



Conflict Resolution, Communication Skills and Organizational Management

A CAPACITY-BUILDING WORKSHOP FOR IRAQI WOMEN LEADERS

Istanbul, Turkey
11-15 June 2007

**CONFLICT RESOLUTION,
COMMUNICATION SKILLS
AND ORGANIZATIONAL MANAGEMENT**

**A Capacity-building Workshop
for Iraqi Women Leaders**

**Istanbul, Turkey
11-15 June 2007**

PREFACE

In October 2000, the United Nations Security Council passed resolution 1325 on Women, Peace and Security. This resolution calls for action related to women's experiences in conflict settings and for their participation in reconstruction and peace processes. Through its mission, the United Nations Population Fund (UNFPA) has recognized the distinct experiences of women in conflict settings. In collaboration with its international partners, donors and local women's organizations, UNFPA has responded to women's reproductive health needs and to gender-based violence. A forerunner in implementing resolution 1325, UNFPA has advocated swift action to bring the resolution from rhetoric to reality. To this end, it has hosted a number of conferences and workshops, beginning with a consultative meeting in Bratislava, Slovakia, in 2001, to formulate strategies and tools to ensure that reproductive health programmes and women's empowerment interventions address the actual needs of women, particularly in conflict and post-conflict situations.

This report concerns a workshop that was part of that series of meetings. It reflects the findings and observations of Iraqi women, most of whom were working in non-governmental organizations (NGOs), on the challenges facing their war-torn society and on the needs of NGOs and other institutions if they are to contribute effectively to peacemaking and peacekeeping. The Women, Peace and Security Initiative of the Technical Support Division of UNFPA organized the meeting, with overall coordination by Ms. Sahir Abdul-Hadi. Dr. Nashat Hanafi, Officer in Charge, UNFPA/Iraq; Ms. Wassan Al-Joudi, Acting National Programme Officer, UNFPA/Iraq; and Ms. Eman Al Omary, Administrative Assistant, UNFPA/Iraq assisted in hosting the workshop. Facilitators for the workshop were Lesley Abdela, Eleni Kyrou, Fotini Sianou and Eleni Stamiris.

LIST OF ACRONYMS AND ABBREVIATIONS

CEDAW Convention on the Elimination of All Forms of Discrimination against Women

DDR Demilitarization, demobilization and reintegration

KEDE Centre for Research and Action on Peace

KEGME Mediterranean Women's Studies Centre

Logframe Logical Framework Approach

NGO Non-governmental organization

PCM Project Cycle Management

UNFPA United Nations Population Fund

CONTENTS

- Preface ii
- List of Acronyms and Abbreviations iii
- EXECUTIVE SUMMARY 1
- I. INTRODUCTION 3
 - A. Background
 - B. Purpose
 - C. Participants
 - D. Opening Session
- II. SETTING UP AND MANAGING A NON-GOVERNMENTAL ORGANIZATION 5
 - A. Defining Challenges
 - B. Developing a Mission Statement
 - C. Undertaking Long- and Short-Term Planning for the Organization
 - D. Planning and Managing Projects
 - E. Playing “the Management Game”
 - F. Participants’ Feedback on Organizational Management
- III. DEVELOPING COMMUNICATION SKILLS 9
 - A. Advocacy
 - B. Preparing Messages on Women’s Human Rights
 - C. Working with the Media
 - D. Participants’ Feedback on Communication Skills
- IV. ANALYSING AND RESOLVING CONFLICTS 15
 - A. Identifying Types and Levels of Conflict
 - B. The WIN/WIN Approach
 - C. Participants’ Feedback on Conflict Resolution
- V. PREPARING STRATEGIES 21
 - A. Visions of Iraq in 10 Years
 - B. Personal Action Plans

ANNEXES

1.	AGENDA	24
2.	LIST OF PARTICIPANTS	28
3.	WORKSHOP EVALUATION QUESTIONNAIRE	30
4.	TEXT OF UNITED NATIONS SECURITY COUNCIL RESOLUTION 1325	31

LIST OF BOXES

1.	International Principles on Human Rights	11
2.	A Conflict Analysed	17
3.	Some Principles of WIN/WIN	18

LIST OF HANDOUTS

Stages of Conflict	16
The Iceberg Model	19



Meeting participants

EXECUTIVE SUMMARY

The United Nations Population Fund (UNFPA) has long recognized the distinct experience of women in conflict and post-conflict settings and has developed a strategy for gender mainstreaming in such situations. One of the components of this strategy is capacity-building for local women's non-governmental organizations (NGOs) to provide them with the skills to participate in rehabilitation and peace processes.

This report concerns a training workshop entitled "Conflict Resolution, Communication Skills and Organizational Management", held in Istanbul, Turkey, 11-15 June 2007. Its purpose was to train Iraqi women leaders in tools and procedures to enhance their effectiveness and that of their organizations.

