensus-building and supporting agreements among the parties involved and those they represent [29].

3. Track II diplomacy:

Track II activities involve civil society at local and national levels, foreign and international INGOs, informal government representatives, former diplomats, social figures, academic experts, businessmen, religious leaders, local and political leaders, neutral mediators, individual citizens, neutral third-party states that are experts in the region or the issue being discussed.

Track II activities are separate from the formal Track I talks, but are interconnected in that Track II actors can support the formal Track I negotiations through engaging in
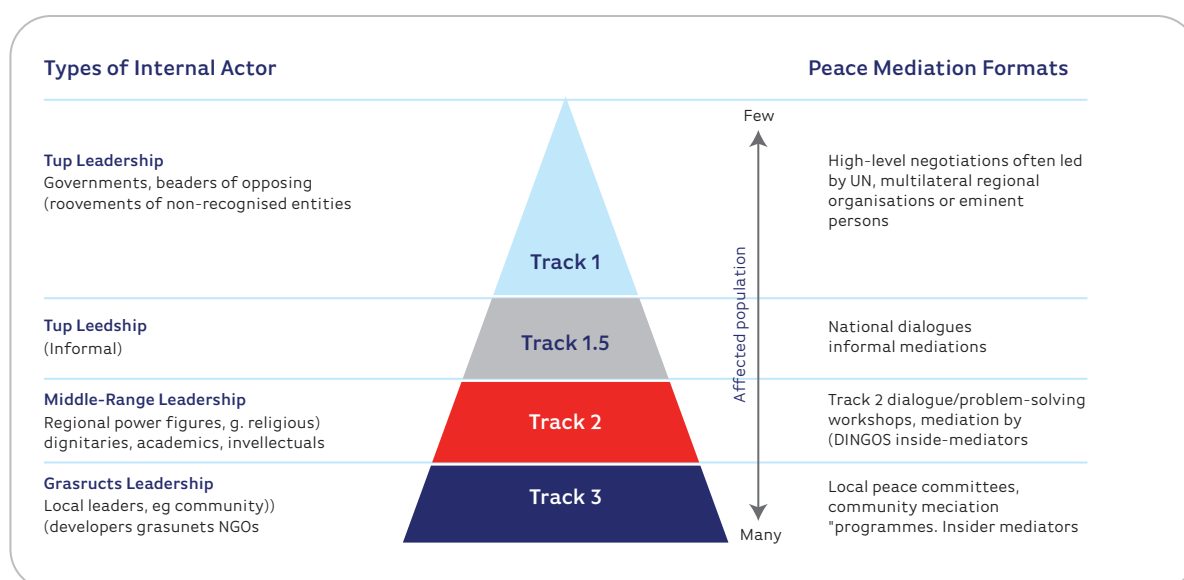
(29) Ibid. Search for Common Grounds – Khartoum – Sudan - Peacebuilding Skills Training Guide – UNDP in cooperation with Al-Ahfad University - 2017 pp. 30-31.

peacebuilding activities separate from any political agenda or connections.

4. Track III Diplomacy:

Track III activities involve grassroots actors, activists, lobbying groups and protestors. This track focuses on engaging citizens and local communities who use their voices to influence peace negotiations. This type of diplomacy often involves organizing workshops, meetings and conferences, media coverage, and advocacy on political and legal issues for marginalized people and communities. These include, but not limited to, Peace Journalism Platform, Taiz People's Platform, Youth Awareness Platform, My Contribution is Development Initiative, Youth Mediation Support Team, first and second generations[30].

Peacebuilding Tracks[31]

Types of Internal Actor		Peace Mediation Formats
Tup Leadership Governments, beaders of opposing (roovements of non-recognised entities	**Track 1** (Few)	High-level negotiations often led by UN, multilateral regional organisations or eminent persons
Tup Leedship (Informal)	**Track 1.5**	National dialogues informal mediations
Middle-Range Leadership Regional power figures, g. religious) dignitaries, academics, invellectuals	**Track 2**	Track 2 dialogue/problem-solving workshops, mediation by (DINGOS inside-mediators
Grasructs Leadership Local leaders, eg community)) (developers grasunets NGOs	**Track 3** (Many)	Local peace committees, community meciation "programmes. Insider mediators

Affected population

Peace Tracks Dynamics[32]

The relationship between peace tracks is complementary and follows a hierarchical dynamic. Track I works with Track II, while Track II works with Track III, as the three tracks can coexist and work together.

- Track II involves individuals and organizations outside the formal peace process, but can also include informal meetings of formal actors in Track I. Track I engages with Track II, as conversations between parties to the conflict are informal in Track II meetings, i.e., not recorded in minutes, and therefore not binding on either party to the conflict, encouraging participants in the process to speak openly about their concerns and goals.

- These dialogues facilitate a conversation about what each party to the negotiation wants. Track II creates common ground for Track I, building consensus and reaching solutions in ways that Track I processes cannot, which is why Track II activities are referred to as complementary to formal negotiations (Track I).

(30) Abeer Wakid, Three Peace Tracks in Yemen, https://manasati30.com, September 2021.

(31) Figure adapted from Dr. Al-Absi Fahad AbdulMomen - Training Material of the First Workshop of the Youth Mediation Support Team – DeepRoot Organization, 13 – 17 May 2023.

(32) ibid. Abeer Wakid, Three Peace Tracks in Yemen, https://manasati30.com

- Track III plays a critical role in facilitating the launch of negotiations by advocating for relevant issues in peace negotiations such as ceasefires, not closing airports, and opening humanitarian crossings by mobilizing the public to provide support and influence the course of negotiations. This opportunity is given by Track II to Track III because community members are key to maintaining a culture of peace at the local level and are the most vulnerable in the conflict and whose support is critical to the implementation of peace at the local level.

- In addition, Track II activities can develop representative recommendations and proposals for inclusion in the peace agreement, relying on their popular representation of diverse local communities (Track III), and present these recommendations and proposals to Track I. The peacebuilding process happens from the bottom up, from Track III to Track I.

VI. Ceasefire

Introduction:

The armed conflict in Yemen has caused a crippling humanitarian crisis, devastated infrastructure and economic resources, and fractured the country. Highlighting the ceasefire process is therefore crucial, which was under the auspices of UN on 2 April 2022, as it offers a common ground for the conflicting parties to discuss political and diplomatic solutions. This can pave the way for enhanced dialogue and reconciliation, ultimately leading to political, economic, social, and livelihood stability for Yemeni society.

Ceasefire definition:

A ceasefire is a formal agreement between the parties to a conflict to cease hostilities and fire. This agreement is valid for a specified period or permanently, and aims to disengage forces and create an environment conducive to dialogue and peaceful negotiations, and to lay the foundation for a settlement or achieve an understanding to end the conflict/war.

Ceasefire objectives:

1. **Interim peace:** The ceasefire allows for an interim truce to pave the way for negotiation and discuss lasting conflict resolution.

2. **Reduce human casualties:** The ceasefire is used to reduce casualties and protect civilians and soldiers.

In Yemen, the UN envoy to Yemen, Hans Grundberg, announced on Saturday 3rd, 2023 that the warring parties in the country have committed to a new ceasefire and engage in a UN-led peace process, as part of a roadmap to end the war1. Grundberg said that the ceasefire will include the whole of Yemen and will be supported by a comprehensive humanitarian, economic and political program1, adding that he will work with the parties at the current stage to develop a roadmap under the auspices of the United Nations that includes these commitments and supports their

3. **Provide opportunities for negotiation:** The ceasefire provides the opportunity for the conflicting parties to meet and start the negotiation and dialogue process.

4. **Create an environment for relief operations:** The ceasefire facilitates humanitarian and relief access to affected areas.

5. **Humanitarian stability:** The ceasefire contributes to achieving humanitarian stability in conflict-affected areas.

Ceasefires can be temporary or permanent, established through agreement between warring parties or through international mediation or mediation by international organizations, as seen in Yemen. The primary purpose is to achieve balance and end violence to pave the way for a peaceful resolution of the conflict.

Steps to stop the fighting and establish a ceasefire:

A ceasefire agreement requires a complex and delicate negotiation process between the conflicting parties. The steps to achieve a ceasefire agreement include:

1. Identify the involved parties

The conflicting parties should be identified, while ensuring an inclusive representation of all concerned groups.

2. Identify the main terms

The main terms of the ceasefire should be identified, such as duration, areas covered, and human and military conditions.

3. Identify monitoring and implementation of the agreement

Negotiation should be conducted on how to monitor and implement the agreement, including the role of international mediation, if required.

4. Ensure humanitarian access

Mechanisms should be secured to ensure humanitarian access to affected areas.

5. Negotiate political features

If the conflict is of a political nature, negotiation points on political reforms and future governance should be included.

6. Engage the international community

Engaging the international community, whether through international organizations or international mediators, can help provide support and guidance.

7. Announce the Agreement

Once an agreement is reached, it must be formally declared to be in effect.

8. Constant follow up

Monitoring and evaluation should be constant to ensure that all parties comply with the terms of the agreement.

9. Manage violations[33]

Identify how to address breaches of the agreement and the respective parties should be held accountable.

10. Stimulate negotiations for a permanent agreement

A ceasefire can be used as an opportunity to stimulate negotiation towards a permanent agreement to resolve the conflict.

Achieving a ceasefire agreement requires a deep understanding of the conflict dynamic and negotiating tendency; balancing the interests of the parties and meeting the requirements of peace can be a major challenge.

Types of ceasefires

There are in fact very many types of "ceasefires", and they should rather be seen as incremental steps of specificity and enforceability in the process of halting hostilities, although they do not necessarily always lead from one to the other.

- **Battlefield truce:** is a short-term, unverified break in hostilities. A more obvious form of truce might involve an agreed break in hostilities to enable parties to retrieve casualties from the battlefield.

- **Declaration of Intent or Declaration of Principles:** is often the first step taken by conflicting parties on the road to a ceasefire process. This may be a step taken during the pre-negotiation phase, aimed at creating conditions for negotiations, including preparing followers and supporters for the prospect of negotiations. Mediators may be involved, often behind the scenes, or such a step might be taken on a completely unilateral basis by one or other party.

- **Various Form of Restriction on Hostilities:** In general, various forms of prohibition or restriction on warfare may be applied to the conduct of the parties without the need for any special agreement (attacks on women, children, hospitals, religious sites or other humanitarian reasons). The body of international law one the rules of warfare, human rights and humanitarian law also apply (theoretically at least) to all conflicting parties.

- **A Cessation of Hostilities** is a temporary, unverified, extended version of a Battlefield Truce, and usually lacks disengagement of forces or verification mechanisms. A cessation of hostilities is often the first real (and tentative) step the parties towards a ceasefire. It is declared for a stipulated period, agreed by both parties, and is usually aimed at creating space and opportunity for the development of, and agreement on, a substantive ceasefire.

- **A Ceasefire is a formal agreement between the parties,** applicable for a determined period, disengaging forces and establishing a verifiable halt in hostilities. This is what the peace process needs to actually stop the fighting.

Activation of a ceasefire usually requires disengagement and redeployment of forces, verified by neutral third parties acting as "referee".

(33) Jeremy Brickhill and the Center for Security Studies Swiss Federal Institute of Technology - Mediation of Security Arrangements in Peace Processes – 2018

- **Surrender or Defeat are not usually considered as ceasefire**, in reality that is exactly what they are. The defeat or surrender of a party cause hostilities to cease and processes of surrender require management and agreement in their own right. Issues of safe conduct, disarmament, treatment of prisoners of war and the application of international law and rules of engagement concerning the rights of prisoners need to be applied to this form of a ceasefire. [34]

Conceptual framework

The conceptual framework is the core description of a ceasefire, defining the specific elements and the relationship of the various mechanisms and tools that comprise the content of a ceasefire. In essence, the conceptual framework is the underlying idea of the ceasefire. It should be appropriate to the specific nature of the conflict and the objectives of the ceasefire. The conceptual framework will determine which elements of the following four categories of ceasefire tools are chosen, and how they fit together:

1. Prohibitions and control mechanisms

The appropriate prohibition and monitoring mechanisms according to the overarching conceptual framework include:

Depending on the overarching conceptual framework, appropriate prohibition and control mechanisms may be:

- Demilitarized Zones (DMZ),

- Zones of Exclusions (ZOE), from which a party or parties are excluded,

- Zones of Limitations (ZOL), in which restrictions on numbers of forces and armament apply,

- Areas and Lines of Control (AOC/LOC), in which parties are assigned areas of control and responsibility and lines of demarcation,

- Buffer Zones, in which parties are separated,

-      Humanitarian Zones/Corridors, in which specific prohibitions are applied to control armed forces,

- Disengagement and redeployment (using many of the tools listed above),

- Assembly and cantonment of military forces (as one form of redeployment).

These prohibition and control mechanisms may be combined.

2. Mutual threat reduction

The prohibitions and control mechanisms outlined above are the key tools to disengage the forces and stop the fighting. Mutual threat reduction tools are further ongoing measures to consolidate the prohibition and control mechanisms. The conceptual framework also informs the choice of mutual threat reduction. Mechanisms for mutual

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(34) ibid. Mediation of Security Arrangements in Peace Processes – 2018.

threat reduction may include no fly zones, air base lock downs, restrictions on the deployment and use of heavy weapons systems, restrictions on troop movement, resupply and training, and advance warning and verification procedures.

3. Role of third party

Defining the role of third parties is extremely important, especially with regard to possible security guarantees. Possible roles for third parties, derived from the conceptual framework, include chairing the verification and monitoring and/or ceasefire organizations, training of monitoring teams, participating in the monitoring process, technical advisory support to the parties and preparation for the next phase, as well as protection and/or military action.

4. Joint security management systems

Different interim security management systems may be appropriate to achieve the underlying objective of a ceasefire. These could be a joint ceasefire monitoring system, including joint ceasefire verification patrols; interim security management, including liaison and communication; joint transitional security management that prepares for the next phase (beyond the ceasefire), and other confidence building measures. Without a clear conceptual framework, it is hard to define which tools and mechanisms to use because it is unclear what you eventually want to achieve with the ceasefire.

Main Principles of the Ceasefire

It is important that a number of basic principles, which are the basis of all ceasefire agreements, are taken into account when developing the conceptual framework for the ceasefire, in designing the management systems, defining the roles and functions of third parties, and applying these tools and mechanisms.:

- A ceasefire must be owned by the parties and every effort must be made to strengthen party ownership and responsibility for their ceasefire;

- Ceasefires are made between belligerents – "my enemy is also my negotiating partner";

- A ceasefire must be designed to achieve objectives (short, medium and long), within the broader security transition strategy;

- Form should follow function;

- Ceasefires must be designed to survive violation and mechanisms must be in place to re-establish compliance.[35]

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(35) ibid. Mediation in Security Arrangements in Peace Operations.

VII. Culture of Peace

An always asked question: **Is peace a function/system or a culture?**

The concept of peace culture has been linked to the literature of the United Nations since its founding in 1945. It was stated in the preamble to the Charter of the United Nations that we, the peoples of the United Nations, determined to save succeeding generations from the scourge of war and to reaffirm faith in fundamental human rights, in the dignity and wroth of the human person, in the equal rights of men and women and of nations large and small. And for these ends to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security. We have resolved to combine our efforts to accomplish these aims.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also played a key role in adopting the topics of peace and culture of peace in its general conferences, and in its regular programs and activities. This stemmed from the preamble of the UNESCO Charter, which states that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." In the last decade of the twentieth century, voices calling for the promotion and support of a culture of peace have been heard.

On November 20, 1997, the United Nations General Assembly decided to designate the year 2000 as the "International Year for the Culture of Peace", and on November 10, 1998, it adopted a resolution to designate the first decade of the new century (2001-2010) as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World".

On 6 October 1999, the General Assembly issued the Declaration on a Culture of Peace, which was considered a general guide for governments, international organizations and the international community to support and promote a culture of peace. The call to promote a culture of peace has expanded to include all countries of the world, including governments, civil society organizations, and all relevant organizations and bodies at the national, regional and global levels. "Saving succeeding generations from the scourge of war" needs a shift towards a culture of peace and non-violence. This culture is shaped by the values, attitudes and behaviors that express social interaction and solidarity, and is based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity and non-violence. A culture of peace seeks to prevent the outbreak of conflicts by addressing their root causes, solving problems through dialogue and negotiation, as well as ensuring full exercise of these generations of all rights, and providing ways to participate fully in the development process of their communities.

VIII.

Institutionalizing Peace in Yemen

Introduction

The process of institutionalizing peace in Yemen consists of two basic parts; the first one is the infrastructure for institutionalizing peace, which involves the participation of local communities in meeting needs, and in settling, resolving and managing conflicts as well as the development and peacebuilding process. The other is the formal aspect of institutionalizing peace.

1. The infrastructure for Institutionalizing Peace in Yemen Based on Effective Social Participation:

a. Community Committees:

Introduction:

The increased level of awareness among the community at various political, cultural and social domains is a key factor in the participation in decision-making in various political, economic, social, environmental and cultural domains, etc. The increased community-level is key to the actioning of decisions and associated monitoring and evaluation, as well as in the quality of participation and its direction. The higher the collective awareness, the greater the participation of communities (of different groups and individuals) in the process of development and peacebuilding, thereby changing for the better.

