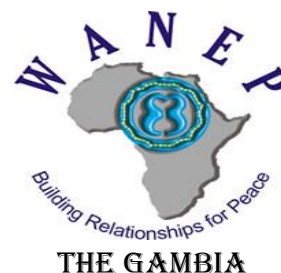




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TRAINING MANUAL

ON

DECENTRALISATION AND COMMUNITY PEACE BUILDING

TRAINING MANUAL ON DECENTRALISATION AND COMMUNITY PEACEBUILDING

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ACRONYMS

- 1) BCC- Banjul City Council**
- 2) CSO – Civil Society Organisation**
- 3) KMC- Kanifing Municipal Council**
- 4) LGA- Local Government Authority**
- 5) MDFT- Multidisciplinary Facilitation Team**
- 6) NGO- Non Governmental Organisation**
- 7) VDC- Village Development Committee**
- 8) WDC- Ward Development Committee**

FOREWORD

This training manual is the outcome of a study funded by the European Union and implemented by the West African Network for Peace Building (The Gambia). The project sought to increase awareness on the decentralisation programme and peace building. For a start a training needs assessment was conducted to determine the capacity gaps and the training needs of the local communities, councillors and staff of area councils in the three local government areas of Mansakonko, Janjanbureh and Kuntaur. The second phase of the study was the preparation of a training manual.

The manual is designed to address the capacity gaps in order to improve the understanding of the various stakeholders (local communities, civil society organisations, area councillors and staff) on the various aspects of decentralisation on one hand and to expand their understanding of conflict resolution and peace building including the role of women in peace building. The manual therefore targets councillors, local government officials, local Government Authority staff, and local community and, community based organisations

A wide and complex subject such as decentralisation or peace building cannot possibly be addressed in all its different aspects in a manual of this nature. We have therefore limited ourselves to the basic concepts that can help improve the understanding of the communities and other stakeholders and help them perform their functions better.

The manual has been organised in two sections namely:

- **Section 1: Decentralisation; and**
- **Section 2: Conflict resolution and Peace building.**

Each section has a number of training modules which are divided into units with objectives to be achieved and methodologies. The trainer's notes give more background information for the trainer. Methodologies suggested include discussions, brainstorming and group exercises. These suggestions are not exhaustive and the trainer is encouraged to explore others that can improve the understanding of the participants. Trainers are required, before each session, to familiarise themselves with the objectives and corresponding trainer's notes to understand how the training should be run. The trainer's note is a guide and therefore not restrictive.

There might be many challenges particularly when dealing with " illiterate" participants from the local communities. Attempts have been made to make the manual applicable in these and similar situations Trainers are urged to be flexible enough to adapt to the varied needs that may arise to enrich the training programme.

At the end of every day trainers are encouraged to carry out assessment exercise to help determine whether the objectives have been met.

DEFINITION OF METHODOLOGIES

Brainstorm: a process of exchanging ideas on a given issue with the objective of arriving at possible solutions to a particular problem. Brainstorming always seeks to find the best way to achieve results through participatory and interactive system.

Case Studies: This is referential i.e. it refers to a past situation for comparison. It can be complementary to role play because it can be dramatized. It involves studying what has been done by a group of people or somebody and learning from it.

Mini Lecture: This involves imparting theories and skills to an audience. The trainer operates under the assumption that audience has little or no knowledge of the topic. The lecture method serves as addition to existing knowledge.

Wrap Up: This is the summary of the session and the conclusion.

Debate: It provides the space for participants opposing viewpoints in a friendly and constructive manner.

ACKNOWLEDGEMENT

First and foremost, WANEP-Gambia would like to thank the European Union Non State Actors Strengthening Programme Unit and the National Authorising Office Support Unit -The Gambia for providing the funding (9th European Development Fund) to implement a one-year project entitled “Effective Local Government for Peace building and sustainable Development.” The project has not only strengthened the capacity of local government authorities but enhanced the relationship with the community. We would also like to express our gratitude to the Ministry of Local Government and Lands for their assistance in preparing the ground and facilitating the process at the pre-implementation stage. The Governors of Lower River Region and Central River Region as well as the local government authorities - the Council, Village Development Committee and Ward Development Committee - of Janjanbureh, Kuntaur and Mansakonko have been very helpful in providing us with a good environment and facilities to complete this project. Their support demonstrates undeniable commitment to the decentralisation process for the greater good of the community and the Gambia. .

Members of the communities were very instrumental in the implementation of the project activities. Therefore we like to take this opportunity to thank the communities for willingly participating and contributing in diverse ways to the success of the project: it was a chance to interact with the authorities and understand the issues better.

More especially, we extend our appreciation to the consultant, Mr Bolong L. Sonko, for conducting the baseline survey which resulted in a validated report and the production of this manual. His unwavering commitment and untiring efforts has been a source of encouragement. The initial draft was thoroughly discussed and edited together with participants, partners and experts from the national and regional level. Their suggestions and comments help to reshape the manual in terms of structure and contents.

To the Programme Officer, Mr Lamin O. Ceesay, who coordinated the project and reviewed this manual, with support from the National Network Coordinator (Pamela Cole), we are grateful for your diligence.

I would like to avail myself of this opportunity to express a sense of thankfulness to the management and staff of West Africa Network for Peacebuilding – WANEP The Gambia, as well as to the regional focal points and partners for their understanding and cooperation in the successful execution of the project, without which it would have been challenging.

Finally to everyone who, one way or the other, contributed to the production of the manual, we thank you and hope it will serve its purpose. We must never lose sight of our goal of taking decision-making to the doorsteps of the community while maintaining a peaceful and secured environment.

Pamela Cole

National Network Coordinator

SECTION 1

TRAINING MODULES FOR DECENTRALISATION

MODULE 1: CONCEPT AND TYPES OF DECENTRALISATION

Introduction

The Gambia Government embarked on a programme of local government reform and decentralisation with the objective of bringing decision-making closer to the local level and to enhance opportunities for local development by placing more power and resources at a closer and more easily influenced level of government. There are many forms of decentralisation and the aim of this module is to expand the participants understanding of decentralisation in the context of the local government reforms. The module also provides the legal and policy framework for the implementation of the decentralisation programme.