The Women, Peace and Security Initiative in the Technical Support Division of UNFPA sponsored the workshop, under the overall coordination of Ms. Sahir Abdul-Hadi, Senior Technical Adviser. The training was provided by four facilitators: Lesley Abdela, Senior Partner, Shevolution; Eleni Kyrou, Lecturer, Development Planning Unit, University of London; Fotini Sianou, President, Centre for Research and Action on Peace (KEDE); and Eleni Stamiris, Board of Directors, Mediterranean Women's Studies Centre (KEGME). Participants were drawn from 19 Iraqi organizations that provided health or other social services or were advocates for women's rights and human rights generally.

Participants were invited to view their situation in the light not only of constraints but also of opportunities, the opportunities that conflict may offer. Participants noted that in Iraq more NGOs were operating today in an increasingly more active civil society. Since 2004, despite the country's dire security problems, the number of women working in NGOs has increased, challenging traditional gender roles, beliefs and practices.

Participants discussed all aspects of organizational management—planning, organizing, directing, coordinating, reporting and budgeting. Participants were asked to draw on their experience and point out the management functions in place at their respective organizations and to address aspects of leadership, teamwork, roles and responsibilities, and the delegation of these on the basis of appropriate skills and experience.

In sessions on advocacy and communication skills, participants reviewed principles of effective advocacy. Before those undertaking advocacy campaigns can influence others about women's human rights and gender-based violence, they must become well-informed on the issues. It is important to know that acts of gender-based violence are prohibited under international law and some national legislation. The facilitator reviewed the many international conventions on women's rights, including United Nations Security Council resolution 1325.

In sessions on resolving conflicts, the facilitator explained the need to translate the positions of two conflicting parties into their needs and interests. Positions can be irreconcilable—both may want the same thing—whereas the needs of the two parties can be many. Common ground may be found that they all can

agree to. Compromising may respond to some needs but rarely does it fully satisfy the parties. In contrast, a WIN/WIN process will lead to better solutions. In a WIN/WIN approach, each party talks to the other to identify the other's needs. Using this approach requires new skills, such as learning to listen, developing empathy and stepping back physically and emotionally to consider a situation. Negotiation is one of the skills of the WIN/WIN approach and it requires separating the people from the problem, generating many options to satisfy needs and identifying which cannot be done and which can.

In the final working session, participants focused on the long- and short-term action plans they are to develop and work towards within their organizations. They were asked to envision what life in Iraq would be like 10 years from now and to make one or two suggestions of how their NGOs could help reach that vision.

It is clear that the momentum attained so far with regard to the implementation of resolution 1325 illustrates that change is possible. Yet much remains to be done. The international community must work diligently to fulfil unmet needs. As a critical part of its leadership in implementing resolution 1325, UNFPA is moving forward to support its field offices in conflict and post-conflict countries and to support the civil society.

I. INTRODUCTION

A. BACKGROUND

Over the last decade, Governments and United Nations development organizations have increasingly recognized that achieving sustainable development and improving the status of women needs to be driven by individuals, NGOs and other parts of civil society rather than solely by governments. In wartime, especially, women and women's NGOs play a crucial role in supporting families and communities and, if given the opportunity, can be strong partners in peacebuilding and reconstruction efforts. However, there is a strong tendency to present women as suffering victims. The mass media present conflict and refugee situations through images specifically of women, children and old people, who are assisted mostly by men. Little attention is given to the realities: women shoulder the economic and psychological burdens of their families; they play foremost roles in supporting their communities; and they play extraordinary roles in peacebuilding and reconciliation. Women have learned that reconstruction, rehabilitation and reconciliation are slow processes. They are ready to take up the challenges of being key actors in rebuilding civil society on more equitable bases.

UNFPA has long recognized the distinct experience of women in conflict and post-conflict settings and has developed a strategy for gender mainstreaming in such situations. One of the components of this strategy is capacity-building for local women's NGOs to provide them with the skills to participate in rehabilitation and peace processes.

B. PURPOSE

This report concerns a training workshop entitled "Conflict Resolution, Communication Skills and Organizational Management", held in Istanbul, Turkey, 11-15 June 2007. Its purpose was to train Iraqi women leaders in tools and procedures to enhance their effectiveness and that of their organizations, specifically with respect to ending the conflict and ensuring a lasting peace in Iraq (see annex 1, Agenda).

The Women, Peace and Security Initiative in the Technical Support Division of UNFPA sponsored the workshop, under the overall coordination of Ms. Sahir Abdul-Hadi, Senior Technical Adviser. The training was provided by four facilitators: Lesley Abdela, Senior Partner, Shevolution; Eleni Kyrou, Lecturer, Development Planning Unit, University of London; Fotini Sianou, President, Centre for Research and Action on Peace (KEDE); and Eleni Stamiris, Board of Directors, Mediterranean Women's Studies Centre (KEGME). UNFPA Iraq hosted the meeting and provided administrative support. The UNFPA Division for Arab States, Europe and Central Asia provided financial support.

C. PARTICIPANTS

Participants were drawn from 19 Iraqi organizations. These organizations provided health or other social services or were advocates for women's rights and human rights generally. Participants and their organizations are listed in annex 2.