The principle of community participation has proved very successful in Yemeni society, evident in organizing the community into specialized community committees that help manage local affairs or implement development and humanitarian projects, as well as in peacebuilding. The Executive Regulations of the Local Authority Law No. (269) of 2000 included a dedicated chapter called "Popular Participation in Local Development".[36] The cooperative development movement of the 1970s (1975-1978) centered on community participation. Also, one of the key criteria for project funding by the Social Fund for Development (a critical social safety net program) is community participation[37]." This

(36) Republican Decree No. (269) of 2000 on the Executive Regulations of the Local Authority Law, p. 60

(37) Social Fund for Development (Yemen) – Wikipedia https://en.m.wikipedia.org/wiki/ % D8% A7% D9% 84% D8% B5% D9% 86% D8% AF %8A%D9%88% D9% 82_% D8% A7% D9% 84% D8% A7% D8% AC % D8% AA % D9% 85% D8% A7% D8% B9% D9_%8A%D9% 84% D9% 84% D8% AA % D9% 86% D9% 85% D9% 84% D8% A9_(% D8% A7% D9% 84% D9% 8A % D9% 85% D9% 86)

focus on community participation led to the formation of community committees that contribute to development and peacebuilding processes."

Definition of community committee

A community committee (CC) is an institutional, voluntary, informal entity established by local community members (from different groups at the neighborhood and village levels). These committees are formed to participate in decision-making and implementation processes that address local needs, solve problems, settle conflicts and improve the neighborhood's/villages quality of life. Ultimately, they contribute to fostering relationships, social peace, sustainable development and peacebuilding efforts.

The CC membership system is open as stated in its rules and bylaws.

Importance of community committees

- Consolidate efforts and reunite people within neighborhoods /villages to work as a team in meeting needs and solving problems, while constantly emphasize the value of cooperation.

- Resolve conflicts and build peace among people of neighborhoods/villages.

- Address any potential risks or threats to the neighborhoods/villages.

- Adopt programs improving women's and youth's abilities in education, culture and sports.

Composition of community committees

The community committee consists of 5-7 members from the neighborhood/village. The members come from different political and social backgrounds to avoid dominance by a single group or color. The members are selected by locals in the neighborhood/village.

Membership conditions:

- Have the ability to influence, communicate and persuade others.

- Willingness and readiness to work voluntarily, dedicate time for the CC work and respect meeting dates.

- Enjoy a good reputation in the neighborhood/village, and be a role model.

- Respect the roles and rights of others.

- Have the abilities and skills to use conflict analysis tools to resolve and manage conflicts.

- Prioritize the public good over the personal, group or partisan interest.

- Have an education degree and experience and knowledge of the conditions in the neighborhood/village.

- Be a local from the neighborhood/village.

- Comply with all laws and regulations governing the CC work.

- Comply with the CC decisions and recommendations.

- Meet any other determined conditions to achieve the CC objectives.

Functions of community committees

- Conduct situational analysis of the local community, identify and prioritize needs and issues in a conflict sensitive manner.

- Participate in implementing, monitoring, evaluating and improving relevant community interventions.

- Coordinate and cooperate with the relevant authorities.

- Participate in marketing community development projects and interventions.

- Resolve conflicts and build peace among the neighborhood/village residents.

- Establish social dialogues on community cohesion, coexistence and peacebuilding.

- Record lessons learned and success stories, prepare regular reports on the CC activities, and provide suggestions and recommendations for work improvement.

Steps and processes of community committee formation

I. Preparation:

Define the CC framework:

Before initiating any step, there should be a clear vision about the community committees to be formed in terms of:

- Develop organizational structure.

- Develop roles, tasks and terms of reference.

- Develop membership conditions to carry out roles, tasks and terms of reference.

- Identify work team that will form the community committees.

Work team conditions:

- Ability to manage group discussions.

- Ability to persuade.

- Have clear and strong voice.

- Activity and vitality.

- Ability to work under pressure.

- Knowledge and skill in conflict analysis and resolution.

- Generally accepted by the community.

- Not to be fanatical towards an ideology of a party or group.

Define the CC scope.

- Prepare a complete background on the target community in terms of:

- Population (households - individuals).

- Social composition (groups and relationships).

- Nature and geography of the area.

- Institutions and figures influential in the area.

- Services, problems and priority needs.

- Issues of conflict and violations.

- Actors and figures in the community.

- Customs and social practices.

- Previous development and humanitarian activities in the community.

II. Preparing and mobilizing the community:	**This process involves field visits by the work team to the target community to:** o Review and validate the data collected from secondary sources. o Guide and raise the awareness of community members about: - The importance of forming CCs and participating in community service. - Roles and tasks to be performed by the CC.

- The CC membership conditions.

- The concepts and requirements of voluntary work and the conditions for its success.

- Review the past experiences of the community and draw success stories and lessons learned from them.

- The importance of selecting qualified CC members from different backgrounds and groups.

- The importance of all community members participation in forming CCs.

- Determine the appropriate time and place for holding the CC formation meeting (through the majority opinion of locals).

- Inform all community members and groups of the date, place and time of the meeting to select the CC.

- Prepare the meeting venue to receive the participants.

III. Community committee formation meeting:	**Some conditions must be observed when holding the meeting for forming the CCs, including:** **Meeting time:** - To be appropriate for community members. - To allow all or most of community members to be present. - Not to exceed 2-3 hours.

Meeting location:

o To be located in the center of the targeted community.

o To be easily accessed by all participants.

o Not to be in a place that affects the decisions made by participants.

o To accommodate all the meeting participants.

o To be prepared to receive participants.

Role of work team

o Provide sufficient and clear information to assist the community members select the CC members.

o Take all procedures to prevent inappropriate selection of CC members through:

- Equal opportunities for speeches.

- Prevent dominance of one person over others.

- Ensure confidentiality in balloting if necessary.

Meeting arrangements:

- The meeting begins when an appropriate number of participants (50-60%) of the expected number of attendees are present.

- The names of the participants are recorded.

- The purpose of the meeting is briefly and clearly explained with an opportunity for inquiries.

- The purpose of the meeting shall be agreed and approved by the whole or by a large majority.

Nomination and voting/balloting processes:

There are two main methods of nomination and voting/balloting processes:

Method 1: Recommending the CC members.

Method 2: Secret ballot.

• The number of members for each neighborhood committee/council varies depending on the number of residents, as follows[38]:

No	Population	# of winning members per neighborhood	Min. required quorum of candidates	Max. number to be written in one card
1	100-500	3 +3 (women + men)	(women + men) 6+ 6	(women + men) 1+ 1
2	501–1500	5 +5(Women + Men)	(Women + Men)8+ 8	(women + men)3+ 3
3	1501-3000	8 +8(Women + Men)	(Women + Men)12+ 12	(Women + Men)5+ 5
4	Over 3000	10 +10(Women + Men)	(women + men) 15+ 15	(Women + Men)7+ 7

• The neighborhood/village committee is composed of 5-7 persons, and the regulation is discussed with them and approved.

(38) Used in the formation of village committees within the empowerment program – Social Fund for Development

CC formation key principles:

It is necessary to ensure the continuity of CCs' activity and development and its continuous support. The following basic principles help to achieve this:

- Good preparation for the CC formation, including analyzing the current situation, defining the CC objectives and legal framework, and exploring the experiences of local community members to manage the CC.

- Establish the CC statute, including the CC objectives, tasks, methods of work, areas of activity, relations and responsibilities of members, as well as other administrative, financial and technical matters.

- Give all local community members the right to participate actively in the discussion of all basic issues related to the CC formation and development.

- The CC members shall be elected by all community members, with the right for each of them to be voter and elected.

- Establish a monitoring and evaluation system for the CC by community members, to improve the effectiveness of CC in implementing community interventions aimed at comprehensive development and peacebuilding.

- The CC formation must be based on the actual need, desire and conviction of the local community members.

b. Social dialogues for Peacebuilding

Introduction

Amidst public events and developments in Yemen, establishing a social dialogue system is an ideal way to advance community cohesion and improve the general climate. This will lead to establishing a common ground for communication where all community members enjoy the same rights and duties, all are equal before the law and play integrated roles to overcome obstacles to building a healthy community based on communication and rejection of violence and exclusion.

To plan peacebuilding in your community, the following should be done:

Structural peacebuilding:

- Focus on poverty and unequal distribution of wealth.

- Identify any lack in local conflict resolution mechanisms.

Social peacebuilding:

- Build a culture of peace.

- Increase understanding of comprehensive conflict resolution.

- Accept differences between individuals and groups.

- Make inclusive decisions with everyone's participation.

How to build community peace:

- Help community members to better understand conflict.

- Equip community members with the necessary tools and expertise to control and resolve conflicts.

- Encourage respect and acceptance of differences within community.

- Encourage collective decision-making processes to prevent future conflicts.

<table>
<tr><td>So,</td><td>- Define the nature of barriers that exist between cultural groups and other community groups within your community.

- Build trust, communication and understanding across existing community components.

- Ensure participation of all parties in decision-making.</td></tr>
</table>

The concept of dialogue:

"Dialogue is a dynamic (interactive) process of face-to-face communication between two or more parties. It is a free-flowing discussion and exchange of views, opinions, ideas and information on a particular issue or topic. This open communication fosters mutual understanding and accepting of differing perspectives, thereby leading to common ground and solutions." [39]

Social dialogue:

"It is a dynamic exchange that involves ideas, information, and opinions flowing between community members, local authorities, executive agencies and CSO representatives. It tackles priority problems, issues and needs of the community. Through discussion, proposals and

It is not possible to reach a social situation where the interests of all groups can be secured within a balanced economic and social framework through force or coercion. Conflicts can only be reduced/contained through social dialogue.

recommendations emerge to strengthen community cohesion, social peace, and address the needs to reduce the suffering of community members. Ultimately, it aims for social justice."[40]

Another concept of social dialogue:

"This inclusive communication mechanism brings all concerned actors together: representatives from local authorities, decision-makers, executive bodies, CSOs, media, community representatives, and stakeholders. It offers a free and organized space to discuss problems, needs, and issues – fostering coexistence and respect for diverse viewpoints. Dialogue creates space for all parties to express their needs and perspectives, building a common understanding that reconciles and appreciates visions, goals and interests and working to achieve them within the group[41] ."

(39) Hakimi Nabil, Communication Skills and Management of Social Dialogues
(40) ibid. Hakimi Nabil Communication Skills and Management of Social Dialogues
(41) How NGOs Implement the Social Dialogue Program – Part of a "Guides" series issued by the NGO Service Center.

Social dialogue contributes to raising the public awareness and reconciliation among individuals. It also instills the culture of participation, empowering individuals to gain negotiation and effective communication skills within the group.

Objectives of social dialogue

- Reveal the absent aspects to the parties to the dialogue and clarify the dimensions of the issue discussed.

- Promote a better understanding of different perspectives and effective communication between community members.

- Promote unity, cohesion and a spirit of cooperation among community members by building strong social connections and a shared understanding of values and challenges.

- Encourage wider participation of individuals in decision-making and community management.

- Provide an opportunity to resolve conflicts and achieve a peaceful and sustainable settlement.

- Promote the values of democracy by involving citizens more broadly in decision-making.

- Promote the values of tolerance and mutual respect among community members, even in case of disagreement.

- Provide capacity-building opportunities for potential leaders and dialogue participants.

- Support positive social change through interaction and dialogue on important issues.

- Improve social and economic conditions by encouraging dialogue on ways to promote sustainable development.

- Improve the quality of individuals life through participation in improving their environment and conditions.

- Support dialogues that promote social justice and reduce gaps between different community classes and groups.

These are general objectives, and the objectives of social dialogues can be addressed more precisely according to the specific needs and challenges of the community involved in the dialogue.

Why should the community host social dialogues?

• Provide a broader and better understanding of the various opinions and challenges enhance the quality of decisions.

• Encourage positive values and mutual understanding that improve social and cultural environment.

• Promote peaceful communication and conflict resolution that build a more stable and secure environment.

• Circulate new ideas and innovations that promote community development.

• Provide opportunities for local communities, local authorities and CSOs to engage in dialogue and consultation on priority community issues while adhering to the values of participation, accountability and transparency.

• Encourage the practical application of local governance practices, effective negotiation skills, cooperation, especially in the identification of needs, interests and priorities of the community and addressing issues that are fracturing the social fabric and tearing the community apart.

• Engage the community in decision-making and shaping community policies.

• Expand the opportunities for the grassroots to express themselves and contribute to the resolution of their issues.

• Create channels of communication and establish general rules for dealing between the various parties of community, and directing support and funding for community interest.

• Build the capacity of community components and grassroots CSOs and support their role in the development process and community peacebuilding.

• Activate the community through identifying its strengths and weaknesses, priority civil work issues to find appropriate solutions and implement them.

• Develop an example of a consultation process through which civil society helps leaders and officials to identify what needs to be done to ensure an impact on the reform process and the development of local communities.

Hosting social dialogues creates a healthy environment for collaboration and positive change in the community.

Dialogue challenges

- Poor culture of dialogue.

- Conflict of interest.

- The disparity in power between the parties.

- The dominance of a party during dialogue.

- Information does not reach all parties at the same level.

> In the current circumstances in Yemen, the management of the dialogue process needs to be mediated by people and organizations to advance dialogue until it becomes a habit practiced by citizens in solving all problems.

- Doubt about the usefulness of dialogue or doubt about the parties invited to dialogue.

- Be in haste to see the dialogue results, especially the material results.

What is the role of social dialogues in resolving community disputes and conflicts?

The role of social dialogues in resolving community disputes and conflicts provides several benefits, and they are effective means to achieve peaceful settlement and improve relations among community members.

Some key benefits of social dialogues include:

• Dialogue provides an opportunity for community members to understand each other's perspectives, thus helping to mitigate conflicts and foster mutual understanding.

• Dialogue strengthens relationships between individuals and groups within community

by creating opportunities for communication and building trust.

• Social dialogues can foster collaboration and joint action to resolve conflict before they escalate.

• Social dialogues can make positive social change by enhancing the community's understanding of pressing issues and catalyzing transformation and change.

• Dialogue allows individuals to express their views and concerns in an open manner, creating a safe environment for the exchange of views.

• Dialogue can reduce tension within community, as it opens the door to calm and peaceful solutions.

• Dialogue promotes peaceful culture and understanding between individuals and groups.

• Dialogues improve negotiation and settlement skills of individuals.

• In general, the importance of social dialogues lies in their effective role in building peace, boosting relations and resolving conflicts using cooperation and understanding.

Key pillars/rules for successful dialogues

All participants need to agree on the set of basic pillars governing the dialogue to ensure a common understanding of how the dialogue will be organized and facilitated. These pillars are explicitly identified and confirmed by all participants at the beginning of the dialogue sessions, and new rules can be added if necessary.

1- Identify the issues to be addressed by the dialogue.

2- Determine the ultimate goal of the dialogue.

3- Identify the parties to be involved in the dialogue.

4- Define the rules and controls of dialogue.

5- Define the mechanism and methodology to be followed before, during and after the dialogue process.

6- Identify the procedural and practical steps of dialogue.

Foundations of a successful dialogue

• Knowledge of dialogue topic.

• Accept viewpoints of others.

• Flexibility and accepting criticism.

• Active listening to the speaker to reach understanding.

• Respond in a courteous manner.

• Strong argument, evidence, and witness.

• Avoid interrupting the speaker even if their viewpoints contradict yours.

• At the end of the discussion point, do not return to the same point again.

• Do not deviate from the topic of dialogue.

• Speak calmly.

> Dialogue not only resolves current conflicts, but also prevents potential future conflicts.

• Face the speaker, look at him/her, focus and listen to what he/she says.

• Draw a smile to unlock the participants' openness and confidence.

• Acknowledge mistakes in case of wrongdoing.

• The main motive and goals of all parties to the dialogue should be to reach the truth.

• Start from the most important to the least important during dialogue and not vice versa.

• Separate what you hear from your prejudices.

Difference between dialogue and discussion

• The discussion is between two people on different topics.

• The dialogue is between more than one person on one topic.

Dialogue process:

Dialogue is not an ad-hoc act, especially in times of war, and it should be carefully planned. The following three stages should be considered:

1. Before the dialogue process (preparation)

- Identify the issues to be addressed.

- Collect data, information, arguments, proofs and inferences on each of the specific issues of the dialogue.

- Identify the objectives to be achieved from the dialogue.

- Prepare scenarios for dialogue to achieve the objectives.

- Prepare the agenda for the dialogue sessions.

- Contact the potential dialogue participate.

- Reserve the venue for holding dialogue sessions.

- Prepare materials, supplies (refreshments, meals, etc.) and equipment necessary for holding dialogue sessions.

2. During the dialogue process (implementation of social dialogue)

- Record attendees.

- Discuss and approve the agenda.

- Establish controls/rules for the discussion process during the dialogue session.

- The dialogue process should follow the approved agenda.

- Record the proceedings of the dialogue session.

- Present the minutes to the participants for approval.

- Have short breaks during dialogue sessions.

3. After the dialogue process (monitoring and evaluation)

- Print out the outputs of the dialogue sessions.

- Monitor the implementation of recommendations and proposals resulting from the dialogue sessions.

- Record success stories and lessons learned.

- Report achievements with reasons and justifications.

- Evaluate the impact of implemented recommendations and proposals.