UNIT 1: CONCEPT OF DECENTRALISATION.

There are various forms of decentralisation and an understanding of these forms would help participants better understand the nature of decentralisation in the local government reform programme.

Objectives: By the end of this session the participants will be able to:

- Understand the concept of decentralisation;
- Identify the various forms of decentralisation.

Methodology:

- Brainstorming
- Mini lecture
- Open Discussions
- Group Exercise

Step 1:

Brainstorming- The trainer should introduce the session by asking the participants to give their own definitions of decentralisation and if possible give examples. With the local communities the trainer should ask the participants to give the meaning in the local languages. The various definitions should be written on the flipchart. The trainer should invite participants to review the various definitions on the chart with the view of arriving at consensus on the most appropriate definition of decentralisation.

Step 2: Mini lecture- The trainer should explain what decentralisation is and the various types/forms giving examples of each type in the Gambia (Trainer should use local examples as identified by the participants).

Step 3: Open Discussions- Decentralisation is an effort to promote greater participation of the citizenry in the decision-making process, particularly at the local community level. Ask participants how best is this to be achieved?

Step 4: Group Exercise: - Divide the participants into groups of 5 or 7 participants and ask them to give examples of the advantages and disadvantages of the different types of decentralisation. During the plenary, representatives of each group should report to the larger group. This is to be followed by comments, questions and answers.

TRAINER'S NOTE:

There are four main types of decentralisation depending on the amount of power that the central government transfers or delegates.

De-concentration: involves the transfer of some of the workload of the ministry/department from the centre (capital city-Banjul) to the regional offices outside Banjul. Staff in these regional offices may not necessarily have the authority to decide how those functions are to be performed. The examples of de-concentration are the Regional Education Offices, the Regional Departments of Agriculture, etc. It is possible to achieve greater degree of de-concentration through field and local administration which implies the transfer of decision-making to field staff to plan and adjust the implementation of central directives to local conditions within the guidelines set by the central ministry/department who provides technical supervision and control. In this type of decentralisation all subordinate level of government within the country are agents of the central government and the field or local staff employees of a central ministry.

Delegation- the transfer of central government's responsibility for decision-making and administration of public function to a semi-independent organisation or body that is not wholly controlled by the central government, but ultimately accountable to it. The examples include School and Hospital management Boards.

Devolution – involves the transfer of authority for decision-making, finance and management to an independent unit of local government with corporate status. In this case, the local governments are given independence and are clearly recognised as a separate level over which central authority exercises little or no direct control.

Privatisation- is the most extreme form of decentralisation in that the delivery of certain services is left to the private sector or market such as business agent, community group, voluntary organisation, non-governmental organisations (NGOs), cooperative etc. Neither the central nor the local government would any longer be responsible for the delivery or financing of those services that have been privatised.

*(Training Modules on Decentralised Planning in
The Gambia 2005)*

UNIT 2: LEGAL AND POLICY FRAMEWORK OF DECENTRALISATION IN THE GAMBIA

Introduction: Decentralisation has been an important policy consideration during the first and the second republic and as a means of bringing government closer to the people. The aim of this module is to expand the participants' understanding of the policy and legal framework of decentralisation.

Objectives: By the end of this session the participants will be able to:

- Understand better the general historical background to decentralisation ;
- Identify the main constitutional provisions of decentralisation;
- Identify the policy framework of decentralisation ;

Methodology:

- Brainstorming
- Mini lecture
- Open Discussions
- Group Exercise

Step 1: Brainstorming- The trainer should introduce the session by asking the participants to brainstorm on the meaning of the following key words:

- Act
- Constitution
- Policy

TRAINER'S NOTE

*The 1997 Constitution of the Republic of the Gambia makes provision for decentralisation in the Gambia. Chapter xv Section 193(1) states: Local Government Administration in the Gambia shall be “**based on a system of democratically elected Councils with a high degree of Local autonomy.**”*

The Constitution also delineates the role of central government in a new decentralised local government administration which, among other things, involves the creation of institutional mechanisms for the transfer of management responsibilities through the electoral process and legislative enactments as stipulated in Section 193(2) and 193 (3).

The Policy Framework and Vision 2020: *The report on the Second National Conference on local government reform highlights that:*

- *Decentralisation will enhance the social services delivery system through better and more cost effective management practices;*
- *Public confidence in local government institutions will be improved due to public involvement in the identification, design, implementation, monitoring and evaluation of community projects and programmes;*
- *The development orientation of local government organs will be increased by more effective utilisation of community resources for visible development targets*

or objectives;

- *The role and functions of local government institutions will be clearly defined in a result-oriented framework;*
- *Increased accountability will be ensured when decision-making processes that involve the people at community level in planning and implementation are put in place;*
- *Professional and result oriented staff with the requisite expertise both technical and administrative will be available to deliver high quality services.*

The Local Government Reform Policy objectives also include among other things:

- *To extend the democratic process to local level through the promotion of direct participation of the entire population;*
- *To promote the concept and principles of integrated development approaches and community participation in the development process;*
- *Area councils to be the highest echelon of local government administration;*
- *The decentralised administrative system shall have legal status and enjoy financial autonomy.*

Vision 2020 makes provision for the encouragement of participatory balanced development and the intensification of the political and institutional framework for the decentralisation process. According to Vision 2020 this would immensely contribute to poverty alleviation and diffuse the diverse socio-economic tensions emanating from a rapid population growth i.e. rural-urban drift, unemployment and regional disparity in terms of socio-economic development.

The Local Government Act 2002 (Section 10(1) established area councils as a corporate body with powers to pass bye-laws. Section 90(1) of the Act also entrusts planning responsibilities to the councils i.e. “ –every council shall be the planning authority for its area and may plan and implement any programme or project for developing the infrastructure, improving social services and for the general upliftment of the community.”