D. OPENING SESSION

At the opening session, Ms. Abdul-Hadi welcomed participants and highlighted the role of UNFPA in initiating the Istanbul workshop. Even with the adoption of Security Council resolution 1325 in 2000 (annex 4), protecting women in conflict and post-conflict settings has remained a challenge. Yet, it was women on the ground who mobilized to formulate and implement the resolution, which illustrates that change for women in conflict settings is possible. The adoption of the resolution prompted the international community to address women's experiences in conflict. Ms. Abdul-Hadi emphasized that much more needs to be done on a practical level to promote change in the priority areas identified by women. UNFPA, other United Nations agencies and organizations and national and international partners have learned a great deal from their efforts to increase protection and mobilize humanitarian, social and economic support for women. The lessons learned must be translated into standard practice.

Eleni Stamiris then reviewed the workshop's goals, Lesley Abdela noted the workshop's procedures, and Eleni Kyrou and Fotini Sianou greeted participants, who were then introduced to the group.

During the five days, participants engaged in many exercises, including role-playing and the preparation of talks and sharing of experiences. The facilitators provided participants with numerous handouts and checklists. Participants were asked to keep personal learning diaries, and all participants filled out evaluation forms at the end of the workshop (see annex 3, Workshop Evaluation Questionnaire). This report attempts to synthesize and summarize the topics of the workshop rather than to report on each of the many sessions. A few examples of participants' feedback on the workshop sessions are included at the end of each of the following chapters.

II. SETTING UP AND MANAGING A NON-GOVERNMENTAL ORGANIZATION

Facilitators: Lesley Abdela, Eleni Kyrou, Fotini Sianou

The main part of the first day of the workshop, 11 June 2007, focused on the topics of establishing an NGO and undertaking organizational management and project planning and management.

After setting ground rules for the workshop, participants concentrated on defining the main challenges they were facing in their organizations, in their workplace and in society. They also identified what they most wanted to learn from the workshop.

A. DEFINING CHALLENGES

Participants were invited to view their situation in the light not only of constraints but also of opportunities, the opportunities that conflict may offer. Participants noted that in Iraq more NGOs were operating today in an increasingly more active civil society. Since 2004, despite the country's dire security problems, the number of women working in NGOs has increased, challenging traditional gender roles, beliefs and practices. One participant remarked that women working in NGOs in Iraq face the threat of death targeted at the population in general and additional dangers because women, in particular, are targets and, especially, women working in NGOs. In this environment, although women have not stopped working for their organizations, their freedom of movement has been considerably curtailed.

Participants worked in three groups in a session that encouraged them to describe the context within which they were working in their NGOs. Participants in one group focused on large questions, such as how to change perceptions and attitudes towards women and eliminate discrimination against women, and on a variety of issues concerning the administration of an NGO. These participants wanted to gain skills in problem-solving, building teamwork, exchanging experiences and developing national and international networking skills. They were specifically concerned about how to write a project concept/proposal and how to find funds. In some areas in Iraq, bank accounts were still frozen. The lack of experienced staff and volunteers in NGOs was another concern. Also, they wanted to activate and mobilize NGOs to influence decision-making.

In the second group, participants focused on how to bring about enforcement and implementation of international resolutions on peace and security, such as United Nations Security Council resolution 1325, and on women's human rights and gender. They were also concerned about how to persuade international NGOs to work in Iraq. Their desire was to set up an Iraqi network so that they could get their voices heard by the international community. Closer to home, they were concerned that their husbands and other male relatives wanted to protect them from the dangers of leaving the house in the dangerous security situation, even to take part in NGO work. Traditional paternalistic attitudes

were being compounded by the dangers on the street. In their view, this attitude was imprisoning women. These participants were also concerned about how to develop management skills among NGO office staff.

Participants in the third group considered how to improve the security situation in Iraq and how to raise awareness among women about women's human rights and related issues. Like those in the other groups, they were concerned about skills development in their own NGOs and how to address the lack of experience of NGO staff – that is, how to develop qualified NGO staff so that, for example, they could provide services to displaced women. They were also hoping to promote exchanges of information with other NGOs.

Clearly, staff development was seen as a challenge for many participants. The NGOs that are providing social services are staffed mainly by unpaid volunteers. Another problem for NGOs is that of their premises. They cannot afford to rent or buy premises, and those that have their offices in government premises are aware that the governorates can take that space back at any time.

B. DEVELOPING A MISSION STATEMENT

Participants addressed the role, logic and purpose of an NGO, starting from the vision, values and principles leading to its creation. Participants concentrated on how to translate that vision into a mission statement outlining goals, strategies and objectives. Drawing extensively and building on information that emerged during the needs assessment session earlier in the day, participants tackled and debated each element of the process, examining the different types and different roles of NGOs and the reasons why their NGOs were needed.