Practical guidelines
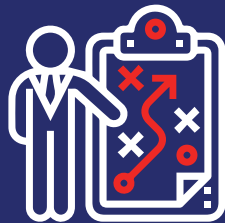
1- Forming dialogue teams:

a. It is essential that the dialogue team be composed of individuals belonging to cultural and social community groups, and women's participation in the team should be ensured.

b. Work together as a team to identify and plan for key issues and appropriate events before they are put forward for social dialogue.

2- Use social, economic and political hierarchies to enrich the dialogue process, i.e., the people who have influence in your community.

3- The dialogue sessions should be distributed among areas according to the distribution of cultural groups. They should not be all in one place.

4- Do not leave out any group in the community.

5- Use effective and persuasive means of communication during social dialogue.

6- Enthusiasm and optimism should be in the dialogue process, but there should be no rush to raise issues for dialogue.

7- Consult influential people on the dialogue topics, make them part of the process before putting them forward to win their trust and cooperation from the beginning.

8- It is preferable to start with small issues to gain people's trust and ensure their interaction before raising big and key issues.

9- The youth should not be left out for the elderly, and vice versa. The dialogue should include different age groups.

2. Formal Institutionalization of Peace in Yemen at the National Level

Introduction:

An approach to enduring disputes and conflicts in contemporary Yemeni history entails seeking strategies for progress on two interrelated and sequential paths:

First: Understanding the roots, causes and dynamics of conflicts.

Second: Developing new theoretical methods and practices that contribute to establishing a comprehensive and sustainable national peace.

Many countries that have witnessed long-term civil and regional conflicts have crystallized their experiences during their transitional stages in the establishment of specialized community and national institutions and structures fully dedicated to promoting the principle of peace and working to sustain peace through strengthening the peace infrastructure. This concept is based on the consolidated partnership between political society, civil society and community structures, which in turn use all available resources, values and skills in promoting dialogue and consultation, preventing conflict and enabling peaceful mediation when violence erupts in society.

"Institutionalizing Peace in Yemen"[42]

Institutionalizing peace in Yemen requires the following:

- Developing a roadmap for institutionalizing peace in Yemen.

- Developing national policies and strategies that coordinate peacebuilding efforts and develop peace infrastructures.

- Establishing a national supervisory committee to determine appropriate and necessary options for establishing an infrastructure for peace in Yemen.

- Forming national networks and alliances for mediation and peacebuilding to consolidate efforts of CSOs, community entities and local mediation teams active in peace.

- Defining a shared vision for the future of Yemen based on the core principles that formal and informal peace institutions must adhere to.

- Identifying the drivers of conflict in Yemen as well as current peacebuilding capacities and practices, defining gaps in current peacebuilding processes including knowledge of conflict management capacities, and strengthening peace infrastructure.

- Building the capacities of community committees and peacebuilding network in formulating effective peacebuilding policy, conflict management skills, mediation mechanisms, and other aspects related to peace infrastructure.

- Organizing regional visits for CC members and peacebuilding network to have first-hand learning from experiences of peace institutionalization in African, Asian, American, and other countries.

- Establishing funds to support local mediation at the governorate level under the supervision of the National Supervisory Committee (NSC).

- Leverage the expertise and experience of local mediators and youth and women members of the mediation team.

- Strengthening the capacities of youth leaders in managing peacebuilding initiatives and supporting local mediation efforts.

• Snapshots

Here are some sayings about peace to conclude this module:

"An eye for an eye makes the whole world blind,"
Mohandas Karamchand Gandhi
This saying, although peaceful, may be) (disputed because it is quoted from Quran

"When you find peace within yourself, you become the kind of person who can live at peace with others,"
Mildred Lisette Norman.

"There is no peace with injustice and no terrorism with justice,"
Dr. Mohammed Saeed Al-Buti

"There can be no real peace without justice. And without resistance, there will be no justice,"
Arundhati Roy.

"Peace is the goal of justice, and the former is its means,"
Dr. Mohammed Saeed Al-Buti

"A bad peace is even worse than a war,"
Alianos Tacitus.

3

Part III.
Practical Framework for Local Mediation

Module I:
Conflict Diagnosis and Analysis

Introduction:

Local mediation efforts require the mediator to have knowledge and skills in analyzing the context, diagnosing conflicts, identifying their types, parties, causes, effects, levels and actors, contributing factors, dynamics, the degree of power. The mediator should also have skills in identifying stakeholders, the Chronological of conflicts, previous mediation initiatives, demographics, social relations, customs and traditions, cultures, values and beliefs. They should be able to analyze conflicts with tools tailored for each type of conflict to develop flexible strategies and mechanisms that respond to the changing context and help mediators conduct successful local mediation efficiently and effectively.

I. Context Analysis and Conflict Diagnosis Skills

Practical steps for context analysis and conflict diagnosis.

(1) Understand the context and the components of the surrounding work environment.

Mechanism:

- Analyze the context, assess the current situation of the targeted area and diagnose conflicts according to conflict- and gender-sensitive methodology.

Data Collection Tools for Context Analysis

o Resource, services and opportunities mapping tool.

o Social mapping tool.

o Historical/chronological sequence of events tool.

o Actors' mapping tool.

o Focus group discussion tool.

o Questionnaires.

o Observations.

Methods of Data Collection

o Individual interviews.

o Group interviews.

o Review of previous documents, studies, researches, reports and surveys.

Objectives:

- Understand the general context, including political, social, economic, security, institutional and cultural contexts.

- Identify the different needs, problems and issues of the different community groups in the targeted area.

- Identify conflict issues related to political, social, economic, security, institutional and cultural aspects as well as needs for basic services.

- Understand the history of conflict, its dynamics and direct, indirect and hidden actors.

- Identify factors and elements of difference and convergence.

Activities

- Collect secondary data about the target area from different sources such as (executive agencies, government and mixed institutions, local and international organizations, and private sector companies that have worked in the sector/region/district/sub-district) or (from websites). Such data and information can be found in the form of (reports, previous studies, research, maps, pictures and tables). They help the mediator reach an understanding of the target area and can be a starting point for the collection of primary data before the field visits.

- Conduct field visits to collect primary data related to the general context using data collection tools and methods.

- Data collection procedural steps needed to analyze the context and diagnose conflict issues include:

o Look for and communicate with key actors in the area, including community leaders, dignitaries and influential social figures.

o Hold a meeting with community leaders, including dignitaries, social figures, etc.

o Introduce yourself as a mediator.

o Clarify the purpose of meeting, activities and events that will be carried out by local mediators while they are in the area if the mediators are from outside the area.

o Go with the community leaders on a tour around the villages/neighborhoods and zones making the population targeted by the study. The aim of this tour is to get familiarized with the area and its nature, resources, services, opportunities, housing, residents and daily activities of the people, and to collect more data about the area.

o Reach a general and comprehensive understanding of the area.

o Have discussions with the community leaders to enrich the captured observations and impressions during the tour.

o Notes: Mediators should record their observations and every relevant piece of information.

1

Resources, Services and Opportunities Analysis/Mapping Tool

Definition:

The resources, services and opportunities mapping tool is used to analyze the available basic services, natural and human resources, tapped and untapped opportunities in the target area as well as the associated conflict issues.

Objective:

To collect primary data on resources (natural and human), basic services (education, health, water systems, roads, electricity, etc.), tapped and untapped opportunities, reasons for non-exploitation, borders of the area, and related conflict issues, if any.

Tool usage steps:

- Mediators hold a group meeting with the people of the targeted area in an open place that can accommodate the largest number possible. During the meeting, ask the people to draw a clear picture of their area and its features and borders, identify all the locations of the services available in the area, the existing resources and their locations, as well as the available opportunities and their locations. Also, ask them to identify the conflicts associated with these resources, services and opportunities, and their primary and secondary parties; identify conflict causes, effects, level and actors, and identify the contributing factors and dynamics as well as the degree of power.

- Select a suitable meeting venue that can accommodate the largest number possible.

- The facilitator then asks the citizens to put signs or symbols on the centers of services, resources, opportunities and places of conflicts, specifying the meaning of these symbols according to the subject of the study.

- The facilitator, who is one of the mediators' team, should ask a set of questions to the community member attendees to stimulate and enrich the discussion. The rapporteur (a mediator team member) should record all the answers to accurately and clearly

diagnose the current situation of resources, services and opportunities from a community perspective. This is to ultimately resolve conflicts and build community peace. Refer to Form No. (1) for questions, and Appendices (1 & 2) for the expected results.

Resources, Services and Opportunities Map[43]

(43) Mapping model adapted from a Guide on Concepts and Techniques of Participatory Rural Assessment, expert Abdullah Salem Al-Daqeel, 2001.

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2

Community Composition Analysis Tool for Community Groups/ Social Mapping

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Definition:

Social mapping is used to analyze the community composition of community groups, the form of relationships, tribes, sects, customs and traditions, the constituent groups of the target area, and conflict issues, if any, and their type.
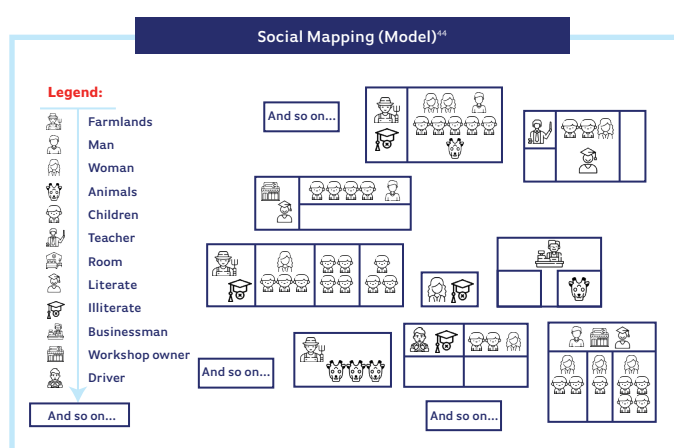
Objective:

To collect data about the community members in terms of family composition, community composition of community groups, tribes, sects, customs and

traditions, and the constituent groups of the target area. Are these groups tribally descended from one family or belong to different tribes and groups? What is the form of relations between these groups, tribes and sects now and in the past? Sources of income, housing? Are there marginalized or migrating groups or displaced persons, and how are they treated? What is the form of power and influence, who exercise them, and who are the beneficiary or affected groups? Diagnose conflict issues, if any.

Usage steps:

- Mediators hold a group meeting with the people of the targeted area in an open place that can accommodate the largest number possible. During the meeting, ask the people to draw a list of all the villages, shops and houses in the area and identify community conflicts, their parties, causes, effects, level, and actors. Also, ask them to identify the conflict contributing factors, conflict dynamics, degree of complexity as well as historical injustice and marginalization, if any, and the conflict-affected groups.

- The facilitator asks the meeting participants to give signs or symbols on the houses, specifying the meaning of these symbols according to the subject of the study.

- The facilitator, who is one of the mediators' team, should ask a set of questions to the community member attendees to stimulate and enrich the discussion. The rapporteur (a mediator team member) should record all the answers to accurately and clearly diagnose the current social situation from a community perspective. This is to

ultimately resolve conflicts and build community peace. Refer to Form No. (2) for questions, and Appendices (3 & 4) for the expected results.

Social Mapping (Model)[44]

Legend:
Farmlands
Man
Woman
Animals
Children
Teacher
Room
Literate
Illiterate
Businessman
Workshop owner
Driver

(44) Mapping model adapted from a training on Participatory Rural Planning (PRA) methodology, Eng. Taher Mahyoub Al-Zubairi, 2003.

3

Context/ Chronological and Timeline Analysis Tool for Events in the Area

Definition:

The data collected using this tool helps in understanding the community, their backgrounds and the circumstances that have affected the community. It also helps to learn about the changes and methods they have used to cope with the unfavorable circumstances that have affected their lives.

Objective:

To conduct a historical review of the community to identify important events that the area has experienced; when did they happen? And what is their impact on community?

People generally remember things that affected them, so this tool is used to learn about events that have had an impact on community.

This tool, if used well, enables to shed light on various events and conflicts that have affected the community. It is also an effective way to break down barriers when used at the beginning of applying the methodology, as community members prefer to talk about their history and tell anecdotes about events that occurred in their past.

Usage steps:

- Local mediators communicate with older men and women in the first stage and hold meetings with them to learn about the Chronological and events that the area has experienced, with a focus on conflicts that occurred during the historical course, their parties, causes, effects, levels, and involved parties, contributing factors, the degree of their complexity, and what happened about them; were they resolved or not?

- The facilitator draws a table, in a visible place to the meeting participants, consisting of five columns to record the historical events and the year in which the event occurred, its causes, consequences and effects.

- The facilitator, who is one of the mediators' team, should ask a set of questions to the local elderlies to stimulate and enrich the discussion. The rapporteur (a mediator team member) should record all the answers identify the Chronological of events, especially conflicts, and what happened about them? Have they been finally resolved or not? This will help learning from the past in resolving community conflicts and building community peace. Refer to Form No. (3) for questions, and Appendices (5 & 6) for the expected results.

Event	Reason	Year	Result	Impact
Part of the tribe moved from the desert to this area.	Drought in Bedouin areas.	**1970**	Semi-mass migration.	New settlement in this empty area.
A conflict with the neighboring tribe escalated into a war.	As a result of drought, there was competition over pastures.	**1980**	Killing events that led to war.	The emergence of revenge between the two tribes, which caused the tribes to worry about their children when going to pastures or schools, and led to the inability of members of the two tribes to move freely in the markets and sell their products of sheep, honey and leather.
Some other tribes intervened and made an annual reconciliation agreement, which is extended and renewed annually.	Fear of other parties joining the conflict, especially after some Bedouin tribes raided the other tribe to support their cousins.	**1990**	Improvement in relations between members of the two tribes.	Stability prevailed and people started moving to markets to sell their products, which contributed to improving income.
The reconciliation agreement was breached, which led to an exchange of fire, leaving a man killed from the settler tribe.	The state implemented a vital project that served the area in sites that the tribe (the other party) considered its property as a rainwater harvesting area for its ponds.	**2000**	A deterioration in relations between the two tribes on the one hand and between the first tribe and the state on the other.	Tension and armed mobilization broke out between the two tribes. This did not calm down until after mediation intervened and calmed the situation between the two parties and took (Foro') from both of them, and asked for a truce for a specific period to obtain a new reconciliation that extends for a year.

4

Actor Mapping Tool

Objective: To identify the main, primary and secondary actors in the study population as well as the relationship between them and the degree of their negative or positive influence.

Usage steps:

- Mediators hold a group meeting with the people of the targeted area in an open place that can accommodate the largest number possible. During the meeting, ask the people to draw a map of the actors in the area highlighting the main, primary and secondary actors

according to their degree of influence.

- The meeting facilitator asks citizens to determine the relationship between the actors, whether it is a cooperation relationship, a conflict relationship, an alliance relationship, a good or weak relationship, or a broken relationship according to the specific symbols.

- The facilitator of the meeting/session should not guide people about what they should draw and how, and he/she should continue asking the questions using Form No. (4), Appendix No. (7) about everything that is drawn to make the map more detailed. The rapporteur (a mediator team member) should record all the answers.

Simple example of actor analysis for potable water projects in Qaa' Jaharan
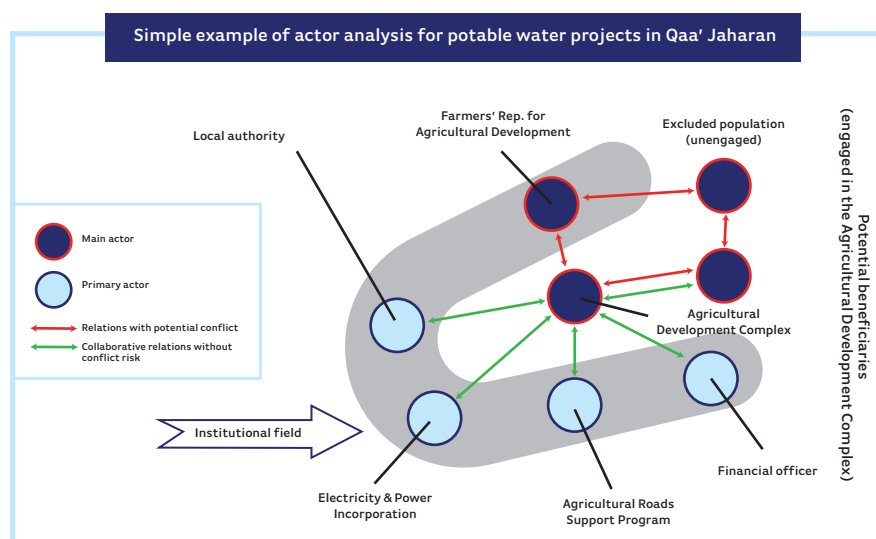
Data analysis:

After completing the general context analysis, the mediation team analyzes the data collected in the first stage according to the resources, services and opportunities mapping, social mapping, Chronological analysis tool, the timeline of events and actors mapping.

Mechanism:

Put together, classify and analyze data on ground with the community.

• (Individual and group interviews, observations and focus groups discussion)

• Objectives

• Classify and analyze collected data.

• Identify points of agreement to be used.

• Identify points of divergence to be avoided.

• Prioritize the needs and problems of the community from the community perspective.

• Prioritize conflict issues that need interventions through local mediation from the community perspective.

• Activities:

• Prepare a list of the needs and problems of community in various sectors.