Amendments to the Local Government Act 2002

The Local Government Act 2002 was amended in 2004, 2006 and 2007. The amendments include:

- *Election of chairpersons other than mayor /mayoress shall be by councillors from among themselves;*
- *the Councils are answerable to Governors;*
- *Bye-laws passed by council are to be signed by the Governor;*
- *Establishment of the National Council of Seyfolu; and*
- *Creation of the position of Paramount Seyfo who shall preside over the meetings of the National Council of Seyfolu.*

Step 2: Mini lecture

The facilitator will provide a brief history of the decentralisation process from the First Republic. The historical review should emphasise the recognition of the central authority for a greater local community participation in running local affairs to ensure greater effectiveness in service

delivery and governance. This means assigning certain responsibilities- both administrative and financial- to local government which operate at local level.

However to implement these ideas required a legal framework which is provided in the Constitution 1997 and the subsequent Local Government Act 2002 which operationalised the constitutional provisions on the decentralisation programme.

The Local Government Act 2002 was subsequently amended in 2004, 2006 and the 2007. Important provisions of these amendments include the repeal of the provision of direct election of Chairpersons of councils on universal adult suffrage for all the councils except Banjul City Council (BCC) and the Kanifing Municipal Council (KMC); the councils to report to Regional Governors who are the administrative and political head of the region; the creation of the Council of Seyfolu and the position of Paramount Seyfo.

Step 3 Group Exercise: The participants are to be divided into two groups. Group 1 is to examine the legal provisions of decentralisation and Group 2 is to identify the policy objectives of the decentralisation programme. The findings are to be presented in the plenary for discussion.

Step 4: Open discussion: The legal and policy documents have placed high hopes on decentralisation for encouraging greater local participation in the democratic process and creating greater development opportunity in the local community. Have these high hopes been met in the implementation of the policy? Give supporting arguments for any position you might take.

MODULE 2: ROLES AND RESPONSIBILITIES OF COUNCIL, COUNCILLORS AND STAFF OF AREA COUNCILS

Introduction: The legal texts governing decentralisation have clearly assigned roles and responsibilities to the various stakeholders i.e. the council, councillors, staff of area council and the local communities. Understanding these roles and responsibilities is a first step in ensuring the smooth operation of the decentralisation programme. Understanding the roles also help to better situate responsibility and performance monitoring. The aim of this module is to expand the participants' understanding of the roles and responsibilities of council, councillors and the staff of area council.

Unit 1: Composition, and functions/ responsibilities of council

Introduction: Councils are central to the decentralisation and the democratic process at the grassroots level and the aim of this unit is promote greater understanding of their composition, nature and role.

Objectives: At the end of the training the participants will be able to:

- Better understand the functions & responsibilities of council;
- Identify the composition of council.

Methodology:

- Case study
- Brainstorming
- Mini lecture
- Discussions
- Group Exercise

Activity 1: Case study

Step 1: The trainer should ask a participant to share his/her of a council that he/she has or is serving in guided by the following questions:

- 1) What is the name of the council?
- 2) What are the different categories of membership of council?
- 3) What is the composition of the administrative of council?
- 4) What were the main activities council was engaged?

Step2: Ask the group if anyone has been served in council either as a councillor or an employee and let him /her state whether the functions, membership are the same.

Step3: Ask another person whether the listed members of council are complete.

Step 4: The trainer should confirm by referring to the trainers note below.

ACTIVITY 2: Group Exercise:

Step1: Participants should be divided into three groups. Group 1 should examine the responsibilities of council and the councillors. Group 2 should identify the functions chairman and the vice chairman of council and how they are selected. Group 3 should examine the administrative staff and their responsibilities. Each group should make a presentation of its findings

TRAINER'S NOTE***Composition of council***

Section 10 of the Local Government Act 2002 states that Council is a corporate body with the power to sue or be sued in its corporate name. The council consist of:

- *a chairperson or mayor(in the case of Banjul city council and Kanifing Municipal Councils), and a vice chairperson,*
- *a member from each ward elected by the ward;*
- *a Seyfo representative member selected by all the district Seyfolu; or*
- *in the case of a Municipality, an alkalo representative selected by all the Alkalolu in the Municipality.*
- *A youth representative*
- *A woman nominated to represent women's groups in the area whenever more than two thirds of the members elected are male;*
- *Nominated members, consisting of not more than one-fifth of the elected members of a council, representing local, commercial and social interest groups.*

Powers and Functions of council (Part IV – Section 48):

Subject to the provisions of the Local Government Act, and any other enactment, council shall, within its area of jurisdiction:

- Exercise all political executive powers and functions;
- Provide services as it deems fit;
- Promote on a sound basis for community development and self help;
- Have power to perform such functions as are necessary to facilitate, or are conducive or incidental to, the discharge of any of its function;
- Protect the constitution and other laws of the Gambia and promote democratic governance; and
- Ensure implementation and compliance with Government policy.

Comments: Councils therefore have political and executive powers and functions; legislative powers and planning authority for the promotion of development in its area.

Selection and functions of Chairpersons of council

Chairperson of Council is selected from among the elected officers and his responsibilities (according to Section 15 of the Act) include:

- Preside at Council meetings;
- Be the head of the Council and supervise the general administration of the Area, including dealing with its rules, regulations and taxes; and
- Perform any other duties/functions as may be required by this or any other act that may be necessary for the efficient conduct of the business of a Council.
- The Chairperson shall be answerable to the Governor in the performance of his or her functions and shall uphold the Constitution, the Council's By-laws and the laws of The Gambia.
- The Chairperson shall submit to the Council an annual report on the state of affairs of his or her Local Government Area.

Administration & Staff of council

The day to day management of the council is entrusted to the administrative staff who works with the chairperson of council. The administration is headed by a Chief Executive. In the exercise of his or her functions the Chief Executive reports to the Chairperson of council and is responsible for the day-to-day performance of the executive and administrative functions of the Council and the implementation of all its decisions. He is also an ex-officio member of all Committees of the Council. (Section 43 of the Act)

The Clerk of Council

The Clerk of a Council shall be responsible for - (a) taking minutes of Council meetings; (b) Keeping records of Council meetings; (c) Organising meetings of the Council and its committees; and (d) Discharging such other duties as may be assigned to him or her. (3) The Clerk shall be answerable to the Council in the performance of his or her functions.