C. UNDERTAKING LONG- AND SHORT-TERM PLANNING FOR THE ORGANIZATION

A discussion followed on all aspects of organizational management – planning, organizing, directing, coordinating, reporting and budgeting. Participants were asked to draw from their experience and point out the functions of organizational management in place in their respective NGOs and to address aspects of leadership, teamwork, roles and responsibilities, and the delegation of these on the basis of appropriate skills and experience. In addition, they were asked to draw attention to the differences in their organization charts and to the variations introduced due to financial limitations.

Participants examined the differences between long- and short-term planning and implications at the organizational and project level, discussing real-life examples from their work. In this way, the notion of strategic planning was introduced and explored, highlighting the critical need for NGOs to position themselves in the pursuit of their mission against the background of their daily conflict-torn reality, the financing (donor) landscape and their own experience and capacity to respond to daily challenges.

D. PLANNING AND MANAGING PROJECTS

Two sessions were dedicated to project planning and management, stressing the importance of these skills not only in terms of effective, efficient, sustainable and gender-aware development practices but

also in terms of the donor’s logic. Participants were asked to view their project choices and their management through the eyes of potential donors.

At first, participants were invited to share their understanding of how a project idea could be developed into a project proposal and, gradually, into a project intervention. Subsequently, participants were asked to work in groups on a particular exercise that required them to elaborate a potential project idea and the tasks involved at each stage of that formulation, leading to a decision on whether to pursue such an idea or not.

Accordingly, each of three groups collectively chose a project idea to elaborate and present. Three project development processes were presented: one idea was to focus on eradicating female illiteracy; another was on advocating the reform or abolition of Article 41 of the Iraqi Constitution; and the third was on eliminating gender-based violence. As part of feedback, further insights into the generic aspects of each stage in this process were offered as well as a checklist of questions that the NGO practitioner can use to ensure that the decision over whether to proceed with any given project idea is well founded.

Facilitators then introduced participants to Project Cycle Management (PCM) and the tool of the Logical Framework Approach (Logframe). The PCM offers a standardized and well-organized framework of procedural action. The stages in the process are Programming, Identification, Formulation, Implementation, Evaluation and Monitoring. Monitoring begins the minute the project idea is identified, as the planner begins to gather the baseline data that serves as the foundation of monitoring.

The Logframe was explained as a tool for planning. Hand in hand with PCM, this approach helps develop the logic of project. The first question is: “What is the problem; why should I be doing this project?” The second question is: “How?” How involves both the means of doing it and the methodology. Then activities can be planned. At this point the physical requirements of the project – for example, location, equipment (computers) and supplies – would be ascertained.

The next questions are: What is the impact? and What results will the project have? It is important to insist on quantifiable information for measurements and for estimates of the cost of activities. The example given concerned a project to contribute to the elimination of violence against women. Many questions were posed to the facilitator concerning the details of the logical framework, and the tool was discussed in detail with concrete examples. The procedure is intended to help planners be clear about all facets of a proposal and also to win points when applying to potential donors by presenting a well-researched project.

Another topic discussed extensively was fund-raising and approaches to donors within the Logframe. Due to time constraints, the option was offered to participants of attending an extra mentoring session on fund-raising after the completion of the workshop.

Participants frequently drew upon their diverse and rich record of experience. As a result, they learned from one another as well as from the formal training.

E. PLAYING “THE MANAGEMENT GAME”

Working with facilitators Lesley Abdela and Fotini Sianou, participants engaged in “The Management Game”, which gave them an opportunity to practice what they had learned during the session on

organizational management. The competing teams were given a list of tasks such as making paper hats, measuring the height of all participants, inflating balloons and singing a song. The team earned points for each completed task. Team leaders were given 30 minutes to plan with their team how many tasks they thought they could accomplish in the time allocated and with the various talents in their team. They were given another 20 minutes in which to implement their plan. An observer was briefed to monitor and evaluate how the teams and the team leader performed.

Although it was late in the afternoon, the game generated great energy. All participants laughed, sang and enjoyed themselves while putting into practice management skills learned during the day, plus time management and resource management skills. The exercise generated a friendly atmosphere. Participants who acted as observers monitoring each team noted that the teams finished their tasks on time and worked cooperatively and enthusiastically.

“DO YOU REALIZE WE ARE A TEAM MADE UP OF SUNNI, SHIITE AND KURDS, AND WE HAVE WORKED TOGETHER VERY SUCCESSFULLY IN OUR TEAM AND HERE WE ARE SINGING AND LAUGHING TOGETHER. THIS IS HOW WE WANT IT TO BE IN IRAQ IN THE FUTURE.”

—One of a team of six participants

F. PARTICIPANTS’ FEEDBACK ON ORGANIZATIONAL MANAGEMENT

- “We learned how to design and manage our project, how to implement it and how to reach a successful conclusion”;
- “I learned how to formulate a project proposal in a way that will help persuade donors to support our NGO. We learned how to focus on the type of information that will persuade donors to give us support and money”;
- “I learned how to write a proposal for our NGO, including financial management in our project”;
- “One benefit from the game was that we had to estimate the time needed to carry out the tasks we had to do”;
- “We had to work out how best to divide the work among members by considering their strengths and talents in order to choose the best person for the task”;
- “It’s good to have gathered together women from women’s NGOs across Iraq. We began to get to know one another and to share experiences on how we are handling the challenges we face in our work”;
- “We learned that even in a short time you can accomplish many things if you cooperate with your colleagues.”