• Prepare a list of conflict issues in various sectors.

• Prioritize the community needs and problems.

• Prioritize conflict issues.

• Analyze each problem according to priority in the community using the Problem Tree tool.

• Analyze each conflict issue separately according to priority in the community using the appropriate tools (problem tree tool, conflict mapping, circle of conflict or conflict pyramid).

• Formulate desired goals and objectives to bridge the gap, meet the need and resolve the conflict.

II. Conflict Analysis Skills

Introduction

The first step in dealing with conflicts following situational analysis and understanding the overall context is the process of analyzing conflicts to enable the mediators to find resolutions. Conflict analysis involves several tools that are tailored to understand, analyze and resolve conflicts. The mediators must use these tools based on to the types of conflicts.

Conflict Analysis Tools:

- Conflict mapping.

- Map of conflict cross-sectional analysis.

- Conflict pyramid.

- Conflict tree.

- The Actors, Content, Context, Process (ACCP) conflict analysis framework.

1

Conflict Mapping Tool:

Conflict mapping describes the subject of conflict, its parties, main players, the parties' relations with each other and their relations with the main players (the main players are people and entities within the community who are not involved in the conflict subject but seek either to resolve or fuel the conflict or have an impact on the conflict in general).

Shapes and symbols are used in the map to express the strength and direction of influence and effect between the conflicting parties and their allies as well as

between these parties and the main players. These symbols provide evidentiary information that helps in searching for opportunities for resolution or identifying a neutral and strong third party that exerts some kind of positive influence and effect on the conflicting parties to reach a satisfactory solution for all.

Considerations for using conflict mapping for conflict analysis:

• Determine exactly what will be analyzed.

• Determine a suitable time for conflict analysis using this tool.

• The identified relationships are changing and dynamic, and therefore may change drastically in a short time.

Objectives

• Obtain in-depth knowledge on the conflict subject, the relations, balance of power and prevailing influence of the conflicting parties.

• Identify opportunities for cooperation and intervention on a consensual basis by all parties.

• Identify the starting points of the conflict transformation process, i.e., intervention to resolve the conflict.

Usage steps:

1- Start by identifying the main parties to the conflict who are directly involved in the conflict by giving each party a specific symbol. For example, symbols like circles of different sizes, and the size of each circle reflects the strength and influence of the party. The main players can be given half-circles of different sizes, and their size represents the strength and influence of the main player in question.

2- The conflict subject can be written on a card to be placed in the center of the line connecting the two parties.

3- Secondary parties consisting of groups allied with one of the main parties are given small circles next to each other, and under the symbol of the main party. The nature of the relations between these parties allied with any of the main parties are clarified as well.

4- The nature of relationships between key parties, allies, main players (disagreement, cooperation, friendliness, power and influence) is illustrated using:

a. Straight lines between the parties, above which a heart is drawn, indicating the existence of positive strong relations.

b. Straight lines between the parties, above which an electric spark is drawn, indicating the existence of strong negative relationships.

c. Dashed lines reflect that relationships are fragile.

d. The process of balance of power and influence or effect can be represented using the arrow symbol, where the arrow direction shows which party exerts influence on which party.

5- Give your organization, yourself, or your institution an appropriate shape and size, as well as the form and nature of their relationships with various parties and main players.

6- Discuss the distribution of roles for different parties, including your organization, in terms of creating opportunities for intervention and resolution.

7- The conflict map can be developed to give a picture that reflects the different views and perceptions of the conflicting parties on the conflict subject, so each party is required to develop a map for the conflict from its perspective.

8- These perceptions can be compared and used as stimuli for discussion to identify sources of disagreement as well as consensus opportunities in terms of needs and interests. This will help to reflect on the extent to which these would be used as a starting point for conflict resolution process.
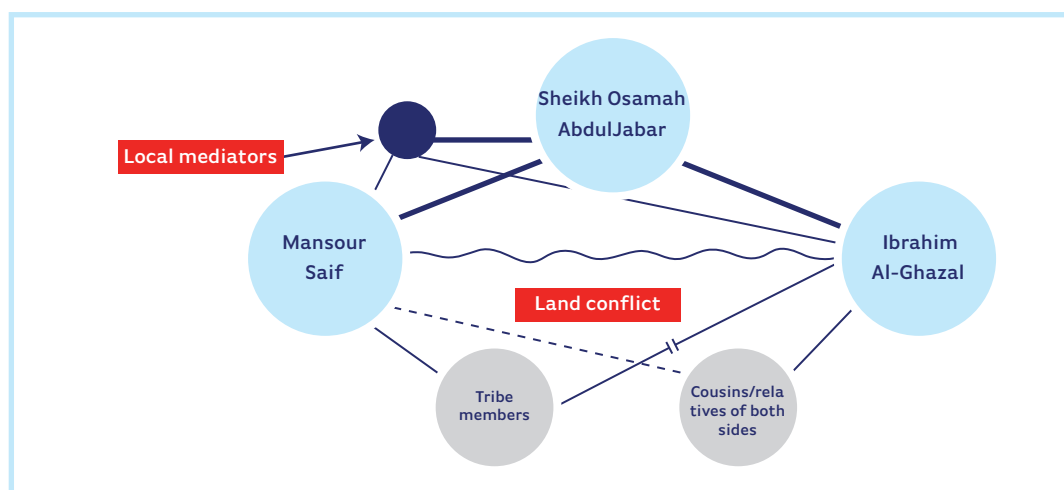
Symbols that can be used for conflict mapping:
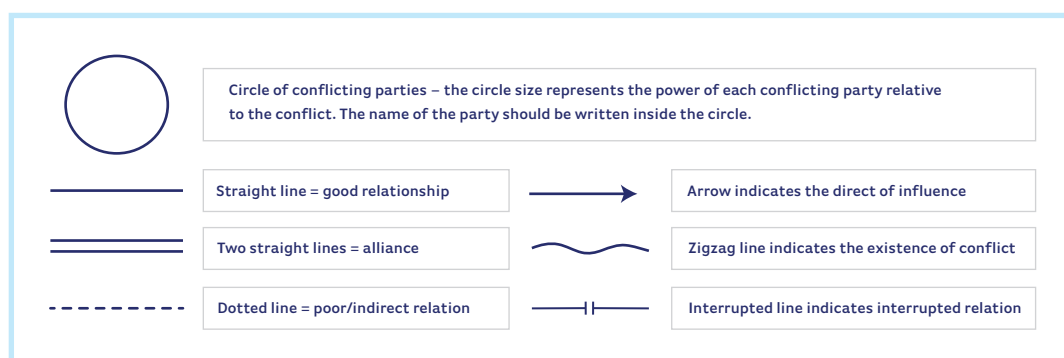
2

Conflict Cross-Sectional Analysis Map Tool

This tool focuses on the various perspectives that are shaped by the conflicting parties through mapping the needs and concerns that are placed side by side and linked to each other. The points of difference can be explored in addition to points common to the parties. It can be said that this tool follows the various stages of the mediation process, and can be a good tool for preparing for mediation. This tool does not deal explicitly with structure or context.

Objectives

• Drawing and designing a cross-sectional conflict analysis map gives us the opportunity to see the conflict and all its elements.

• Identify the perspectives of all conflicting parties.

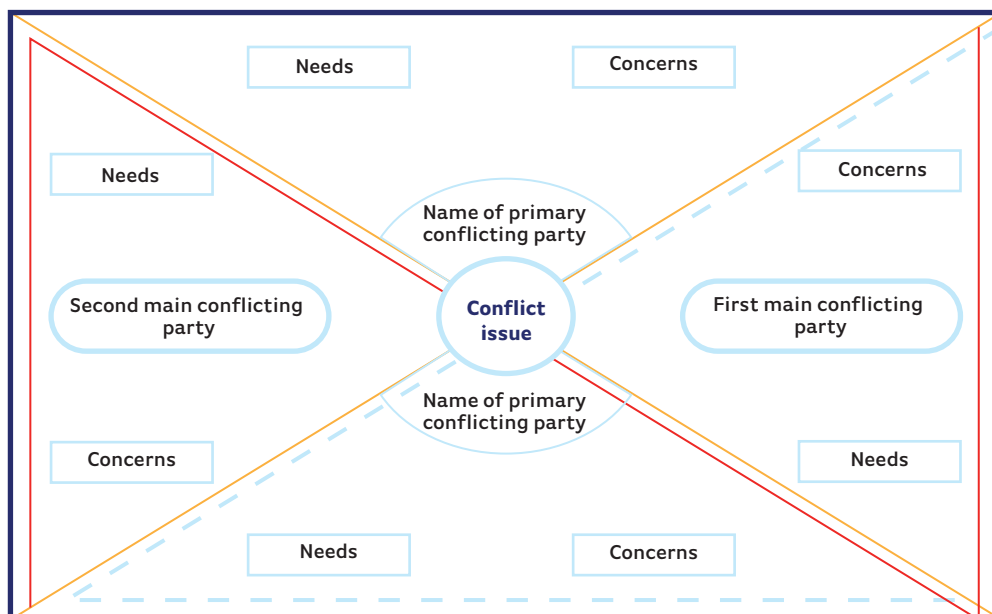• Monitor unnoticed conflict sub-issues.

Usage steps

1. Identify the conflict issue; identifying disputed matters.

2. Draw a circle in the middle of a sheet of paper and write the conflict issue identified.

3. Identify the parties involved in the conflict:

   • Identify the main parties to the conflict (individuals or groups).

   • Identify the secondary parties involved in the conflict, along with those who have interest in resolving or fueling the conflict.

   • Place the conflicting parties around the main circle with the conflict issue.

4. Identify the needs and desires of each conflicting party.

5. Identify the concerns and reservations of each conflicting party.

6. Identify the common needs and reservations mentioned by all or some of the conflicting parties.

7. Organize the data collected using the map to enable highlighting the common points and aspects, reaching a common ground.

8. Explore similar common points that may not have been recorded on the map.

9. Build a general framework for partnership (infuse a sense of agreement between the conflicting parties), taking into account the areas of disagreement between each/some of the conflicting parties.

10. Identify other elements of the conflict:

   • History of the conflict origin.

   • Place of conflict.

   • Current state of conflict. What is happening now?

- The right time to intervene or to provide a resolution.

- The level of power of the conflicting parties.

- Major reasons of the conflict.

Notes:

- Needs and desires: mean the thing that concerns each party towards the disputed issue.

- Concerns and reservations: Concerns may be internal psychological motives or pressures as a result of the current situation (tangible or intangible).

Conflict Cross-Sectional Analysis Map [45]

Needs		Concerns
Needs		Concerns
	Name of primary conflicting party	
Second main conflicting party	Conflict issue	First main conflicting party
	Name of primary conflicting party	
Concerns		Needs
	Needs	Concerns

3

Conflict Pyramid Tool

The conflict pyramid can be used along with or instead of the conflict mapping (or as a preparatory stage for the conflicting mapping, which involves initially identifying the conflicting parties and the main players at various levels without going into the details of the relations between them). The conflict pyramid is an appropriate tool for analyzing the various levels of conflict and identifying the key strategic parties (entities and figures) to work jointly to influence the conflict. The conflict pyramid is based on differentiating between three levels of the conflict transformation process (top, middle and grassroots levels).

1. Level one (top-level)	2. Level two (mid-level)	3. Level three (grassroots level)
• Political, military and security leaders. • Representatives of the central government. • Religious authorities at the central level. • International donor organizations.	• Figures (social, historical or academic). • Religious authorities at the governorate and district levels. • Leaders of CSOs.	• Local leaders. • Members of CSOs. • Youth and women groups. • Local peace activists. Objectives

• Identify the figures capable of making crucial decisions at each level of the conflict.

• Identify promising partners at each level.

• Review the working strategies of the development group to include appropriate activities and events for each level of conflict.

Usage steps [46]:

1- Draw a pyramid in the middle of a large sheet of paper, and then divide the pyramid into three levels (top, middle, and grassroots).

2- Divide the pyramid of the conflict into two longitudinal parts by drawing a dividing line from the top to the base of the pyramid. The pyramid is now equally divided longitudinally into two parts - a right part and a left part.

3- Represent the parties on the right and left of the pyramid and at each level. At the right of the pyramid are the parties to the conflict, and at the left of the pyramid are neutral figures who seek/or have the ability to reconcile and resolve the conflict. At

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(46) Ibid. Eng. Abdulaziz Radman - Training Manual in Conflict Sensitive Development – Yemen Partners Organization

each of these levels, we can find important figures and entities that have an impact, whether at the top, down or horizontally based on their specific relations with various figures, entities and parties at each level or within the same level.

4- Determine with the meeting attendees at what level the conflict exists. There can be parties directly involved in the conflict, those who seek to fuel it, or parties who seek to reach a reconciliation between conflicting parties, and it is in their interest to resolve the conflict at the three different levels.

5- Discuss with the attendees how to mobilize the components of each level and each section (names of entities, organizations and important figures). These parties and figures are directly involved in the conflict (on the right side of the longitudinal line) as well as parties and figures who are not involved in the conflict but are working towards ending the conflict (on the left side of the longitudinal line) and at every level, which can be used to influence the conflicting parties to.
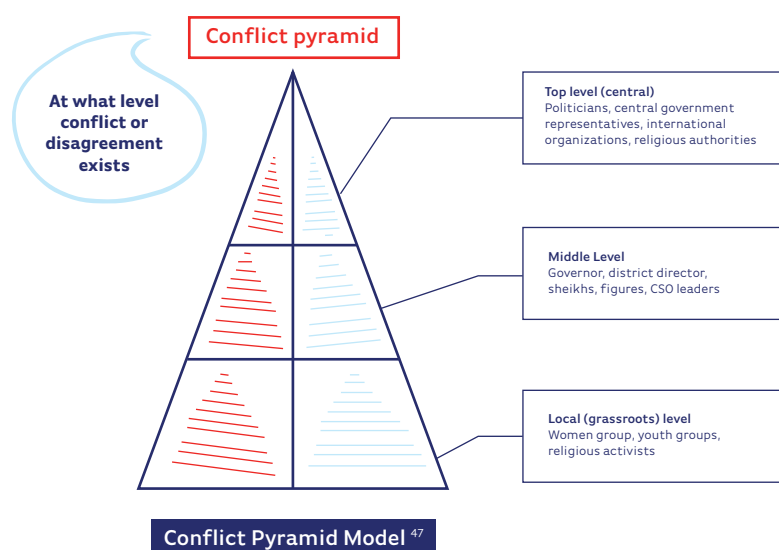
6- If there are vacillating parties or figures, their names should be written along the line that divides the pyramid into two longitudinal parts. This is an indication that the behaviors and activities of these parties and figures can be influenced and pushed to the left side to become elements of conflict resolution and peacebuilding.

7- The form of relations and influence between different figures and parties at different levels is represented by upward, downward and rightward arrows. This will open the discussion on how to use these relations and influence in pushing some of the main conflicting parties to move from the right to the left side of the pyramid, in the sense of moving from a party involved in the conflict to a party working to find opportunities for reconciliation.

8- Discuss forms of relationships between levels as well as between the right and left sides.

9- Write the entity you belong to at the appropriate level of the pyramid.

10- Discuss with the attendees the possibility of expanding the relationship of your entity to include relationships with the rest of the levels as well as with the two sides. Also, identify new relationships that should be established.

Conflict pyramid

At what level conflict or disagreement exists

Top level (central)
Politicians, central government representatives, international organizations, religious authorities

Middle Level
Governor, district director, sheikhs, figures, CSO leaders

Local (grassroots) level
Women group, youth groups, religious activists

Conflict Pyramid Model [47]

(47) Previous Reference: Eng. Abdulaziz Radman - Training Manual in Conflict Sensitive Development – Yemen Partners Organization

4

Conflict Tree Tool

The conflict tree is a key tool in conflict analysis. It clarifies the relationship between the causes (the roots), the conflict issue (the trunk), and the conflict consequences (the branches). It is preferable to use this tool with groups, not individuals, to stimulate collective discussion about the underlying causes of the conflict, its effects and consequences. It also helps to reach agreement on the main problem, understand the links between the causes, effects and consequences, and identify conflict issues that can be addressed.

a. Dynamic factors: represent branches and leaves, including forms of communication, level of escalation, relationships, etc. The dynamic factors involve a short period of time, where reactions to intervention are quick and sometimes unpredictable.

b. Issues or problems, and core of the conflict: represent the trunk of the tree, which is the conflict issue talked about publicly by the conflicting parties, including the surface issues/problems and the main "subject" of the conflict.

c. Structural factors: are the root causes representing the roots of the tree. They are the main causes and sub-causes of the conflict, and they are difficult to be influenced in the short term.

Objectives

- Identify to what extent the causes of the conflict issue and its implications are understood.

- Dig deeper in the process of analyzing the conflict issue through linking the conflict issue, the causes and effects.

- Help identify what solutions can be implemented now and what solutions require external assistance to be implemented.

Usage steps:

- Identify the conflict issue to be resolved (what is the conflict issue?).

- Write the conflict issue inside a rectangle in the middle of a large sheet of paper.

- Discuss the causes of the conflict issue (Why did this conflict occur between the parties?) Whenever a cause is mentioned, it is written on a separate card until no further reasons and causes are mentioned.

- Put the causes cards below the conflict issue in a specific order according to the causal relationship.