Directors

For administrative purposes Councils have been divided into departments which include Finance, Services; Planning and Development; and Administration. Each of these Departments

is headed by a Director who is responsible for the day-to-day implementation of the functions of their Departments and who, in the performance of these functions, reports to the Chief Executive.

MODULE 3: PLANNING INSTITUTIONS IN DECENTRALISATION

A central policy objective of the decentralisation is the introduction of decentralised planning at the various levels of the local government area. This is designed to identify and capture the community needs and translate these into actionable plans at the council. It is important for the communities, the councillors and the staff to be familiar with these planning institutions in terms of membership and operational modalities. This module is designed to raise the participants' awareness of the decentralised planning institutions responsible for planning at the various levels of the decentralisation structure.

Unit 1: Roles and functions of the planning institutions of Planning Institutions

Objectives: At the end of the training participants will be able to:

- Clearly define the organs of the planning institutions at various levels
- Understand and distinguish the roles and functions of these organs at different levels

Methodology:

- Case Study
- Mini lecture
- Group Exercise

Step 1: Case study

The trainer should ask a participant to share his/her views of a VDC that he/she has or is serving in guided by the following questions:

- 1) What is the name of the VDC?
- 2) What are the different categories of membership of the VDC?
- 3) What is the composition?
- 4) What were the main activities the VDC was engaged?

The other participants who have served in the VDC should be invited to state whether the functions, membership are the same. After the discussions the trainer should confirm.

Sep 2: Mini lecture

The trainer should make a brief presentation of the decentralised planning process. Every community or individuals has needs which cannot all be satisfied because the resources are limited. There is a need therefore to prioritise these needs. As every member in the community has his or her own ideas as to what the needs and priorities are a wide a spectrum of participants should therefore be involved in the discussion to enrich the discussions and the final product. The process used to determine these needs is the participatory needs

assessment and planning. Once the plan is approved it goes through implementation, monitoring and evaluation. The participation of the people in all these activities is crucial to the success of the plan as it encourages ownership of, and responsibility for, development. This process is referred to as participatory. To facilitate this planning process at the village level is what gave birth to the VDC.

Just as the village has its competing needs which need to be prioritised the larger community at ward level requires a similar planning mechanism which takes in account the village development plans. In the decentralisation framework the ward development plans are linked to the council where the overall plan of council is developed with inputs from the ward development plans.

Step 3: Group Exercise

Participants should be divided into three groups. Group 1 should examine the challenges faced by the VDCs in the executing their functions and how these challenges can be overcome. Group 2 should examine the challenges faced by the WDCs in the executing their functions and how these challenges can be overcome. Group 3 should examine the challenges faced by the council in the executing their planning functions and how these challenges can be overcome.

The finding should be presented in plenary followed by a general discussion.

TRAINER'S NOTES

The Planning Institutions

The village Development Committee (VDCs): these are selected by the village Kabilos and the Community Based Organisation (CBO). The VDC is responsible for identifying and preparing the village development plan for implementation at the village level. The corresponding planning institution of VDC in the Kanifing Municipal Council (KMC) is the Sub-ward Development Committees.

The Ward Development Committees (WDCs) consist of representatives of the VDC and other bodies represented in the areas. The WDC prepares ward development plans to be implemented at ward level.

The council is responsible for council's Development plan and the allocation of funds for implementation. The planning units at the level of council are to spearhead the integrated planning system, resource mobilisation and allocation.

The facilitation institutions provide backup support for capacity building of the planning institutions and provide the necessary technical support in the formulation of plans and projects. The Multidisciplinary Facilitation Teams are the main facilitation institutions. They consist of representatives of various government sectors and Non- Governmental organisations (NGOs) operating in the area. They assist in capacity building at planning levels.

The functions of VDCs

- . Identify local /village development needs in consultation with the community.
- . Prioritise local development needs.

- . Develop appropriate plans/ projects for addressing development needs.
- . Mobilising co-coordinating and accounting of the village level financial resources.
- . Develop community based monitoring indicator.
- . *Mobilising community participation at village level.*
- . *Implement and monitor development plans and projects.*
- . *Support and strengthens socio-cultural groups in the community.*
- . *Such other functions as may be assign by the WDC and the council.*
- . *serve as entry point for development agencies in the village*
- . *initiate development plans at village level*
- . *mobilise resources for project implementation*
- . *provide linkage between their village and other village*
- . *maintenance of project for sustainability*

Functions of WDC

- . *review village plans to identify shared and concerns, in order to compile plans into ward projects*
- . *analyse the current situation within a word with a view to identifying the needs of the wards and to formulate ward plans*
- . *prioritising alternative solutions to identify problems*
- . *serve as an entry point for all outside assistance targeted at word level*
- . *co-coordinating development activities at ward level*
- . *establish criteria for prioritising development project between villages*
- . *collaborate with donors in the preparation of project proposal for wards*
- . *prioritise project between villages*
- . *mobilising community participation at ward level*
- . *mobilising human material and financial resources for ward and cluster level projects and accountable for them*
- . *monitor and evaluate ward and cluster level project especially through the reports of VDC and cluster representatives at word committee meetings*
- . *promote sector policies and programmes within the word*
- . *promoting ward interest at council and donor level*

Unit 2: Formation and Dissolution of the Planning Institutions

Introduction: Having examined the roles and functions of the planning institutions in the previous session this session will examine the formation and dissolution of planning committees at ward and village levels.

Objectives: At the end of the training the participants will be able to:

- Understand the formation and dissolution of the planning institutions at community level
- Understand membership criteria and term of office

Methodologies:

- Questions and answers, discussions group work and presentation

STEP1: The trainer asks participants to individually write their own answers to the following questions:

- 1) Who is responsible for the selection of Village Development Committee (VDC) members?

- 2) Who is responsible for the expulsion of a VDC member from the committee?
- 3) Who is responsible for the replacement of an expelled selection of VDC member?
- 4) Who is responsible for the the dissolution of a VDC?
- 5) Who is responsible for the selection of Ward Development Committee (WDC) members?
- 6) Who is responsible for the expulsion of a WDC member from the committee?
- 7) Who is responsible for the replacement of an expelled selection of WDC member?
- 8) Who is responsible for the f the dissolution of a WDC?