III. DEVELOPING COMMUNICATION SKILLS

"AN ADVOCACY CAMPAIGN EXISTS BECAUSE CITIZENS WANT A POLICY CHANGED OR BECAUSE THEY WANT A NEW POLICY INTRODUCED. ADVOCACY CAMPAIGNS COME INTO EXISTENCE WHEN ONE OR MORE INDIVIDUALS SAY, 'I AM SO ANGRY ABOUT....' ADVOCACY CAMPAIGNERS SEE THAT SOMETHING IS NOT RIGHT AND DECIDE TO CAMPAIGN FOR CHANGE ON SUCH ISSUES AS EQUAL POLITICAL REPRESENTATION FOR WOMEN, PEACE, ENVIRONMENTAL ISSUES, WOMEN'S HUMAN RIGHTS OR GENDER-BASED VIOLENCE. "

–FACILITATOR'S REMARKS

A. ADVOCACY

Led by facilitator Lesley Abdela, participants examined the purposes and effective methods of undertaking advocacy. Advocacy campaigns are all about raising awareness; providing well-informed accurate briefings; and monitoring decision-making, so as to improve women's health, safety and representation. In an advocacy campaign, one needs to:

- Inform;
- Persuade;
- Motivate;
- Move into action.

The message should be repeated many times, as it takes time for people to change their perceptions. It can take 10 to 20 years to see real change happen.

One example of advocacy is the process of convincing people of the importance of a particular issue, such as resolution 1325. The steps entailed in advocacy are the same, regardless of the topic. The person advocating needs to decide:

- Who is the target;
- How to reach them;

- Why they should support you;
- What you want them to do;
- When you want them to do it.

Four participants then undertook an exercise to demonstrate these skills. Each was assigned a topic (reproductive health; empowerment of women and affirmation of their rights; donation to projects aimed at welfare of orphans; support for women’s participation in parliamentary elections) and a relevant target audience.

The facilitators reminded the speakers that they needed to address both men and women and make them feel included. The speakers needed to include all parties that, in one way or another, could play a role in the advocacy campaign. They were told to try to build a bridge between themselves and the audience and to give the audience two or three reasons, based on evidence, why what they were saying was a good idea. They were instructed to keep their messages simple and clear, with the focus on the problem that had been identified, the proposed solution and why it should be carried out.

The facilitator reminded participants that whenever they were thinking of persuading an audience, they had to think about the audience and their lives and how to communicate with them. The communicators need to mentally place themselves in the physical seat of the audience. They needed to think of themselves as if they were the hosts of the meeting. Negative body language – for example, looking arrogant, ignorant or both –conveys the message that one is not a leader and that one would not have anything interesting to deliver. In contrast, a confident speaker conveys interest in the audience, presents an interested and friendly demeanor and engages in eye contact.

B. PREPARING MESSAGES ON WOMEN’S HUMAN RIGHTS

The objectives of this session were to prepare participants for advocacy, to help them become familiar with the international legal frameworks that address gender-based violence and to increase their knowledge and understanding of gender mainstreaming. The facilitator gave a Power Point presentation and explained the conventions and instruments that can be used by women in consciousness-raising and in lobbying.

1. *International Conventions/Conferences on Human Rights*

Before campaigners can influence others about women’s human rights and gender-based violence, they must become well informed on the issues. It is important to know that acts of gender-based violence are prohibited under international law and some national legislation (see box 1).

Participants addressed the questions of how to mainstream gender into democratic processes and elections; reconstruction of the economy; infrastructure; governance; the media; social, health and education services; refugees and displaced people returns; justice and reconciliation; and the personal conduct of international peace operations’ personnel and observer missions.

Box 1. International Principles on Human Rights

Acts of gender-based violence breach numerous principles of international human rights: the rights to life, equality, security of person, equal protection under the law and freedom from torture and other cruel, inhumane or degrading treatment. The following principles were highlighted:

- The 1945 Charter of the United Nations recognizes the equal rights of men and women;
- The 1948 United Nations Universal Declaration of Human Rights, Article 2, specifies that everyone is entitled to the rights and freedoms in the Declaration without distinction of any kind, such as race, colour, sex, language religion, political or other opinion, national or social origin, property, birth or status;
- The 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) calls upon States parties to ensure that women, on equal terms with men, participate in the formulation of government policy and in NGOs concerned with the public and political life of the country;
- The 1993 World Conference on Human Rights in Vienna declared officially that the human rights of women are an inalienable integral and indivisible part of universal human rights;
- The 1995 United Nations Fourth World Conference on Women, Beijing, at which 189 Member States of the United Nations committed themselves to achieving gender equality, including ensuring that there are 30 per cent women on all decision-making bodies; increasing women's participation in conflict resolution at decision-making levels; protecting women living in situations of armed conflict or under foreign occupation; reducing excessive military expenditures and controlling the availability of armaments; and encouraging and supporting women's contribution to fostering a culture of peace;
- United Nations Security Council resolution 1325, passed unanimously on 31 October 2000, was the first resolution ever passed by the Security Council that specifically addressed the impact of war on women. It spells out actions needed by all actors to ensure the participation of women in conflict resolution and the attainment of sustainable peace.