- Identify the causal relationship and the conflict issue and link them using arrows (What is the causal relationship?). The arrows start from the causes to the conflict issue.

- Discuss the conflict effects and consequences (conflict dynamics), (What are the conflict effects and consequences?) Whenever an effect/consequence is mentioned, it is written on a separate card until no further effects are mentioned.

- Put the effect/consequence cards on the conflict issue in the right places.

- Identify the relationship between the conflict issue and the effects/consequences and link them using arrows.

- Follow these steps with each conflict issue to be mediated for resolution.

Note to facilitators:

There is no "right" or "wrong" when the community mentions the causes and effects. Rather, it is according to what the working groups deem appropriate, as the elements and how they are interpreted can vary according to the conflict itself, and may change over time as well. However, the facilitator should try with the group to create a kind of shared sense of conflict as perceived by the group as a whole.
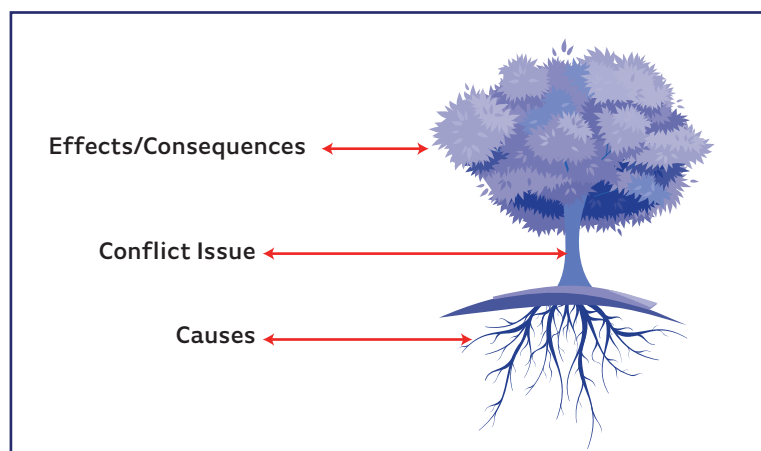
5

ACCP Conflict Analysis Tool[48]

It is a simple, easy and flexible tool used in local mediation in particular, and in complex and constantly changing circumstances. It enables mediators to carry out a detailed study of the conflict that can be built on, developed and updated. This tool is based on a basic principle, which is to classify the information we have about a conflict into four baskets (Actors, Content, Context, Process). The information is collected according to the classification of the four baskets and is adapted according to the variables that affect the conflict and the mediation process.

Objectives

- Identify the conflicting parties, those who influence it and those who are affected by it.

- Identify the conflict issue, causes and effects.

- Identify the circumstances of the ongoing conflict and identify the factors affecting and affected by the conflict.

- Identify the processes that have attempted to resolve the conflict and their outcome.

- Identify the relationship between the sections, i.e., parties, content, context and process.

Usage steps:

1- Define the purpose of mediation: Why do we analyze?

2- Write the topics associated with the four baskets: parties, content, context, process on colored cards in a simplified, horizontal, general and comprehensive manner.

3- Ask questions and dive deeper into each element. Identify matters related to conflict, including those that affect conflict directly and indirectly, using the conflict analysis (four baskets). For example:

- Parties: Identify, analyze and understand the parties to determine who should or should not be at the mediation table.

o Conflict map: focuses on the conflict actors and the relations between them. This tool is good to start analyze a conflict and enables highlighting power asymmetry through the relative size of the circles representing the parties. The phenomena of hostility and alliance can also be expressed through the use of lines.

- Content: Identify key conflict-related issues, and analyze and understand the issues through the use of the conflict tree.

o The conflict tree is a tool used to understand the conflict issue, the direct and indirect root causes of conflict, and the immediate and long-term effects/consequences, both

on the conflict parties and on community as a whole.

- Context: Understand and analyze the conflict-related context, we analyze and understand the context through the tool of the Chronological and time line of events that the conflict has passed through and pay attention to the events. Are there opportunities to push the mediation forward and are there any potential and specific risks that may negatively affect the mediation process.

o Chronological and timeline tool: allows to recount and understand the historical context of a conflict by recounting events and learning about the circumstances of the conflict.

- Process: Identify the best methods to be followed to reach the objective; understand and analyze other experiences and interventions that have already been or are still in place to resolve the conflict, and determining what worked and what did not work through the timeline tool.

4- Examine the map developed in light of the desired objective to have in-depth understanding. This will help design the mediation process. Specific questions can be asked (what? why? how? who? and when?) in each of the four baskets as well as around the intersections between them.

5- Update, develop and adapt the analysis during the mediation process according to the variables that occur in the four baskets.

6- Update the objective if needed.

Conflict Analysis using ACCP

Parties
+
Content
+
Context
+
Process
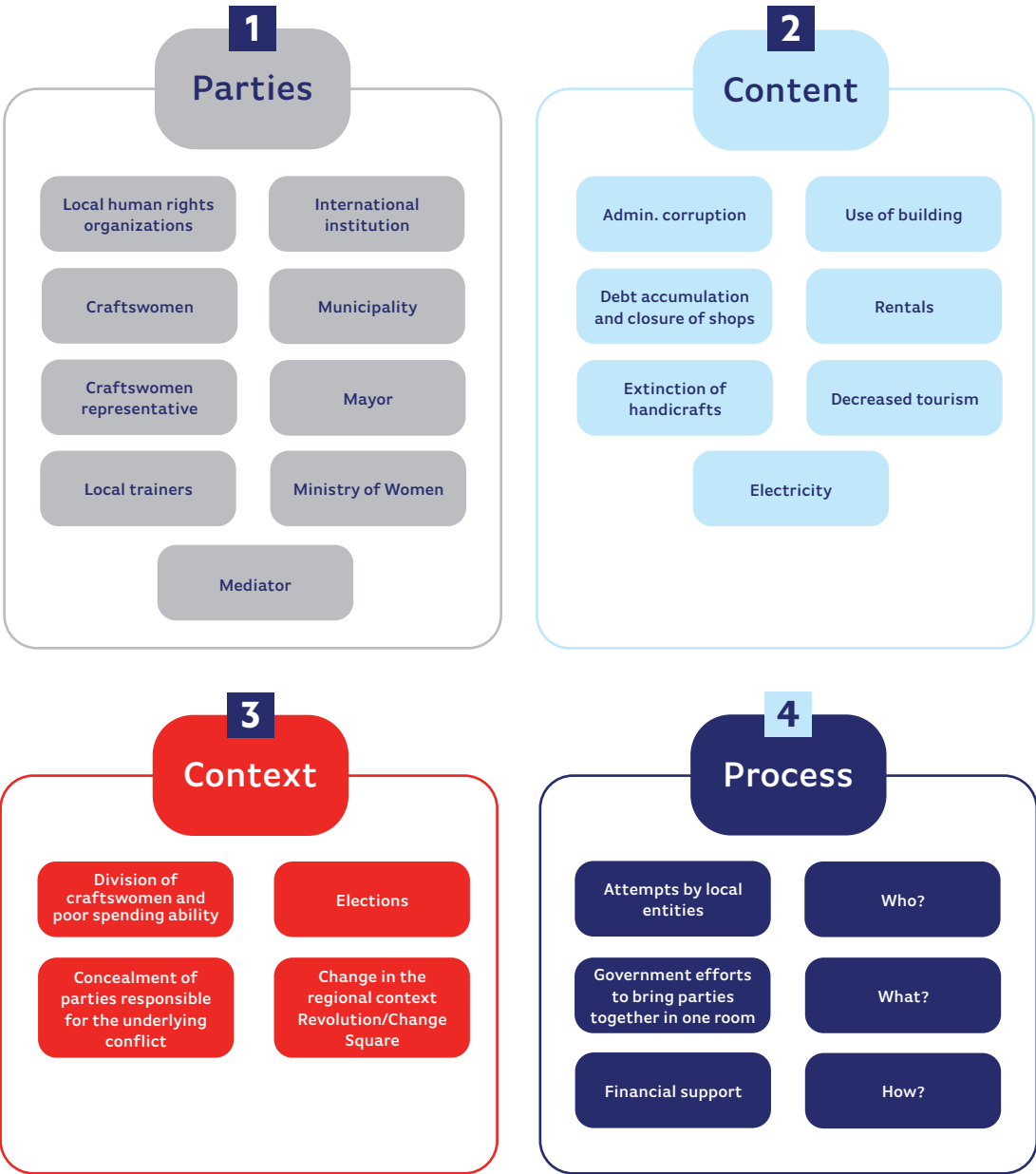
Objective of the analysis process
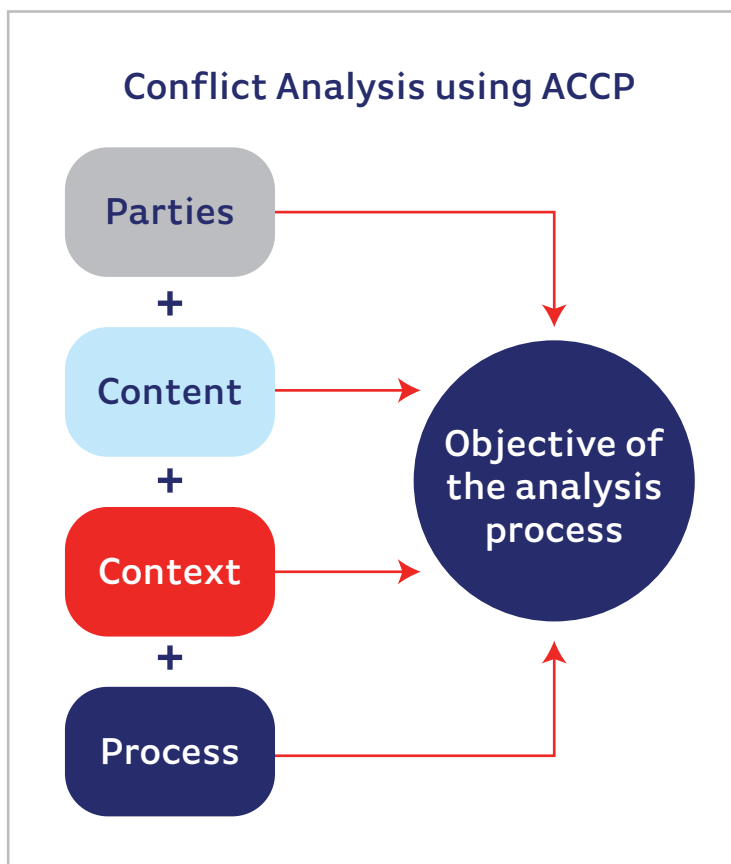
Important note

When using the ACCP tool in conflict analysis, no information about the conflict should be neglected because this tool draws on the accumulation of knowledge.

Objective
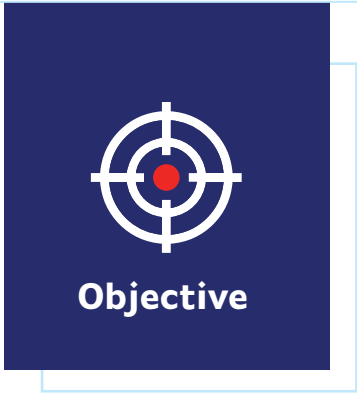
To preserve the city's traditional handicrafts and the economical use of the building

ACCP Conflict Analysis Tool

1 Parties

Local human rights organizations	International institution
Craftswomen	Municipality
Craftswomen representative	Mayor
Local trainers	Ministry of Women
Mediator	

2 Content

Admin. corruption	Use of building
Debt accumulation and closure of shops	Rentals
Extinction of handicrafts	Decreased tourism
Electricity	

3 Context

Division of craftswomen and poor spending ability	Elections
Concealment of parties responsible for the underlying conflict	Change in the regional context Revolution/Change Square

4 Process

Attempts by local entities	Who?
Government efforts to bring parties together in one room	What?
Financial support	How?

Module II:
Conflict Resolution and Settlement Strategies and Methods

I. Mediation in Yemen

Introduction

Yemen has long been known for the prevalence of social norms, figures and trends that play a pivotal role in overcoming community and tribal conflicts as well as establishing peace and stability at various levels. This enormous heritage of customs and methods of conflict resolution, either through mediation, arbitration, settlements or reconciliations, is appreciated and respected by the various groups of Yemeni society. These norms thus continue to play key roles in settling conflicts and building positive peaceful relationships within and among communities at different levels.

The various components of Yemeni local and tribal community often take immediate action to resolve any conflict as soon as it occurs, whether it is individual or group. This is because the local community and tribe recognize the seriousness of consequences that may result from not intervening immediately and guiding the conflicting parties towards solving their problems using their own powers and means. Not resolving the conflict triggers more complications and wars that lead to dividing and tearing the social fabric and multiplying the resulting losses. The conflict intensity and consequences may aggravate, especially when the aggressor and aggrieved party belong to the same tribe or local community. Therefore, sheikhs, wise people and dignitaries intervene in conflict resolution, following the commonly used strategies and methods in settling and resolving conflicts. Key strategies and method include:

Traditional strategies and methods: Means used/still used by community leaders to resolve conflicts, including arbitration, Hajar, reconciliation and others.

Modern strategies and methods: they are newly developed or used to resolve conflicts such as mediation, negotiation, social dialogues and arbitration committees.

Modern strategies and methods

Traditional strategies and methods

Strategies And Methods In Settling And Resolving Conflicts

Mediation

Mediation is used across Yemeni governorates, especially in resolving intractable conflicts. It is a tool that combines traditional and modern strategies and methods used in managing, settling and resolving conflicts in an amicable manner. It is also an important strategy in peacebuilding.

Mediation involves the intervention of a neutral third party in a voluntarily manner or at the explicit or implicit request of one of the conflicting parties. This intervention aims to resolve the conflict in amicable ways.

Arbitration

Arbitration is used across Yemeni governorates, especially in resolving intractable conflicts. In this form, the conflicting parties choose an arbitrator to resolve the dispute at their request. Arbitration often has several aspects; absolute authority of arbitrator (The arbitrator has the final binding verdict); arbitration where after the verdict has been made by the arbitrator, the one who has the right shall receive all rights; arbitration where after the verdict has been made by the arbitrator, the one who requested arbitration has the right to accept the verdict or appeal it; and arbitration where after the verdict has been made by the arbitrator, the party who requested arbitration has the right to request the arbitrator to swear to God that he had no bias towards or interest with any party to the conflict. The parties shall abide by the verdict of the arbitration.

The verdict of the arbitrators shall be considered as a first instance decision and shall be appealed by the Court of First Instance.

Negotiation

Negotiation is a means that humans have practiced since ancient times. It is used for all types of issues, whether small or big. Negotiation is a channel for exchanging views between two or more parties to resolve conflicts during times of peace and war.

Negotiation is a type of dialogue or exchange of proposals between two or more parties to reach an agreement, leading to a resolution of an ongoing conflict, while maintaining common interests of parties.

Reconciliation

Reconciliation is a strategy and method used in Yemen to settle conflicts, where the mediator meets the conflicting parties and tries to converge views, and provide satisfactory compromises for all. This strategy resolves conflicts between brothers, cousins, spouses, father and son in cases of disobedience, Shighar/exchange marriage, and some inheritance cases.

Reconciliation is similar to mediation in that both aim to end the dispute amicably.

Social dialogues

It is an inclusive communication mechanism for all actors concerned with community issues. Dialogues create space for all conflicting parties to express their needs and perspectives, building a common understanding that reconciles and appreciates visions, goals and interests and working to achieve them. Dialogues are also an effective way to achieve peaceful settlement and improve relations between community members.

Settlement

Settlement in Marib Governorate involves the conflicting parties with the aim to reach a just and satisfactory solution for all involved parties on a win-win basis. It is done by mediators or arbitrators either through self-initiative or as chosen by the conflicting parties. These people should be sheikhs or social figures. The arbitrators, unlike mediators, have the right to make settlement decisions.

Judiciary

The judiciary is the first official means of resolving and settling disputes between individuals, groups and institutions. It is the competent authority across the world to consider and adjudicate in any kind of disputes, whether international or local, civil, commercial, criminal, personal or other conflicts. Judiciary in Yemen has a general mandate to control crimes and settle disputes in its area of jurisdiction. If any party disavows any claim regarding any dispute, this is considered a denial of justice, which is a violation penalized by law. Judicial work is governed by a set of principles, including justice, equality, confrontation, free of charge, and others.
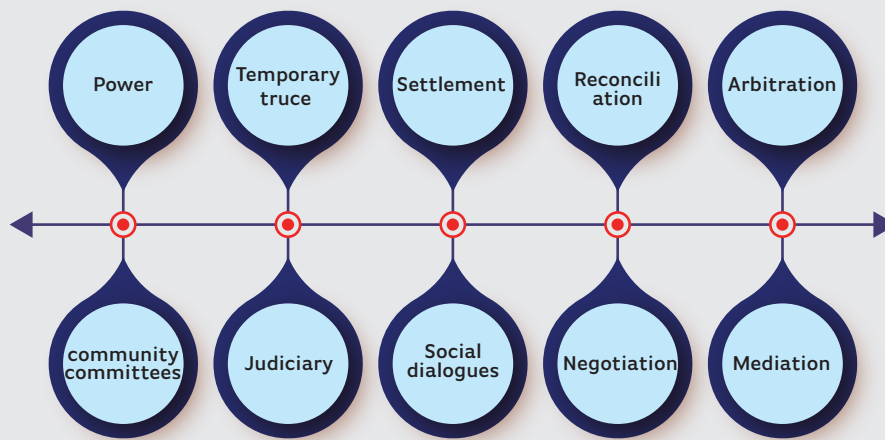
Temporary truce

It is an agreement reached by mediation to cease hostilities as well as all forms and manifestations of escalation in a conflict for a period of time to be agreed by the conflicting parties. It has multiple local names in tribal communities such as Hodnah/Fusshah/Muta'a.

community committees

It is one of the strategies located exclusively in Hadramawt Governorate, which is an old strategy that was created in villages and areas far from city centers. These committees are permanent committees whose task is to solve land and family problems, and are established by the community itself.