Step 2: Ask participants to compare their answers first in pairs and agree on common ones and ask them to compare in fours and agree on common ones.

Ask a group to make a presentation while the trainer records them on a flipchart.

After the first group's report, subsequent groups need not advance responses that are the same /similar to those already on the flipchart.

Let the participants examine the answers on the flipchart and come up with the most agreeable ones. The trainer should refer to the notes to rectify the answers.

Trainer's Note

- [1] the village "kabilo" and community based organisations selects VDC members in the village
- [2] The expulsion of a member from VDC is the responsibility of the committee.
- [3] The "kabilo" or representing bodies are responsible for the replacement of an expelled VDC member.
- [4] The council is responsible for the dissolution of VDC.
- [5] ward development committee [WDC] member are selected by the VDC
- [6] WDC is responsible for the expulsion of a WDC member
- [7] VDC is responsible for the replacement of an expelled WDC member
- [8] the council is responsible for the dissolution of WDC

SECTION 2

TRAINING MODULES FOR CONFLICT RESOLUTION AND PEACE BUILDING

MODULE 1: CONCEPT AND TYPES OF CONFLICT

Introduction

The aim of this module is to expand the participants understanding of conflicts and the different types of conflict. It helps participants appreciate that conflict is part of our daily life and that what is important is how these conflicts are managed.

UNIT 1: Definition of Conflict

Objectives:

- Expand the participants' understanding of conflicts;
- Identify various types of conflict;

Methodology:

- Role Play
- Brainstorming
- Mini Lecture
- Group Exercise
- Wrap Up

Step 1: Introduction-Role Play to demonstrate and act what conflict is.

Trainer should ask 2 volunteers to come to the centre of the group, to demonstrate what conflict is. This demonstration will illustrate how the volunteers view conflict.

Step 2: Brainstorming

At the end of the exercise, the trainer should facilitate a brainstorming session with participants on "What is conflict"?

Ask the group to think about words in their languages for "conflict." Do all the languages have specific word for conflict- if not does it mean that conflict does not occur in these ethnic groups?

Elicit responses from the participants. Most often, initial responses would define conflict as: "war, fight, chaos, oppression, crisis, and disagreement." Then ask the group to try thinking of positive words, which could define conflict. Examples could be: understanding, growth, progress etc. Following the brainstorming session, ask the group if conflict is negative or positive? Ask them if the initial exercise between the 2 volunteers influenced their perception of (chances are it would).

Step 5: Group Exercise:

Divide participants into groups of 5-7 persons and ask them to give examples of the different types of conflict they have in their communities.

The groups should report back to plenary followed by a comments, questions and answers.

The trainer should comment on the performance of the groups and explain how one type of conflict could lead to another.

TRAINER'S NOTE

Conflict is a fact of life. On its own it is neither positive nor negative. What determines the nature of conflict is how individuals respond to it. Several factors such as: beliefs, attitudes, background, experiences and culture affect the way people react to conflicts. It is the reaction to which determines whether the outcome of a conflict will be negative or positive.

If conflict is handled badly, it can lead to mistrust, anxiety, and dissatisfaction with oneself and others. Peace building is based on the premise that conflict does not have to be destructive or bad. It is believed that conflict can be productive and lead to growth. Poorly managed conflicts can destroy relationships, families, and communities. If conflicts are managed creatively, it can lead to increased benefits for every one; it can stimulate interest, improve communication, and bring about social change.

TYPES OF CONFLICT

Conflict has various types and manifestation of the types with potential to progress from one type to another.

Intrapersonal: *intrapersonal conflicts are debates that occur within us, they often involve questions related to moral decisions, use of resources, and personal goals.*

Interpersonal: *Interpersonal conflicts between two or more people.*

Intra-group: *Intra group conflicts are those that occur between individuals or sub-groups within the same group*

Inter – group: *Inter-group conflicts occur between groups (communities, organisations, cultures, and nations). One of the problems in dealing with these disputes, whether at the community or international level, is the difficulty of identifying and addressing the myriad of needs, values, and concerns, expressed by the groups and their members.*

MODULE 2: CAUSES OF CONFLICT

Introduction

This section seeks to improve the participants understanding of the causes of conflict.

Unit 1: Causes of Conflict

Objectives: -By the end of this session participants will be able to:

- Improve their understanding of causes of conflict;

Methodology:

- Open Discussions
- Mini lecture
- Brainstorming
- Group Exercise
- Presentation

ACTIVITY1: Open Discussions

The trainer should open the session with a short statement that will stimulate interactive discussion, in order to identify conflicts in our communities. He should relate these to the different theories that are related to the causes of conflict.

Trainer's Note

Conflicts originate from many sources, which make it difficult to determine the cause. To manage or resolve any conflict, the root causes of conflicts need to be revealed. Scholars have listed three broad categories of causes of conflicts among people:

- Conflicts over limited resources;
- Conflicts over psychological needs;
- Conflict over values/culture.

Conflicts over limited resources: These are easier to identify, as they are mostly tangible. These types of conflict arise when two or more want the same “resource” and there is not enough to go round. Examples are land, money, and time. Where these resources are made available the conflict decreases or ends.

Conflicts over psychological needs: These conflicts cannot be seen but affect the minds and eventually the behaviour and productive capacity. Examples of these are in the case of love in relationship, security issues and recognition. Recognition comes in when people are given opportunities to be part of decision making on issues that affect them.

Conflict over values/culture: These are the most difficult to understand or resolve. We are all influenced by our cultural beliefs, traditional heritages, religious beliefs, perceptions and experiences. These values make us what we are and if these value systems are threatened we instinctively take up defensive positions to protect ourselves. Parties in conflict over values defend their positions strongly, and right or wrong is not always relevant. Conflict over values can only be prevented, managed or resolved when parties are willing to re-examine their own value system and respect the differences in each other's values.