All those involved in planning and implementing demilitarization, demobilization and reintegration (DDR) must consider the different needs of female and male ex-combatants and take into account of the needs of their dependants. The protection of women in conflict zones must be improved, particularly in the prevention of and response to gender-based violence.

One question considered by participants was: What gender-based violence exists in Iraq? The answers covered social violence, traditions and cultures that limit women's movement, psychological pressure and violence, woman-beating, rape and domestic abuse. Participants noted that many women were being attacked for not wearing scarves or when working for NGOs, even outside Iraq and in many other countries. This was a new phenomenon. There were also "honour killings." In some parts of the world, a woman may be killed if her family thinks she brought disgrace to the family's honour. In Iraq, participants said a person would get a lighter sentence for an "honour killing" than for murder. In Kurdistan, legislation had been changed to treat honour killings as murder, but people's thinking has not yet changed.

2. *Parallel Universes of Men and Women*

Where there is conflict, most combatants are men, most senior diplomats are men, most of the military are men, most of the United Nations people in top posts are men, as are those in the media, the private sector and even community leaders, including religious leaders. Power positions are in men's hands. This is a male universe.

Men and women are found in the following places: government/international organizations, the media (journalists, reporters and other media representatives), international NGOs, funding organizations and foundations, indigenous and local NGOs, small and large private-sector enterprises, and humanitarian aid and development organizations.

Where are women found? Women are NGO leaders and activists, editors of women's media (magazines, radio and TV programmes), heads of households, refugees and internally displaced persons.

3. *What is Gender?*

Ms. Abdela explained that sex is biological; people are born male or female. Gender is based on social customs and can be changed. Both men and women are taught appropriate behaviour, attitudes, roles, activities and how to relate to other people. The influences on gender roles include race, ethnic background, class, economic circumstances, age/generation, religion and conflict.

Participants completed an exercise on the difference between gender and sex from the Oxfam Gender Manual and answered all questions correctly. They went on to examine how to mainstream a gender perspective into peacekeeping and peacebuilding. They were instructed to examine how every programme, project, process, policy, activity and decision impacts on each section of the community—male and female—and to look at the participation and contribution by, and effects on, women and men. The aim is to understand that women can benefit equitably with men and to prevent the perpetuation of inequality.

4. *Public Speaking*

In this session, participants discussed cases and received feedback from the facilitator on how to transmit messages on the following topics:

- Persuading people that women should be free to choose whom to vote for in elections;
- Seeking support for a centre for human rights;
- Seeking men's and women's participation in a project to improve the surroundings of the school;
- Promoting awareness in villages and rural areas about changes in the constitution.

C. **WORKING WITH THE MEDIA**

The objective of the session, led by Lesley Abdela, was to increase understanding of how NGOs can get their messages across through the media. The topics included the current context of media in Iraq,

undertaking advocacy through the media, building press lists and writing press releases, and preparing for and giving TV interviews.

1. Challenges in Contacting the Media

Participants were asked to describe challenges they had faced in liaising with media:

- “Media in Iraq are either private or public broadcasting or aligned with political parties”;
- “The biggest difficulty is financial, because if you want to prepare for media coverage you need money to broadcast a programme.” (In response, the facilitator clarified that the session would focus on free editorial coverage, not on paid advertising);
- “We have no difficulties in accessing media; on the contrary, they pursue us. In northern Iraq we could organize a media event every week. Through the satellite, there is access to both national and international media. Many subjects need to be covered, the most important of which is violence against women”;
- “In our area, there is foreign press. They ask us and we tell them, getting exposure for our issues on local, national and international news. Also, we use the Internet.”

2. NGO Advocacy through the Media

The facilitator gave the following suggestions on how to get media coverage for issues such as gender-based violence, women's reproductive health and resolution 1325:

- Make it interesting; violence against women is an issue that interests media, but it can be more difficult to persuade editors and journalists to cover less dramatic issues such as education or health. Think of ways to make the issues you want covered in the media more interesting -- e.g., using a celebrity; exhibiting information from surveys, especially those with a comparative angle with other countries; and illustrating a broad issue by a personal story with a human interest. It is not a question of money but of creativity;
- Do not just wait for the media to come to you. NGOs should build an ongoing relationship with Iraqi media and also with international news agencies. Contact editors and journalists via the Internet and let them know about issues on which your NGOs are working. Make sure they have contact details for spokespersons in your NGO. They would almost certainly be happy to have telephone and e-mail addresses for NGO contacts. The security situation prevents most foreign media from venturing beyond Baghdad;
- Keep press releases/e-mail short and simple, with a clear message. It has to be interesting (news means “new”); surprise the editor and she/he is more likely to take the story;
- Iraqi women's NGOs have an advantage in representing female leadership; in conflicts, often the predominant imagery is of women as victims fleeing to places of safety;
- If you want to send a press release/e-mail out in English to foreign media, find someone who can help you put it into reasonably good English.