Power

Power may be one of the strategies for resolving conflicts. The balance of power has a role in preventing and ending conflicts. The prevailing global pattern of using tribal military force in tribal warfare has remained based on the principle of balance of power, relations, reciprocity, and equality in conditions, obligations, rights and duties when forming alliances.

Traditional strategies and methods

Power | Temporary truce | Settlement | Reconciliation | Arbitration

community committees | Judiciary | Social dialogues | Negotiation | Mediation

Modern strategies and methods

Other strategies and methods used by local community to resolve conflicts include:

- Imams of mosques are the most widely used strategies and methods because people have trust in religious authorities, and these imams are respected by the community. They also have full knowledge of the provisions of Islamic law (Sharia).

- Aqels (local community leaders) have detailed knowledge of the matters related to their neighborhoods. They have the authority of bailiffs and have experience and expertise in dealing with disputes.

- Local council members are elected pursuant to the Local Authority Law No. (4) of 2000 as amended and its executive regulations No. (269) of 2000. They are influential social figures who are highly respected by community members.

- Additionally, community often resorts to modern methods such as the police, local councils and the judiciary. These are commonly used in cities and sometimes in rural areas.

"The Yemeni legislator has played an effective role through issuing the Yemeni Arbitration Law promulgated by Republican Decree Law No. (22) of 1992 on arbitration, and was amended by Law No. (32) of 1997. This law governs the work of arbitration and reconciliation committees as well as individual arbitrators in the Republic of Yemen when resolving any disputes between individuals, groups or institutions. This law also applies to any arbitration conducted outside Yemen if both parties choose to do so. This law has 62 articles, and it allows resorting to arbitration in any dispute except arbitration of binding Sharia rules, Al-Li'an (when a spouse testifies before a judge that his wife has committed adultery), termination of marriage contracts, objecting judges and disputes related to enforcement procedures by force, other matters in which reconciliation is not permissible, and everything related to public order. The Yemeni legislator granted the arbitrators' rulings greater force than the rulings issued by the courts, **as the appeal was limited to the following cases:**

- If there is no arbitration agreement, its term has expired, or it is void according to the law.

- If one of the parties to the arbitration is incapacitated.

- If the actions are incorrect.

- If the arbitration committee exceeds its powers.

- If the arbitration committee is formed in violation of the arbitration agreement.

- If the arbitration verdict is not reasoned.

- If the arbitration verdict violates the provisions of the Islamic Sharia and public order. [49]

Importance of Local Mediation

Local mediation carried out by local mediators between the two conflicting parties in Yemen from 2018 to the end of 2023 proved more successful than international mediation, as reports indicated that local mediators exchanged more than 9,000 prisoners from both sides[50] , in addition to recovering bodies from the battlefronts. There are multiple success stories of local mediators in the mediation processes, and some will be mentioned in this part of the guide. The United Nations, on the other hand, through the Red Cross was only able to release over 3,000 prisoners [51]. This great success of local mediation in Yemen is attributed to several factors, including:

- These mediators have local legitimacy.

- These mediators have in-depth knowledge of the community and its history.

- These mediators have knowledge of the local conflict resolution methodology.

- These mediators have well-established links with the conflicting parties.

The women have also had a prominent role, alongside their male counterparts, in various exchange deals. The young people played an active role in providing technical and logistical support to local mediators, as well as CSOs that played a major role in building the capacity of local mediators, and the youth team supporting local mediation.

(49) Yemeni Traditional Dispute Tools for Disputes Resolution and the Role of Women and Men – Youth Leadership Development Foundation https://www.yldf.org/upfiles/publications/YARD2021-12-22-07-33-20-2290.pdf
(50) Al Jazeera Live, https://x.com/amir_masabi/status/1655029242433
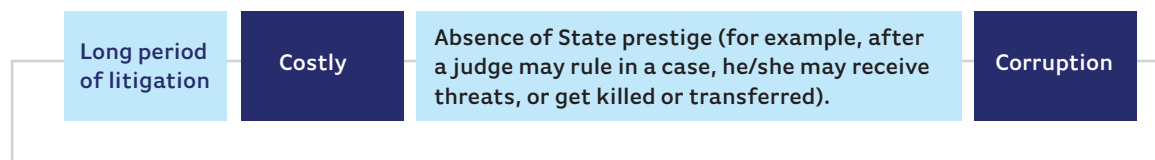(51) ibid. Al Jazeera Live, https://x.com/amir_masabi/status/1655029242433

Stages of Conflict Settlement in Yemen According to Customary "Arbitration (Norms and Customs)[52]

Stages	Concept
1 **Stopping conflict (Qar'a)**	It is the stage of serious intervention to ceasefire through several steps such as Darak and Lazam or Qar'a. If the conflict issue involves a killing, A'addal (guarantees such as cars, guns or money) is provided. In Manabah Qataber in Saada governorate, this is called Al-Hajr stage.
2 **Al-Gharres (Arbitration document)/A'addal (guarantee)**	The arbitrator/sheikh informs the conflicting parties to bring A'addal (guarantees such as guns or Jambyia "Yemeni traditional dagger with special design worn on the waist"). Then the sheikh sets a date for the parties to meet and write the arbitration document (Al-Gharres). This document is called Al-Rabbakh in Sa'dah, Al-Dhabit in Ammran, Sas at-Tahkeem in Shabwa, Al-Ridha in Al-Bayda and A'addal in Ibb.
3 **Thaqil**	The arbitrator/sheikh may in some cases request Thaqil, which is a request to increase A'addal (guarantees).
4 **Ma'd or A'ad (Dhameen/Guarantor)**	The arbitrator requests two people to act as guarantors for the conflicting parties, and it can be one person who acts as a guarantor for the two parties. This guarantor is called Dhameen/Kafeel in Saada. In the event of non-compliance by the aggressor party, the arbitrator/sheik becomes an additional adversary against the aggressor (Dhameen and Radeem in Amran and Shabwa).
5 **Da'wa and Ijabah (Claim and response)**	The Sheikh sets a date where each party submits a claim (verbally), and the second party responds to what has been claimed against him. It is possible more than one claim is submitted, and the situation between the two parties can be reversed provided that the claim be linked to the Al-Gharres (Arbitration document) to avoid bifurcation. All steps are documented at the expense of the two parties.
6 **Ala'nna (demand for evidence)**	The parties submit evidence, including documents or witnesses (demand for evidence) to prove the claim. The parties are given an opportunity to search for evidence/proofs or witnesses (documents such as land ownership for disputes over lands). This procedures is called Al-Ikmal in Amran governorate.
7 **Claim closure and response**	Each party commits (through signing a document) not to make any new or additional claim (for the purpose of ending bifurcation and procrastination). The arbitrator/sheikh examines the claim and conducts field visits to collect information, and then gives the parties a certain period of time to attend before him again.
8 **Al-Hujb/Iktifa'(setting the case for adjudicating)**	Iktifa' (setting the case for adjudicating) means no further filings would be allowed, and no further information/evidence would be submitted to the sheikh/arbitrator by the conflicting parties. In this stage, the verdict is written. This stage is sometimes called Raqam and Hukum , and it is called Hajr in Saada governorate.
9 **Tashreef or Shamlan (verdict issuance)**	The sheikh communicates with the guarantors to bring penalties and Thaqil (increased guarantees (A'addal)) to honor the verdict. This verdict represents a first-instance judgment or Al-Mannah (the end), especially if it is issued by Maragha (the most senior sheikh who has much experience in resolving conflict).This Maragha is called Sheikh Tayla or Moqadam in Hadhramaut. The conflicting parties may stipulate at the beginning of the claim that any part has the right to escalate the arbitration to Maragha of the tribe/tribes.
10 **A'akaz, Atta'akeez, An-Nadhra or Mussairah (appeal)**	A party may reject the verdict by saying, "This verdict does not honor me, Sheikh." The sheikh responds by saying: "A'kazani". Then the sheikh returns the guns or cars, the verdict and relevant documents, along with a letter from this sheikh to Maragha. The letter should read: "To Maragha, this is my ruling, which is fully presented to you, and you have to read it or cancel it, with a closing word "Ondhorni" (for your review). This stage is called Naqd (Criticism stage) or quashing the verdict in Hadramaut, and it is called Al-Marjah in Ibb.
11 **Verdict execution**	This stage involves implementing the verdict, and it is sometimes called Massaq or Qano' stage in Souq Saada area.

(52) Qutub Mohammed AbdulHafidh, Trainer's Guide for Conflict Handling and Social Peace Building Program, November 2012 – Islamic Relief Organization – Yemen.

Litigation in Conflict and Its Challenges in Yemen

What are the difficulties facing the official judiciary in Yemen?

| Long period of litigation | Costly | Absence of State prestige (for example, after a judge may rule in a case, he/she may receive threats, or get killed or transferred). | Corruption |

Difference Between a Mediator and Arbitrator in Yemeni Community (Reference: Sheikh Yahya Al-Qubani)[53]

Comparison basis	Mediator	Arbitrator
Impartiality	Impartial	Impartial
Way of involvement in the case	A self-initiative due to kinship or presence at the time of conflict (if you see something, say something), or out of a desire to be involved in the conflict or at the request of another party.	The opponents choose the arbitrator, who is not connected to any of the parties. Sometimes, the sheikh may not be consulted before chosen as an arbitrator for the conflict.
Binding decision	What is issued by the mediator is not binding.	What is issued by the arbitrator is binding on the parties who endorsed/approved him. By accepting the arbitrator, it is a testimony to his impartiality.
Basis of acts/decisions	Customs and norms, but may override/go beyond them since the mediator is not obligated to follow them.	Totally bound by undocumented and commonly applicable customs and norms. Any violation of these may render the verdict null and void, and then his verdict is appealed (Atta'akeez).
When both parties are unsatisfied	If the mediator cannot reach a reconciliation, he/she should not leave the parties in tension to avoid escalation. In this case, the moderator should help the parties choose a sheikh to act as an arbitrator (using A'addal (guarantees)).	The verdict of the arbitrator is appealed (Atta'akeez) or the arbitrator may force the parties to implement his verdict through the guarantors, if the written verdict does not allow appealing, and the arbitrator has been given full authority to rule the case.
Renumeration	The mediator does not receive any renumeration, unless: 1-The parties decided to give him. 2-If he/she referred the parties to an arbitrator, and the mediator turned into a notary.	The arbitrator may charge any amount of renumeration, and the parties are fully obligated to pay no matter how high the payment is.

(53) Ibid, Qutub Mohamad Abdel Hafeez Trainer's Guide for Conflict Handling and Social Peace Building Program November 2012 – Islamic Relief Organization – Yemen

Practical Conflict Resolution Steps Through Local Mediation in Yemen (Track III)

1) Selecting a mediator

A trusted and impartial mediator with a good reputation in the community is selected. The mediator may be chosen by the conflicting parties or whoever present themselves as mediators and the conflicting parties accept and endorse their mediation role.

2) Preparation and Communication:

This step involves analyzing the general context of the conflict issue in a systematic manner, and contacting the conflicting parties for individual meetings.

3) Holding the first one-to-one meeting with each conflicting party:

In this meeting, the issue of the conflict is identified, and the mediator gets acquainted with the positions, interests, needs and concerns of each conflicting party.

4) Holding the first joint meeting between the conflicting parties:

In this meeting, the mediator facilitates dialogue in light of the dialogue rules and encourages the conflicting parties to raise the conflict issue, each from their own point of view, with full credibility and accuracy.

5) Seeking the assistance of specialists if the conflict case so requires, under the supervision of the mediator:

In this step, specialists who conduct technical studies related to the conflict issue are consulted.

6) Holding the second and final individual meeting with each conflicting party:

In this meeting, the outputs and results of specialist report on the conflict issue are discussed, and the mediator encourages the conflicting parties to propose solutions to settle the conflict from their perspective.

7) Holding the second and final joint meeting between the conflicting parties:

In this meeting, the conflict solutions reached by the conflicting parties are presented and agreed by both parties, with reconciliation between the parties.
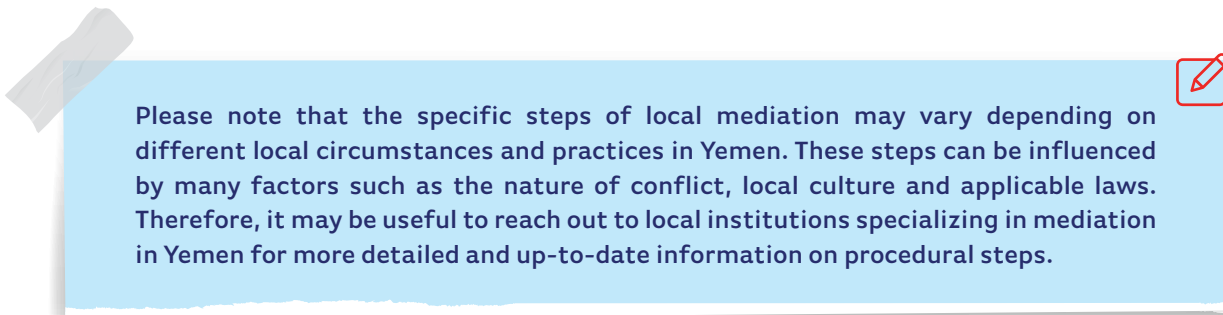
8) Signing the minutes of the agreement by the conflicting parties and in the presence of all attendees.

Practical Mediation Steps for Exchange of Prisoners, Detainees and Dead Bodies in Yemen (Track II)

1) The mediators communicate with the conflicting parties to identify the needs of each party in general as well as the priority needs to be mediated and their significance to the parties.

2) The mediators collect data on the mediation issue that represents a priority for the conflicting parties, and reach a clear and comprehensive idea about it.

3) Based on the results of data collection, the mediators develop a proposal commensurate with the demands and needs of each party regarding the exchange deal in a balanced manner.

4) Present the mediators' proposal to the conflicting parties to review it and give their comments and responses on what they agree or object to and what their proposals are.

5) Mediators receive feedback from the conflicting parties on the submitted proposal to finalize the mediation process on the exchange of detainees or bodies.

6) Based on the observations and responses of the conflicting parties, the mediation team shall amend the proposal in a balanced manner and in a way that contributes to ensuring the approval of the parties.

7) The mediators shall present the amended proposal, after incorporating all observations and responses in a balanced manner, to the conflicting parties for review and finalize the mediation process.

8) Mediators receive the final responses of the conflicting parties and list the remaining points of disagreement.

9) The mediators develop proposals for solutions to the remaining points of disagreement and present them to the conflicting parties to sign the final agreement.

10) Implement the agreement and complete the exchange deal for prisoners, detainees and corpses under the supervision of mediators.

Please note that the specific steps of local mediation may vary depending on different local circumstances and practices in Yemen. These steps can be influenced by many factors such as the nature of conflict, local culture and applicable laws. Therefore, it may be useful to reach out to local institutions specializing in mediation in Yemen for more detailed and up-to-date information on procedural steps.

Success Stories in Local Mediation
(Track II)

Example of a local mediation success story in Taiz Governorate:

❖ **A permanent agreement of immediate exchange and recovery of bodies from battlefronts after ceasefire**

Amin said, "I will mention the most notable mediations that I have carried out personally without the support of any party in 2018. The effects of these mediations are still in effect today, including continuance exchange and recovery of bodies from battlefronts. It was very difficult to deal with battlefronts and military leaders before 2018 regarding the recovery, exchange or handover of bodies. With self-initiative, I started communicating with the leaders of the two parties in each battlefront and was able to arrange an agreement to recover and handover the bodies immediately after the clashes calmed. The two parties agreed to the agreement content that I drafted, and this agreement came into effect and implemented during the fighting in Taiz City. After the success of the agreement, the military leaders of the two parties circulated it across all battlefronts in the governorate. The parties were contacting me in every process of recovery and exchange of bodies. Until today, along with my team, we go to the battlefronts, recover the bodies and hand them over across all battlefronts. This success came as a fruit of my continuous efforts to mediate in this file since the outbreak of war in Taiz. I consider it as the most important success I have ever made as a local mediator."