Conflicts can exhibit interplay of the broad headings listed above.

Group Exercise: Trainer divides participants into 3 groups and asks each group to come up with specific examples from their experiences of:

- 4 conflicts over resources
- 4 conflicts over psychological needs
- 4 conflicts involving values/culture

MODULE 3: CONFLICT TRENDS & CONFLICT MONITORING

Introduction: The aim of this module is to expand the participants understanding of the dynamic nature of conflicts and the characteristics they take on as they evolve. The module should also help the participants appreciate the importance of monitoring these different phases of conflict in order to maintain peace in the community.

Unit 1: Conflict Trends

Conflicts have different stages/ phases each of which has its characteristics. It is important to identify these stages in order to determine the appropriate time to intervene.

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

- Identify the different trends and stages of conflict and how each stage varies from one to the other;
- Acquire necessary skills to be used with different tools in order to identify and deal with the various stages and trends of conflicts.

Methodologies:

- Mini lecture
- Group Exercises
- Interactive discussions
- Trainer's note.

Step 1: Introduction- the trainer explains the spirit behind conflicts trends and how they differ in nature and style at different stages. (See Trainer's note).

Trainer's Notes

Conflicts are not static, they are dynamic and as they evolve, they take on new characteristics.

Conflicts move from different phase/stages

Pre-conflict: This is a period where there is incompatibility of goals between two or more parties, which could lead to an open conflict. The conflict is hidden from general view, although one or more parties are likely to be aware of the potential for confrontation. There may be tension in relationships between the parties and/or a desire to avoid contact with each other at this stage.

Confrontation: At this stage the conflict has become more open, occasional fighting or levels of violence may breakout between the sides. Relationships between the sides are becoming very strained.

Crisis: This is the peak of the conflict, when the tension and /or violence are most intense. In a large scale conflict this is the period of war, when people on all sides are being killed. Normal communications between the sides has probably ceased.

Outcome: Eventually, the crisis will lead to an outcome e.g. one side might defeat the other or a cease fire might be called (in the case of war). Parties might agree to negotiate with or without the help of a mediator. At this stage the level of violence, tension and confrontation decreases with the possibility of a settlement.

Post conflict: Finally the situation is resolved in a way that leads to an ending of any violent confrontation, to decrease tensions. With adequate intervention, normal relationships between the parties are restored. However if the issues and the problems arising from their incompatible goals have not been adequately addressed, this could lead to another pre-conflict stage. (Source: "Working with Conflict" as quote by WANEP- Nigeria.)
There are many indicators as to how a conflict is evolving.
Each phase of the conflict can last for decades or days. So every conflict is unique.

Another way of demonstrating the stages of conflict is by illustrating with the fire wood analogy.

- **Pre-conflict** (gathering of firewood)
 - **Confrontations:** Destructions, human rights violations, curfews, arrests, media propaganda, (gathered the firewood and poured the kerosene)
 - **Crisis:** death, displacements, massive destruction, peace keepers(when the fire is burning high)
 - **Outcome:** ceasefire, mediation, negotiation (fire is put out.)
 - **Post conflict** resolution, reconstruction, (cleaning up the environment)
- Pre-conflict and post conflict** should ideally be pre –crisis and post crisis.

Unit 2: Conflict Monitoring

In the previous module we reviewed the various stages of conflict. The next step is to put in place the monitoring mechanisms to reduce or resolve conflicts.

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

- Have a basic understanding of the concept of conflict monitoring;
- Determine what to monitor in the community based conflict setting;
- Identify sources of information for community based conflict monitoring;
- Understand how monitoring indicators can be utilised at the community level

Methodology:

- Brainstorming
- Group Exercise
- Lecture

Step1: Introduction

Brainstorming- The trainer should introduce the session by asking the participants to identify a conflict that has affected their community. Were there signs that warned that the conflict was about to start? The trainer should also ask them to list those signs they noticed before the conflict emerged.

Step 2: Group Exercise: The trainer should divide the participants into groups of 5-7 persons to discuss what roles elders play to avert the conflict?

TRAINER'S NOTE

Monitoring: Monitoring is the collection and organisation of information based on regular or continuous observation, recording, and reporting. They are actions taken by people concerned about a conflict in order to keep themselves and others informed about how the situation changes. These monitors keep track of events in a tense situation and report their objective observations to response channels.

Types of Monitoring:

Informal Monitoring: Often many critical thinking members of a conflict tense community take on low profile conflict monitoring roles as their interactions and relationships naturally bring them into contact with many sectors of the society. Their level of alertness reinforces their sensitivity to look out for signs that a situation is moving from a latent conflict stage to one of confrontation. For this to be useful, it is important to have clear method for information to be communicated, checked and if necessary acted upon as locally as possible.

Formal Monitoring: This is a more formal system developed and used by governments and international organisations such as the United Nations, ECOWAS. ECOWAS IN partnership with West Africa Network for Peace building (WANEP) has a formal monitoring system called "ECOWARN". These monitoring processes are use to validate elections and verify peace building processes or agreements.

WHAT TO MONITOR

What is monitored is dependent on pre-determined indicators and varies from community to community. Some of the indicators include but not limited to the following:

- Changes or manifestation of specific indicators
- Behaviours and actions of the mobilised groups and the government;
- Incidents that are taking place and their frequency;
- Power relations of politicians, elites, ethnic groups, religious groups;
- Pre-crisis, crisis, and post crisis situations
- Population movements;
- Changes in the environment;
- Inflammatory Statements of opinion leaders and decision makers.

INDICATORS and SIGNS

Indicators are signs we observe in the environment or community which when continued over time may increase the risk of violent conflict.

There are three types of indicators:

- **Structural indicators**- these are root causes or the conditions in the society that could give rise to conflict. They are also called the incentives for conflict.
- **Proximate Indicators**- these are the factors (issues) around which violent conflicts are often mobilised;
- **Accelerators**- these are the manifestations of the proximate factors. Accelerators are the indicators that are close to the escalation of conflict;
- **Triggers**- sudden, unexpected manifestations which escalate the conflict;
- **Signs**- short term signals that point to violence. They are the changes we see just before violence occurs or just after violence occurs. It talks about specific violence in the making.