3. *Preparation for TV interviews*

The facilitator then gave the following advice on TV interviews:

- Preparation! preparation! preparation! is the key to handling TV and radio interviews successfully. Anyone representing an NGO on TV should work out ahead of time one or two clear simple messages to put across and rehearse thoroughly with family, friends or colleagues at work;
- TV is visual. Sincerity shows on TV. Visual image and body language are a component tool for conveying your messages. Dress in plain colours rather than busy patterns (watch what colours work well on TV) and avoid big jewelry.

Participants were given a checklist for preparing effective answers ahead of TV interviews. They also had a practice exercise of preparing for a TV interview. The theme was how Security Council resolution 1325 relates to NGO work on gender-based violence, reproductive health and related topics on which NGOs were working in Iraq. Participants were asked to work in pairs to help each other prepare for the practice interview, with one person acting as the interviewer and the other as interviewee. Every participant had the opportunity to give a three-minute interview in front of an actual TV camera. Each small group with their facilitator then watched the interviews and gave constructive feedback with learning points.

D. PARTICIPANTS' FEEDBACK ON COMMUNICATION SKILLS

- “After this workshop, I am going to organize workshops like this to teach my colleagues”;
- “This is the best workshop I ever attended because an important part of each session has been practical exercises. I have attended many workshops in the past, but they just gave lectures and presentations with a board. I have appeared on TV many times and tried to criticize my own habits. But having colleagues around me helped as they were able to give me valuable comments and constructive criticism”;
- “We learned a lot of practical things. The most important thing was how to give interviews on the TV, how to make an interview so that we convey the message to other people. It was good practice to have all the people around me and accept their comments about my presentation”;
- “I have made many speeches. . . . This was the first time I made a TV interview. I will need it in the future. We really got a lot of benefit.”

IV. ANALYSING AND RESOLVING CONFLICTS

"YOU ALWAYS HAVE TO TAKE EVERY OPPORTUNITY FOR FRIENDSHIP. ONE EXAMPLE WAS WHEN EARTHQUAKES HAPPENED IN TURKEY AND GREECE. IN 1998, A MAJOR EARTHQUAKE OCCURRED IN ANATOLIA IN TURKEY. MANY GREEKS CAME TO HELP. DURING THE 1999 EARTHQUAKES IN GREECE, MANY TURKISH PEOPLE CAME TO THE HELP OF THE GREEKS."