❖ **A successful exchange of 155 prisoners and 10 corpses between the two warring parties**

The mediator Amin al-Moghaddam added, "I also led another equally-important mediation in Hodeidah. This mediation was a success and a unique experience in my work as a local mediator. In this mediation, I worked on opening a road at the third point of liaison (Kilo 16 – Hodeidah) for the exchange of prisoners and corpses between the two parties (Ansar Allah and Legitimate Government). Before this mediation, there were no open roads to facilitate the exchange processes, and the distance was long with a detour around the west coast and Mokha, and then return to Taiz to transfer the prisoners and corpses to be exchanged. This road, at the point of liaison, was the only place where the exchange of corpses and prisoners took place during the signing of the Stockholm Agreement. The conflict was then fierce as warring parties attempted to take control of the city of Hodeidah. Thanks to my mediation experience and the trust I enjoy with the two parties, I took the initiative to open this road and implement an exchange of prisoners and corpses. This mediation was implemented in coordination with the supervisors of security points from both parties, and the officials of prisoners and corpses exchange file, as well as in coordination with the Office of the UN Special Envoy for Yemen and the Head of the United Nations Mission to support the Hudaydah

Agreement led by Gen. Abhijit Guha. In this mediation, I succeeded in exchanging 155 prisoners and 10 corpses from both parties, which is documented in news websites as well as in videos of press reports. This process was carried out from October 2019 to June 2020 with self-efforts, with some facilitation and support from the parties, but I was mainly not supported by any party."

Example of a local mediation success story in Marib governorate:

Saleh Al-Ashwal, Jum'an, Yasmin Al-Qadhi, Intisar Al-Qadhi and Naji Ash'al are members of the local mediation team in Marib and Al-Jawf. Through their local mediation efforts between the two conflicting parties (Ansar Allah "Al-Houthi" and Legitimate Government), they have succeeded in recovering and exchanging more than 1,500 corpses. Their efforts have always been successful since the beginning of their work in community mediation in early 2016 until today. They have successfully mediated the release and exchange of 700 prisoners and abductees between Ansar Allah "Al-Houthi" and Legitimate Government.

A case study on the participation of women in conflict resolution

❖ **Mrs. Sumaya Al-Hussam, one of the local mediators in conflict resolution in Hajjah governorate.**

Sumaya had an experience in resolving a dispute in Hajjah governorate between Beit Al-Qa'idi and Bani Badr tribes. This dispute has been in play from 2002 to 2012 over an arable piece of land. This dispute was exploited by political parties at the time to reap some benefits. This conflict escalated into an armed conflict from 2012 to 2016, and left 60 dead, including children, and 132 wounded, including women. After participating in the National Dialogue Conference, Sumaya realized that peace can only be realized in Yemen at the local before the national level. When she learned about the conflict in her hometown Hajjah, she felt responsible and started her peace efforts. At that time, she thought that she might be able to solve the conflict. Sumaya began communicating with previous mediators to learn about the roots and dimensions of the issue as well as the strengths and weaknesses of the conflicting parties. She also communicated with the conflicting parties. She then visited the governor of Hajjah, who praised her positive interaction and formed a committee on the day of the visit to resolve the issue. Each party chose an arbitrator and met with the committee in charge of resolving the case. Everyone wanted to know Sumaya Al-Hussam to see the woman who seeks peace. It was planned that after meeting with Sumaya, the parties would go to another room to discuss the issue. Yet, everyone was surprised that Sumaya Al-Hussam joined their discussion, and no one objected the presence of a woman among them. Even during the discussion, Sumaya implored the parties to resolve the issue and used the tribal term "Weslatkum" by taking off and throwing the scarf she was wearing on her shoulder. A truce was agreed between the parties, and a security committee was formed with support from Abu Ahmed Al-Houthi, who was the head of the Revolutionary Committee at the time. When asked about the reasons for resolving the issue, Sumaya confirmed that the conflicting parties have reached a full conviction to resolve the issue, and she praised their active contribution along with all mediators and officials.

Success Stories in Local Mediation
(Track III)

❖ **A success story of the local mediator Yasmin Al-Qadi from Marib:**

"I, personally, with the help of sheikh and the customary authority Saleh Al-Ashwal, intervened to resolve a conflict between two women belonging to two families in Al-Juba district. These two women quarreled during fetching water from the already scarce water source. This quarrel escalated into a violent conflict when one of these women hit the other, wounding and shedding her blood. This incident prompted the family members of the wounded woman to mobilize arms, with the second family doing the same to respond to any potential attack. This incident occurred when I was in the area and was asked by the family of the aggressor woman to intervene as a mediator. I agreed and I contacted the other party and presented the offer of the family members of the wounded woman, as well as how I would deal with this conflict as a neutral party. I will not impose any solutions, and I will rather work to help them reach and agree on solutions. They agreed, and I started listening to the testimonies of women who were present at the water source. During these stages and the requirements of the joint men's group sessions, it became clear to me that I needed help from a male local mediator. So, I informed the dignitaries from both families about my suggest, and they suggested that I communicate with sheikh Saleh Al-Ashwal. Then I contacted him, and he agreed to intervene. After that, we took A'addal (guarantees) from both families, and collectively, witnesses were heard who made it clear that there was a deliberate assault by the woman from the first family on the victim from the second family. After the family of the aggressor woman was convinced of the testimonies, they publicly apologized to the family of the wounded woman and committed to paying Ersh (financial compensation based on the severity of injury) and Hajar (when one party provides sheep/cattle to the other party to get his pardon). The family of the wounded woman accepted the apology, and accepted the Ersh, but waived the Hajar. We then wrote the document of agreement and had it signed by the conflicting parties, and the attendees were the witnesses as well as we as arbitrating mediators. Personally, I decided to repeat this same event in a women's meeting that gathered both women along with other local women to ensure the non-occurrence of this attack. I held this meeting in my house, and an apology was made with kissing the forehead of the assaulted party, and the two women shook hands, and the meeting was filled with feelings of friendship.

A success story for the local mediator Nahla from Aden governorate:

Nahla, a 42-year-old local mediator in conflict resolution in Aden governorate, works as a teacher in one of the schools in Aden governorate. She belongs to a conservative family living in an environment where strict customs and traditions as well as restrictions on women are prevalent. However, Nahla strongly believed in the importance of women's participation in decision-making despite facing many social,

cultural and political obstacles that prevented her from achieving this. With all these challenges, Nahla did not lose hope and was able to break the ironclad wall of customs and traditions with her wisdom. She started taking simple steps, as she convinced her family to be a volunteer in community committees with an administrative task, entry of data related to conflict issues away from conflict resolution. This simple step unlocked the way for Nahla. While Nahla was working as a volunteer, actively recording data, one of the magazines published three success stories of women who worked in mediation and conflict resolution. One of them was a pregnant woman who was in her ninth and last month, but this did not prevent her from participating in conflict resolution in her local community. Her story went viral on social media platforms after publication. The public even asked to make hard copies of her story and distribute it to offices so that they could buy it and read it with their families.

Nahla commented, "The story of the pregnant woman and the positive comments encouraged me to convince my family and husband to allow me to participate in the committees to resolve conflict issues and find appropriate solutions." She said, "In a short period of time, I contributed to the resolution of some family disputes, and prevented a forced marriage of a minor from happening."

Nahla added confidently, "Now, I no longer care about people's negative opinions as long as I am convinced of my decisions, and I take the necessary steps to achieve my dreams with the participation and contribution of my family, who provide me with my support and help in resolving conflict issues and contributing to building social peace."

II. Negotiation Skills

Introduction

When we hear or think of the term "negotiation", it is often linked to business, money and investment, but it is also a life skill that we practice every day in our family relations, social interactions, scientific and practical life. It is also a key skill that the mediator must have and needs in settling and resolving conflicts in which he/she intervenes. Negotiation skills help provide a constructive and cooperative framework for the conflicting parties and make them think of each other as allies instead of enemies, thereby reaching fair and creative solutions that satisfy the needs, goals and interests of all parties.

The Concept of Negotiation

Negotiation is a process of communication and discussion between two or more persons/parties with a common interest, where they examine different alternatives to reach acceptable solutions and a satisfactory agreement on the exchange of interests or conflict resolution.

It is also a means of resolving conflicts involving the conflicting parties having discussions voluntarily and freely in an attempt to develop a solution or an understanding that satisfies the parties and their needs and puts an end to the conflict that is likely to escalate. The success of the negotiation depends on the willingness of each party to make a concession; otherwise, the negotiation becomes a mere waste of time or a disguised attempt to impose a solution by a party on the other. Negotiation requires a strong personality that combines smoothness and statesmanship, listening skills, effective communication, creating a friendly atmosphere, speaking politely, persuasion, mutual respect and patience.

The negotiation skill aims to enable mediators to:

- Understand negotiation and its stages.

- Understand the conditions that ensure the success of the negotiation process.

- Obtain a peaceful approach to resolving conflicts and concluding understandings and agreements.

Negotiation differs from dialogue by assuming that there is a disparity that one party seeks to achieve for itself in interaction with the other party, and that it is a way to reach a partnership in professional life.

Benefits of Negotiation

• Eliminate disagreements and resolve conflicts.

• Minimize losses and share interests.

• Maximize gains, benefits, and achievements.

• Create a safer environment.

Components of the negotiation process

1- Negotiating parties.

2- Negotiation issue.

3- Negotiatation willingness.

4- Common interests between the negotiating parties.

5- A desire to negotiate.

6- Belief in the importance of dialogue.

Negotiation stages[54] :

The negotiation process has four stages, which all require the aforementioned skills. The negotiating parties need to determine in advance the desired outcome and the maximum concessions that can be made. These stages are:

Exploration, bidding, bargaining and agreement.

1- Exploration: involves exchanging information, trying to understand each other, and creating interest in the feasibility and possibility of reaching a mutually satisfactory agreement.

2- Bidding: Each party shall present its vision for solutions and suggestions, and this requires knowledge of all elements of the issue/subject and the importance of reaching a happy conclusion.

3- Bargaining: Each party analyzes and compares mutual concessions and gains and tries to converge solutions and mitigate divergence.

4- Agreement: involves reaching an understanding and start work to ensure implementation.

Key pillars of a successful negotiation process

1. Separate humans from problems.

2. Focus on interests rather than conflicting positions.

3. Seek alternatives that achieve common interests.

4. Rely on objective criteria.

5. Identify the best alternative if no agreement between the negotiating parties is reached.

Basic rules of negotiation

- Participants should have the power to make decisions and to ensure that they are implemented.

- The topic should be negotiable, which stimulates the desire to compromise or meet halfway.

- Prepare for negotiation by compiling a complete file on the elements of the issue being negotiated.

- Focus on the problem and needs of each party instead of focusing on people.

- Expand options to achieve gains that meet the needs of the parties.

- Fix some points of agreement, build on them and continue the negotiation process.

Comparison between Competitive and Collaborative Negotiations

Along with collaborative negotiation, in which the desire to reach an agreement is a pivotal factor in the success of the negotiation process, there is also competitive

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negotiation that leads to the deterioration of future relations between the parties. The basis for competitive negotiation is to drive the negotiation by one party towards achieving its own full interest and thus inflict loss on the other party, or the surrender of one party due to the imbalance in power and thus enabling the other party to achieve its own goal. The table below illustrates some points of difference between collaborative negotiation and competitive negotiation.

| Collaborative negotiation	Competitive negotiation
The resource is unlimited and interests are intersecting	The resource is limited and the interests are contradictory
Getting to know the other party closely and understand its needs	Using the maximum target as an opening position
Win something, lose something	Win all or nothing
Maximizing the interest of both parties	Surrender for being the weaker party
Multiple solutions and flexibility	Unilateral or partial solutions, offensive attitude
Open style, transparency and honesty	Offensive style with secrecy and disinformation
The other party is a partner	The other party is an adversary and perhaps an enemy
Negotiation is a station on the road to consensus	Negotiation is a show of strength and reconciliation is not important[55]

Practical Steps for Negotiation

• Identify our negotiation objectives.

• Collect and analyze information about negotiated subject and the other party.

• Develop a negotiation strategy to help you:

- Identify what to be negotiated and what to accept as a compromise.

- Identify the options you will present when negotiations reach an impasse.

- Set a ceiling for the concessions you will make.

- Evaluate the tactics you will use during negotiations (asking for too much to get what you want).

• Engage in dialog with the other party using persuasive techniques to ensure a win/win outcome.

• Find solutions that satisfy a win-win outcome.

III. Communication and Dialogue Facilitation Skills

Definition of Communication

- Transfer and exchange of information to consolidate thoughts and concepts agree, and to make decisions to resolve conflicts.

- Share facts, ideas, opinions and feelings through sending and receiving processes between the two parties.

- Communication is the process by which information, meanings and ideas are transferred from one person to another or others in a manner that achieves the objectives of mediation.

Communication Process Flow
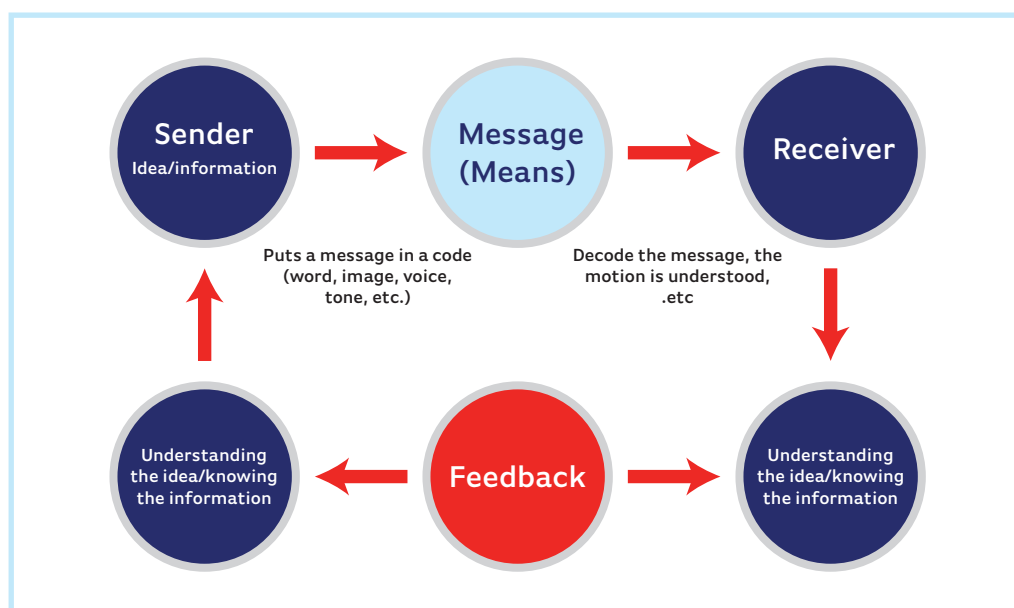
Sender:

It is the person who conveys the message via the communication channel to the receiver.

Message:

It is the subject or content (meanings or ideas) that the sender wants to convey to the receiver, usually expressed in linguistic, verbal or non-verbal means or both.

Communication channel/means:

It is the way or means by which a message is conveyed from the sender to the receiver.

Receiver:

It is the person to whom the message is directed and receives it through one or all of his/her five senses (hearing, sight, smell, taste and touch) and then interprets its symbols and perceives its meanings.

Feedback (or response):

It is the response of the receiver to the message of the sender according to his/her awareness of its meanings and his/her interpretation of its symbols.

Communication environment:

It is the environment in which the communication process and its external or subjective influences take place.

Communication Importance:

– Achieve the objectives that contribute to the process of conflict resolution as well as contribute to the development process and alleviate the suffering of the conflicting parties and the local community.

– Communicate the voices of local communities to decision-makers in local authorities and humanitarian and development international and local organizations.

– Help in the transfer of data, information, statistics and concepts related to conflict issues, local community problems and needs as well as the transfer of strengths, weaknesses, opportunities, available resources, threats and risks.

– A fundamental necessity in guiding and changing the individual and collective behavior of the conflicting parties.

– A meaningful means to ensure interaction and mutual exchange of ideas and solutions.

Communication Types

– Verbal communication includes oral communication and written communication.

– Non-verbal communication includes visual communication.

Basic Communication and Dialogue Facilitation Skills

1. The word (7% of the message delivery).

2. The voice and tone (38% of the message delivery).

3. The image (55% of the message delivery).

First: Words (7% of the message)

1. The rhythm and bell of the word and its agreement with the context.

2. Words depicting and embodying the idea.

3. Selection of words, phrases, linguistic structures and clear statements.

4. Avoid specialized technical words.

5. Avoid vulgar words.

6. Avoid filler words.

Second: Voice and tone (38% of the message)

Voice and tone skills:

1. Pitch (high/low).

2. Pace of speech.

3. Tone of voice (sharp, soft, thick).

4. Pause and silence.

Sound pitch

1. Change the pitch to get attention.

2. Speak in a low voice to emphasize a sentence.

3. The loud voice is frivolous and the low voice is stressful for the hearers.

4. Vary pitches in one sentence to highlight the intended meaning.

Speech pace

1. Speak quickly when the information is common.

2. Speak slowly for new information or to emphasize the meaning and importance of the speech.

3. Different parts require different paces.

4. Take into account the level of hearer comprehension.

Sound tone:

1. The low tone fits the emotional display and influence.

2. The high tone is suitable to show enthusiasm and joy.

Pause and silence:

1. A factor of acoustic effect.

2. Organize and plan your pauses.

3. The most terrible thing is the speaker who does not pause for a moment.

4. Pause and silence draw the attention of hearers.

Third: The image (55% of the message)

1. Pause and movement.

2. Gestures.

3. Face expressions.

4. Eye contact.

5. The outfit/dress.

6. Visual aids.

Posture and movement:

1. Keep the feet and arms apart.

2. Stand upright and moderate.

3. Distribute your weight evenly.

4. Avoid jumping and dancing movements.

5. Move and keep moving for reasons without exaggeration.

6. Stand facing the participants and do not speak with your back to them.

Gestures and body language:

1. Use your gestures to explain what you want to say.

2. Be normal in hand signals without exaggeration. Exaggeration may cause confusion.

3. Avoid gestures that show tension.

4. Fully face the one speaks to you..

Face expressions:

1. Keep a smile on your face and avoid grimacing.

2. Employ facial expressions to embody the idea without exaggeration.

3. Turn your face towards your audience and not towards your means or tools.

4. Show comfort and pleasure.

Visual communication:

1. It helps you to:

- Audience calibration.