Contributors to Violence in Communities

- Rumours
- War of words or threat or bragging
- Accumulation of weapons
- Hiding arms
- Lots of meeting of especially men
- Disappearance of young men from school and the community;
- Generalised panic

Community monitoring is to watch for the signs and changes taking place in the community's proximate and dynamic (or accelerating) indicators.

MODULE 4: PEACE BUILDING

Peace building refers to the long-term process of building peaceful, stable communities and societies. It is an activity undertaken with the aim of promoting peace, by preventing, alleviating or managing violent or potentially violent conflict. The process needs to strengthen and restore relationships for where they have been damaged and to prevent damage. In the previous module the different stages of conflict were examined and the indicators for monitoring. Together this module they indicate what to do to prevent conflict. The present module is aimed at creating greater awareness of the traditional systems of conflict resolution and peace building which should be combined with modern monitoring system to prevent conflicts and maintain peace. This module has three units which treat mediation, negotiation and dialogue.

Unit 1: Mediation

Introduction:

Objectives: At the end of the course the participants will be able to have:

- An understanding of the concept and process of mediation;
- Appreciation of the use of our traditional systems in resolving conflicts;
- Appreciation of the role of women as mediators;
- Acquire mediation skills

Methodology:

- Mini -lecture
- Open discussion
- Group Exercise
- Wrap up

Step 1: Mini lecture

The trainer opens the session with a mini lecture by highlighting the different skills used in the mediation process. These include good communication, dialogue, negotiation and mediation. In the traditional African context, conflicts are often resolved and peace maintained through mediation. This is largely because mediation has been practised in Africa for many centuries. Community elders sometimes referred to as the Committee of Elders have an important role in this regard. The Committee of elders comprises mainly influential men well versed in the tradition and history of their communities.

In addition to the Committee of Elders African societies have traditional mechanisms that have been used for dispute resolution and peace building. These include:

- "Joking relationships" between regions belonging to the same ethnic group for example Jaraankas and Nuiminkas) -
- "Joking relationships" between different ethnic groups for example Jolas and Serrers ;
- "Joking relationships" between different family surnames for example Sonkos and Badgies;
- griots and other categories of Nyamaalos who are known to play important mediation roles.

There is also an important role that can be played by the councils in conflict prevention and peace building because they possess the authority and implementation capacity in some cases to provide solutions to some of the issues that cause conflict in the local communities. Besides providing services the proximity of local government to the communities allows citizens to have a greater voice and representation in their governance which provides the opportunity, in some cases, for the substitution of violence by political action.

Step 2: Open discussion

The trainer leads the discussion on identifying the different traditional mediation mechanisms. Trainer elicits responses on the different joking relationships which he writes down on a flip chart.

Step 3: Group Exercise

The trainer breaks the participants into groups of 5-7 persons and asks them to list the role that the decentralisation structures can play in peace building and what are the challenges to be overcome to make them more effective? In the plenary the participants present their work.

Trainer's Note

Benefits of Mediation

- Accessible, informal and convenient
- Provides the opportunities for parties to express themselves and communicate their views;
- Provides a setting in which suspicions and misconceptions can be cleared up
- Avoids the win-lose syndrome
- Parties are able to participate in decision- making
- Solutions can be flexible and tailored to parties' needs
- More expedient and less costly than court
- Decreases court caseloads and elated public expenses
- Reduces tension and violence
- Brings closure to long standing disputes
- Builds trust and self-esteem
- Reduces tension and frustration
- Unifies people
- Promote self-reliance
- Prevents violence and physical abuse
- Decreases hostility

Unit 2: DIALOGUE

Dialogue is an important tool that is also widely used in the traditional African societies to reduce tensions and prevent conflicts. It

Objectives: At the end of the session participants will be able to:

- Practical experience on facilitating a dialogue process on a controversial issue;
- Broadened knowledge of dialogue as a peace building tool;

Methodologies:

- Brainstorming
- Group Exercise
- Mini lecture
- Case study
- Role play

Step 1: Introduction

Brainstorming- The trainer introduces the session with a brainstorming exercise on the concept and role of dialogue in the traditional African society. The trainer assists the participants to explore the different dialogue situations and how they are used to resolve differences. The points raised are written on the flipchart.

Step 2: Group Exercise- The trainer divides participants into groups of 5-7 persons and asks them to imagine how dialogue could be used in their communities to address issues of conflict and violence. The groups should be guided by the following questions:

- What would be the benefits or possible opportunities?
- Who are in position to initiate such a dialogue?
- What role can the councils play in promoting dialogue in the community?

Each group should make a presentation in plenary. Participants should be able to identify common points and reflect on planning for a dialogue in their community.

Step 3: Mini Lecture

Dialogue is a way of listening and talking about difficult issues and expressing differences. The process of dialogue is less formal and structured than mediation. Dialogue is a communication that encourages deep listening and honest exchange. Unlike negotiation or mediation, dialogue is not aimed at reaching an immediate solution to a problem. Instead, dialogue is used when there are misunderstandings between groups. Dialogue is a way to build relationships and understanding between groups. It can lead to mediation and negotiation.

In our Gambian situation dialogue between groups is often done with a facilitator, which can be a griot or a “Nyamaalo”. In this context dialogue is similar to mediation. Dialogue creates the space to begin to talk about problems in a place where everyone is committed to listening to each other and trying to understand different points of view.

Unit 3: Negotiations

Negotiation is an important tool that is also widely used in the traditional African societies to reduce tensions and prevent conflicts.

Objectives: At the end of this session participants will have:

- Enhanced understanding of negotiation as a tool to resolve conflict;
- Improved skills for effective negotiation at community level.

Methodologies:

- Brainstorming
- Role Play
- Open Discussion
- Mini Lecture

- Group Exercise

Step 1: Introduction

Brainstorming- The trainer facilitates a brainstorming session on negotiation and writes down the responses. The trainer assists participants to see the different categories of responses in the brainstorming session as a pointer to their understanding of negotiation.