- Maintain audience contact with you and your management of the dialogue.

2. Look at the face or over the head and not directly to the eye.

• Outlook/dress

1. It should show your personality.

2. It should fit with the attendees.

3. It should fit your social status.

4. It should fit your size.

5. The colors should be consistent.

6. It should be suitable for hot or cold weather.

Visual aids:

1. There is a saying that reads: "I forget what I hear - I remember what I see - I understand what I do."

2. A picture is worth a thousand words.

3. Use the image to improve, not cancel your role.

4. It is a way to attract and increase attention.

Dialogue Facilitation Skills:

Facilitation skills help to bridge the gap between the message and the community members (conflicting parties).

Concept of Facilitation:

Facilitation is a way of leadership without imposing authority. The facilitator's job is to make the members of the group (conflicting parties) take the responsibility to discuss and agree on an issue, or at least to reach a common understanding of the issue and their related positions and interests.

Dialogue Facilitator:

A person (mediator) who helps the conflicting parties in the dialogue groups to present their ideas and opinions and encourages them to discuss the topics raised for dialogue in the best possible way. This person will not have any direct interest in the dialogue outcome and should be impartial to any of the parties.

Key Tasks of Facilitator:

• Help the group to learn about the overall and specific goal.

• Help the group identify their needs.

• Lead group discussions to ensure they are not off topic.

• Help the group to make decisions that reflect different views.

• Help the group communicate effectively.

• Provide feedback for the dialogue parties to assess their progress.

Work Principles of Facilitator:

• Facilitators believe that two is better than one.

• Humans are intelligent, capable and want to do the right thing.

• Decisions made by groups are better than those made individuals.

• All opinions are of equal value regardless of a person's position or status.

• Individuals are more committed to the ideas and plans they have contributed to.

• Groups have the ability to manage conflict as well as different behaviors and relationships if they are provided with the appropriate tools and training.

Basic Principles of Facilitator:

• Objectivity: The facilitator should put forward what the parties want honestly and sincerely without imposing his/her own ideas and interests.

• Neutrality and impartiality.

• Confidentiality: The ideas and behaviors of parties should be kept confidential.

• Transparency: The facilitator should not hide his/her goals from managing the dialogue and what the parties want, and does not hide his/her methods of working.

• Openness: The facilitator should be open to hearing all opinions, ideas and feelings no matter how they differ from his/her, and must encourage differences.

• Respect: The facilitator should respect all parties and show them this respect through managing and facilitating the dialogue.

Facilitator Role:

- Encourage all parties to contribute by expressing their opinions effectively.

- Contribute to creating an environment of tranquility between all parties.

- Encourage parties to listen attentively to each other without interruption.

- Encourage parties to ask questions about all the topics and opinions put forward for dialogue.

- Remind the parties of the agreed rules, principles and controls of mediation.

- Encourage shy individuals to express their opinions, and reduce the control of dominant individuals.

- Ensure good communication and interaction within the group.

- Summarize the discussion where necessary and build on what has been put forward by the parties.

Different Stages of Dialogue Process and the Facilitator Role at Each Stage:

Stage	Description	Role of facilitator	Example
Fostering and building relations	Establish ground rules and define the goal of the dialogue.	The facilitator needs to designate a safe and free space to discuss all the issues; he/she should also define the expectations and objectives of the dialogue.	Develop orientation trainings that allow participants to get to know each other and their different personal and social identities.
Exploring differences and commonalities in real-life experiences	Comprehensive awareness of the various opinions and experiences of the participants.	Encourages listening and understanding other perspectives and experiences.	Use exercises that put participants in the position of other participants to experience how they feel.
Exploring and discussing the issue in question	Explore the root causes of the conflict and analyze the different layers of the issues in question, which is the longest and most important stage in achieving the goal of the	Encourage meaningful dialogue, reach a deeper level of reflection, feel others and respond to interaction among participants.	Taking advantage of dialogue starters. For example, use a video or article on the topic, followed by a debriefing phase; ask questions and have broad discussion.
Work planning and alliance building	dialogue process. Explore ways to move forward and progress as a group.	Ensure that all opinions are heard, then end the dialogue experience.	Develop work plans for ways to communicate with participants in the future.

Dialogue Facilitation Skills:

Facilitator common requirements	
1 Ability to reflect and clarify (paraphrasing)	The facilitator should be able to clarify and reflect back to the participants the ideas discussed during the dialogue.
2 Summarizing	The facilitator should be able to briefly and efficiently present and summarize the ideas of the dialogue participants.
3 Shifting dialogue course	The facilitator should be able to engage all participants in the dialogue by managing a dialogue that enables all participants to express their views and ideas regardless of the nature of these ideas or opinions. The facilitator should also be able to advance the dialogue and shift from one topic to the other in an appropriate manner.
4 Ability to ask basic and probing questions	The facilitator should manage the dialogue in a manner that gives participants the opportunity to express different views, explore different ideas, and most importantly appreciate their differences to find common ground. This is achieved through the facilitator's ability to ask probing questions during the dialogue.
5 Disagreement management	Diversity of ideas can lead to disagreement between individuals, so the facilitator should be able to maintain a state of peace and mutual respect in any dialogue, no matter how intense or deep. To this end, the facilitator should help participants understand and respect differing points of view to make the dialogue fruitful and appealing.
6 Allow for periods of silence/ breath-taking	The facilitator role is not only to ask questions and effectively manage discussions and participations of individuals, but also to allocate time and space for each of them to reflect on the existing discussion and respond to comments in sufficient time without haste or blocking a participant from responding to a specific aspect of the conversation.
7 Ability to use body language effectively	The facilitator must be aware of the participants' body language to recognize the appropriate timing to reframe the discussion in the event of escalating tension or stalemate, or to continue the discussion if it makes significant progress.

Attending skills

• This skill involves presenting yourself to the audience in a manner perceived as being attentive to them.

• By establishing an intimate relationship with them, communicate with them as individuals to settle the conflict and reach solutions that satisfy both parties.

• The attending skill helps to:

- Gather information about the conflicting parties and the audience.

- Observe the behaviors of the conflicting parties and the audience.

- Identify how dialogues are received by both conflicting parties and the audience.

- Encourage the audience and conflicting parties to engage with the facilitator.

• Four attending behaviors show that you are interested in your participants:

1- Facing the audience.

2- Constant eye contact to an appropriate degree.

3- Avoiding attention distracting behaviors.

Observation Skill

It helps manage the participants' interaction in the dialogue session. Based on your observation, you can decide to continue the dialogue as planned, or modify it in response to the needs of the participants.

Three steps:

1. Look at each participant's face, posture and body movements, is he/she smiling? Gloomy? Yawning? Does he/she look at you, or does he/she look away? Does he/she lean forward or backward? Does he/she tap with the pen? Does he/she move his/her feet?

2. Form a conclusion about the person's feelings based on what you observed.

3. Take appropriate action based on your findings.

Questioning Skill

Purpose:

1. Help you determine how familiar the participants are with the topic of the dialogue session, and then you can focus on what they need to know.

2. Invite participants to participate in the process.

3. Provide you with feedback on how the issue was perceived.

4. Help participants assess their performance and fill in gaps.

Three skills:

There are three questioning skills:

– Asking questions.

– Receiving participants' responses.

– Answering participants' questions.

Question formulation guide

Question Type	Purpose	Example
Framing questions	To obtain factual information about the topic of the dialogue.	How often do you usually meet?
Comparison questions	To obtain more accurate information or identify differences in viewpoints.	On a scale of 1 to 10, what do you think compared to his/ her opinion?
Hypothetical questions	To think beyond a point or identify potential consequences.	If you can suggest an appointment, when will it be? Assuming that...?
Future-oriented Questions	To identify/set expectations	Where do you want to be in 3 years? How does the ideal situation look for you?
Perspective-taking questions	To change or explore different viewpoints.	In your opinion, what would the manager suggest in this situation? How does your neighbor feel?
Behavioral questions	To reflect on (individual) actions.	How will you react when you do this? What does he/she do when you say that?
Questions about prevailing social concepts	To allow the exchange of confused information (this is difficult in some cultures)	What do people say on the street? (What do they think about the issue and the reactions to it)

Listening Skill

• It is the skill of listening to obtain and confirm understanding of verbal information.

• A listening skill that involves two main steps:

First: Listen and focus on what the participant is saying, excluding internal and external distortion factors.

Second: Paraphrase what the participant said to emphasize understanding, and this entails interacting with the participant.

Appendices

Form No. (1), Appendix No. (1): Questions for Resources, Services and Opportunities Mapping:

1- Where was the center of the area/village in the past and to which side is the area being expanded?

2- What are the boundaries of the village/area from the four directions?

3- What resources are abundantly available? What resources are unavailable and lacking in the area?

4- Are there social disputes over the exploitation of some resources? What are these resources and who are the groups involved in those disputes?

5- What facilities and services are available? Are there community conflicts about access and use of these facilities, and what kind of conflicts are these?

6- Is there any common resource in the area (pastures, a teenager collecting firewood, springs of water, etc.)? And who has the authority to determine that it is common? And who has the decision of the common resource use?

7- Are there conflicts or problems when using these resources? What is the nature of these conflicts? And who are their primary and secondary parties? What are the causes and effects of these conflicts?

8- Where do women go to collect fodder, graze, and fetch water and firewood? And how much time do they spend? Are they having problems, or being prevented? And by whom?

9- Are there conflicts regarding right of use of resources between men and women and different social groups?

10- What resources, when used, give rise to conflicts and problems? and why?

11- The facilitator continues to ask questions until the map has more detail, data, and information about resources, services and opportunities in the area.

Note: Sometimes the size of the drawing relates to the importance of the thing to community.

Appendix No. (2): Expected Results of Resources, Services and Opportunities Mapping:

- A comprehensive and clear map about resources, services and opportunities in the target area.

- Up-to-date data and information on services in the area, their strengths, weaknesses, opportunities and risks; issues of conflicts related to each service, their types, parties, causes, effects, level and actors, contributing factors, history and dynamics of the

conflict. Also, the conflict's direct, indirect and hidden actors as well as factors and elements of difference and convergence.

- Comprehensive and clear data and information about the resources in the area, whether material or human, how to benefit from them, the issues of conflicts related to each resource, their types, parties, causes, effects, levels and actors, contributing factors. Also, history of the conflict, its dynamics, actors, direct, indirect and hidden parties as well as factors and elements of difference and convergence.

- Comprehensive and clear data and information about the tapped and untapped opportunities in the area and how to benefit from them as well as the associated issues of conflicts, their types, parties, causes, effects, level and actors, contributing factors. Also, history and dynamics of the conflict and the direct, indirect and hidden actors as well as factors and elements of difference and convergence.

- A list that identifies the community's needs for services, the extent to which the community is willing to participate and contributing to meeting these needs.

Form No. (2), Appendix No. (3): Questions for Social Mapping:

- How many nuclear/primary and extended families are there?

- How many households are headed by women?

- What is the number of population (men, women)?

- What is the number of houses and their types?

- What is the percentage of migration and its causes, as well as the percentage of groups that are used to migration (Not to be counted as beneficiaries)?

- What is the percentage of unemployed? What is the percentage of spinsters, divorces and widows?

- What are the types of professions and handicrafts practiced by community members (skilled and unskilled labor)?

- What activities and works do girls and women do (fetching water, grazing, working in the farms, housework) with time and distance for each activity?

- Are there women heading households? How many? Is this number increasing or decreasing?

- What is the percentage of poor people in the area and what is their living situation according to the community standards?

- How many tribes, subtribes and population groups are there in the area?

- Who are the reference and influential social figures in the area?

- What are the criteria for wealth and poverty in the area?

- What are the customs and traditions in the area?

- What is the cultural and popular heritage of the area?

- What systems do members of community invoke (tribal such as traditions and

customs; civil such as laws and regulations, or mixed), and when is each system used?

- Do the area residents come from one or different groups? What is the form of relations between these groups (is there a conflict between these groups? What is a conflict issue? Who are the groups involved in the conflict?

- What types of conflict issues are prevalent in the area?

- Who are the primary parties in each conflict issue?

- Who are the secondary parties in each conflict issues?

- Who are the stakeholders in resolving or fueling the conflict?

- What are the causes of conflict for each conflict issue?

- What are the needs and desires of each conflicting party?

- What are the concerns and reservations of each conflicting party?

- What are the factors and elements of difference and convergence?

- Where exactly is the conflict located?

- How old is this conflict (when did it start)?

- What is the current status of the conflict (ongoing – ceased)?

- What is the level of power of each conflicting party?

- What are the implications and consequences for each conflict?

- What are the times and seasons of exacerbation of conflicts?

Appendix No. (4): Expected Results of Social Mapping:

- A list of the number of families, number of houses, number of population (ages, gender, number of family members, pre-school aged children, the proportion of young people, the proportion of females to males, the average number of family members in the area).

- A list of professions and handicrafts practiced by community members, activities and works carried out by girls and women, sources of income for various community groups and resources owned by families (livestock, agricultural land, cars, etc.)

- A map of diseases (disabilities, genetic diseases and age-associated diseases).

- Information about the educational situation in the area and the levels of education (illiteracy, basic education, secondary education, technical, university and graduate education)

- Data and information on the level of household service provision (electricity, phone, water, sewage network, etc.) and methods of dealing with sewage.

- Comprehensive data and information about tribes, population groups, and influential social figures and the degree of their influence.

- Comprehensive data and information about the rich, middle, poor and destitute families, the criteria of wealth and poverty in the community, the percentage of wealth and poverty, and land ownership, especially public lands (areas allocated for collecting

firewood) and the change of ownership over successive generations, and the percentage of migration (internal and external), its causes and consequences, and the rate of unemployment, its causes and consequences.

- Comprehensive data and information on the level of social relations within and between families and between community members.

- Popular and cultural heritage, customs and traditions.

- Comprehensive and detailed data and information on the problems and issues of social and non-social conflicts, their causes, consequences and impact on the development process and community peace.

- A list that identifies the community needs, i.e., social, economic and cultural needs, etc., and the extent to which the community is willing to participate in meeting and contributing to these needs.

Form No. (3), Appendix No. (5): Questions for Context/ Chronological and Timeline Analysis Tool:

• Why was your village named so?

• Who were the first to live in the village? Where and when did they come from?

(Consider asking open-ended questions and not interrupting citizens when they start giving details)

• What are the key events and conflicts that have occurred in the area?

• When did the conflict start and what were its first causes?

• What is the nature of this conflict ? Who are the involved entities or parties?

• At what stages did the conflict develop and why?

• Are there previous conflicts or tensions in the relations between the conflicting parties (historical incidents – past)?

• What are the effects of this conflict?

• When and why did this conflict happen?

• Are there other local or external factors that have contributed to the exacerbation/ decline of the conflict?

• What external events have affected the conflict and the balance of power between the parties?

• Have there been any previous attempts to resolve the conflict and when were they made? Who made these attempts and what were their outcomes? How did these attempts stop? What are the strengths and weaknesses in these attempts?

• When did violence escalated in the conflict history?

• How has the level of communication and trust between the conflicting parties evolved during the history of the conflict?

• What is the current status of the conflict at the level of communication, violence and

resolution initiatives? (Do the parties communicate with each other? And what are the bridges of communication between them?)

Note: Because remembering dates accurately can be difficult, the interviewer should try to get estimated dates. For example, if someone says it happened when he was ten years old, the date can be estimated by calculating the current age of the speaker.

Appendix No. (6): Expected Results for Context/ Chronological and Timeline Analysis Tool:

- Comprehensive data and information about the historical events that the area has experienced and their positive and negative effects on community.

- Comprehensive data and information on the conflicts that occurred in the area, their types, parties, causes as well as their effects and consequences on the conflicting parties and the area. Also, the conflict actors, what actions were taken towards the conflict, who intervened in drafting a resolution, and whether the it was finally resolved or not.

Form No. (4), Appendix No. (7): Questions for Actor Mapping Tool

- Who are the main actors (target groups, beneficiaries and partners without whom the need cannot be met, the problem cannot be solved or the project cannot be successful)?

- What is the degree of influence of the main actors?

- Who are the primary actors (indirect beneficiaries) who want to contribute to meeting the need or solving the problem or conflict?

- What is the degree of influence of the primary actors?

- Who are the secondary actors who can have either positive or negative effects on meeting the need or solving the problem or conflict? And could they become 'veto players', i.e., any potential opponents against meeting the need or resolving the problem or conflict? If yes, why?

- What is the degree of influence of secondary actors?

- What is the relationship between the different actors?

Appendix No. (8) Expected Results of Actor Mapping Tool:

- Comprehensive data and information about the actors and the degree of their influence in community or on interventions, either negatively or positively, to develop tactics and take measures before implementing the required intervention. It also helps to identify the relations between the actors.

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www.resonateyemen.org

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