Step 2: Open Discussion:

MODULE 5: GENDER AND PEACE BUILDING

Introduction

Both women and men have important roles to play in peace building. The role men and women play in peace building may not be exactly the same, and it will vary by location and culture, but we need both men and women for peace building to last.

Objectives: At the end of the training the participants will be able to:

- Appreciate the importance of women participation in community peace building process
- Identify challenges to women's inclusion;
- Suggested ways of dealing with the identified challenges.

Methodology:

- Brainstorming
- Mini lecture
- Discussion
- Brainstorming
- Dramatisation

Step 1: Brainstorming- the trainer opens the session with a brainstorming exercise to assess participant knowledge of gender. Participants are encouraged to list the difference between sex and gender and also gender roles within their communities.

Step 2: Mini lecture

Gender

Gender refers to socially constructed roles of women and men ascribed to them on the basis of their sex. It refers to the social differences and the relations between men and women which are learned, varies widely among societies and cultures, and changes over time. The term gender does not replace the term sex, which refers exclusively to the biological differences between

men and women. For example, statistical data are broken down by sex. The term gender is used to analyse the roles, responsibilities, constraints, opportunities and needs of women and men in all areas in any given social context.

In short gender is what we learn about sex and it permeates all aspects of life-economic, cultural, political and biological. We are born male or female based on our biology, but we learn how to be masculine or feminine. As such, cultures are at the heart of constructing and sustaining the meaning of gender.(Elissa Braunstein, quoted by WANEP)

In peace building gender is also important as a potential source of violence. Gender role inequalities may be part of the structural injustices that need to be addressed in order to build long-term peace in a community. All of these points highlight why gender analysis is an important part of peace building work.

Step 3 Open discussion

Trainer invites the participants to debate on the theme that men make better decisions than women. At the end of the debate the participant will realise that good decisions are not the exclusive prerogative of men alone. Women also make good decision and therefore the need to involve both men and women decision making.

Trainer should on this basis emphasise both groups have potentials that could be used for the promotion of peace and that women can also contribute immensely to peace building.

Activity 4: Group Exercise- Role of women in decision making peace building

Trainer divides participants into groups of 5 to 7 persons and asks them to list the challenges of women participating in peace building and conflict resolution at community level and list practical steps towards overcoming such challenges.

- 1) How can women be included in decision making process in your family and community?
- 2) What contributions do women bring into decision making in your family and community?
- 3) What are the advantages and disadvantages of women only in peace building activities?
- 4) What are the advantages and disadvantages of men only in peace building activities?
- 5) What are the advantages and disadvantages of peace building initiatives for men and women?

A representative of each group is to make a presentation in plenary. The trainer should encourage participants to identify and write down common points.

Trainer's Note

In conflict resolution and peace building the role of women are more visible at family level. They are key mediators and are often mediating between different family members. The type of mediation is mostly pleading or reasoning with the parties in dispute. In such cases the woman is a strategist, she uses the right words to coax the parties to ease their positions. She may even get involved in the conflict by promising a change in the situation that caused the conflict and use herself as some sort of guarantor for that change.

This influence the woman has in the family is absent in community wide conflicts where elders and chiefs take the fore.

Mediation is said to come naturally to women. African women are renowned for their natural intervention skills but the question is whether those skills are sufficient when intervening in community wide conflicts.

(Peace building Training Manual for Community Women,
2007 WANEP-Nigeria)

Annex 1

GLOSSARY

DECENTRALISATION

Council - (1) A group of people elected to run the administrative affairs of a local district

(2) An appointed or elected body of people with an administrative, advisory or representative function

Decentralisation - Transfer of power, authority, responsibility (and accompanying resources) from the centre to the lower levels of government

Constitution - The set of principles adopted by a state or society for its Government and which defines the manner and means by which power will be exercised by the executive

De-concentration - Transfer of activities from the centre to offices located outside the capital city. Such transfer may not necessarily be accompanied by authority or decision making powers.

Delegation - Transfer of central government responsibility for decision-making and administration of public function to semi-independent organization or body that is not wholly controlled by the central government, but ultimately accountable to it.

Devolution - Transfer of authority for decision-making, finance and management to an independent unit of local government with corporate status

Governance - The system and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organisation. Governance is about people and how they are organised to prepare themselves for actions that will have positive effect on their lives.

Local Government - The government of a town, city or region run at a local level by locally elected politicians

Privatisation - Transfer of the delivery of certain services that have been with the central or local government to the private sector. Neither the central nor the local government would any longer be responsible for the delivery or financing of those services

Conflict Resolution and Peace Building

Committee of Elders

A traditional conflict resolution mechanism which comprises a group of influential and knowledgeable elders in the community that helps to resolve conflicts in the community.

Conflict-

“a struggle over values and claims to scarce status, power and resources” (Lewis Coser) .Or --
-- “any situation in which two or more social entities or ‘parties’ ... perceive that they possess mutually incompatible goals.” (Mitchell)

Conflict Management-

Any efforts made to contain violent conflict, reduce the levels of violence, or engage parties in a process to settle the conflict.

Conflict Resolution -

Conflict resolution is the process of addressing and resolving the deep-rooted sources of conflict.

Peace Enforcement

The use of armed force by a third party military contingent to prevent or bring an end to armed hostilities in a conflict situation

Peace building

Peace building represents a way to achieve societal reconciliation. Peace building occurs either before violent conflict erupts (a preventative measure), or after violent conflict ends (an effort to rebuild a more peaceful society).

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Peacekeeping

Peacekeeping is normally carried out by a third party military force and is designed to separate the armed forces in a conflict and maintain any negotiated or proclaimed ceasefire. Peacekeeping missions are often under the auspices of the United Nations (UN), or regional organisations such as NATO (the North Atlantic Treaty Organisation) or ECOWAS (Economic Community of West African States) ECOWAS supported the ECOMOG peacekeeping operation in Liberia and Sierra Leone.

Peacemaking

Any activities designed to move towards a settlement of armed conflict, usually at the official diplomatic level. This includes peace agreement negotiations such as the Arusha Process to end Burundi's civil conflict.

Annex 2

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