–FOTINI SIANO, FACILITATOR

A. IDENTIFYING TYPES AND LEVELS OF CONFLICT

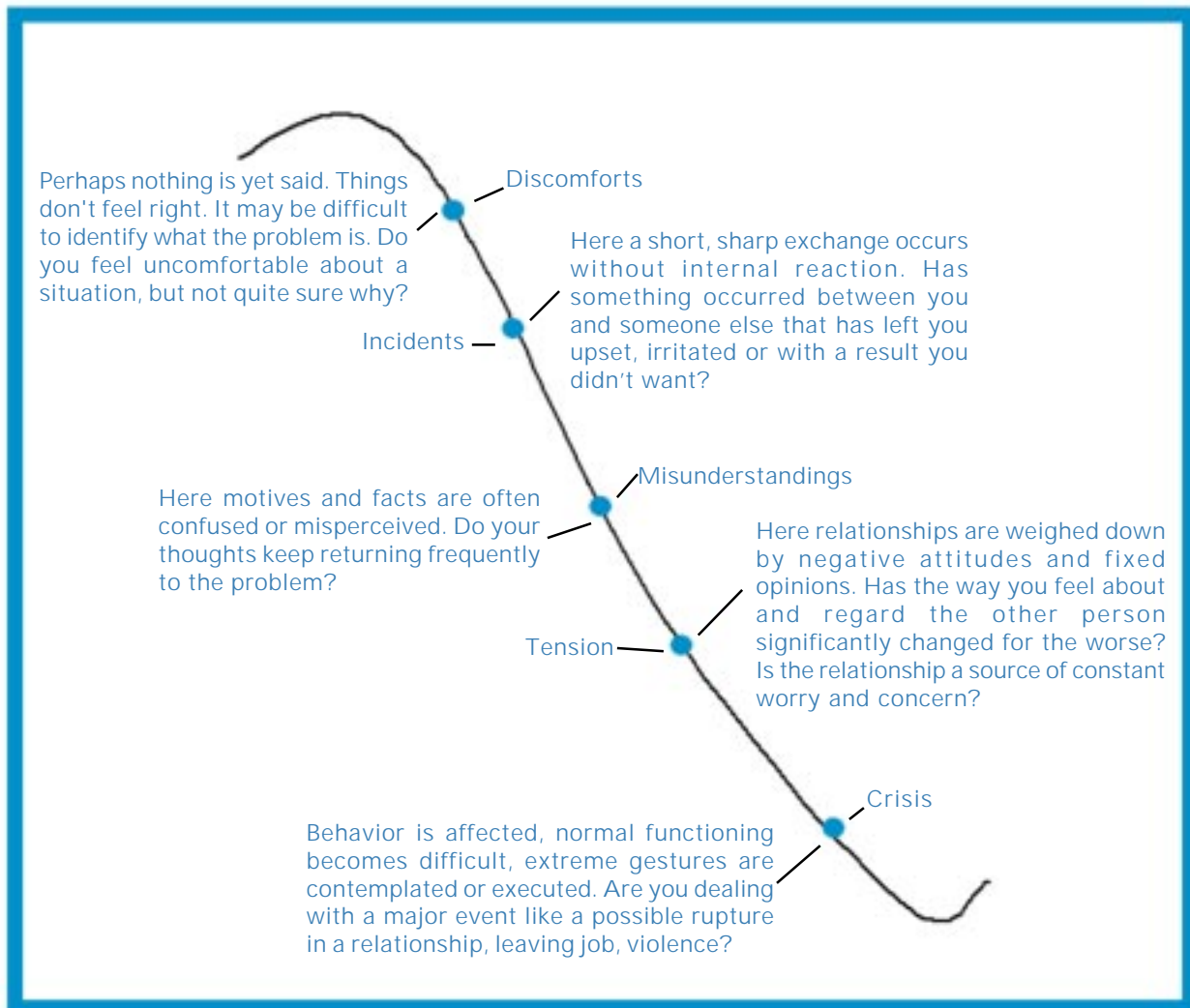
Led by facilitators Fotini Sianou and Eleni Kyrou, participants examined the nature of conflict to arrive at a group definition of what it means. They then examined conflict between individuals, family members, groups and nations. Working in four small groups, participants identified steps in conflict, from early to later stages—from incidents, to misunderstanding, to tension and to crisis (see handout, Stages of Conflict).

Eleni Stamiris noted that people can have the ideal of wanting a perfect world but it is just an ideal. Conflict is pervasive—it is everywhere—it has been, it is, and it will be. The crucial point is to handle conflict effectively. She also remarked that conflict can be a window of opportunity for women. On the last point, she noted that “our major work in my last three years working at the Commonwealth Secretariat was in helping South Africa end apartheid. We said, this is the opportunity for women to get on board and take important spaces in order to change societies. We worked with South African women and with South African men. Don’t forget to work with men, too. We had a white South African constitutional lawyer work with us. He lost one arm and an eye in the struggle. After the end of apartheid, they appointed him Chair of the South African court. He said no—that he would give his position to a black man and a woman.

“When we enter conflict ourselves we become angry and irritated and we have to understand ourselves so that we can have peace at home— and peace in the world. We have to learn to handle conflict so that we can communicate effectively.”

The power of tradition is changing. It differs from urban to rural areas. Other influences are international and national legislation and how long one has to lobby for it and then again how long one has to work to get it applied in one’s life.

Handout 1, Stages of Conflict



Conflict Mapping – a Model

Another story concerning conflict in a workplace was examined. In a village kindergarten, a conflict began because staff refused to comply with instructions. One of the instructions was that staff members could not raise their own children in the kindergarten. At some point, one of the workers was asked to travel. She asked a colleague to take care of her children in the workplace, but without seeking permission. The violation was reported. In return, the contract of the first worker was terminated, and the second worker lost some of her salary. As a result, the two workers started propaganda against the school, and parents began to remove their children from the kindergarten. Other colleagues and the wider society started taking sides, thereby dividing the society. The kindergarten suffered economic losses. Everybody lost out – management, the workers, families and almost everyone else in the village.

The conflict was resolved, however. The kindergarten's management contacted families and solicited the help of tribal chiefs. Management held face-to-face meetings with everyone to explain the policy. A committee was set up including many people in the society.

Box 2. A Conflict Analysed

One participant told a story that began 20 years ago and is still ongoing. In one of the villages in Kirkuk, according to tribal tradition, a girl was engaged to her cousin when she was only three years old. When the girl grew older she loved her other cousin and refused to marry her fiancé. The sister of her fiancé was the wife of her brother. When she refused the marriage, many problems started, beginning with word fights. The cousin who was her fiancé killed the cousin whom she loved. The fiancé was sentenced to jail. Because of the family's high status in the society, the conviction was reduced to only 10 years imprisonment. The family of the killed cousin waited for 10 years. The day the fiancé was released, he was killed by the other family whose son had been killed 10 years ago. The second family killed another person from that family. Killing continued. The number of persons killed reached 21.

The girl was 14 when the first killing happened. She is now 34 years old and unmarried. No one can ask for her hand because the family of the first fiancé will kill any one. The reason for the conflict was that the girl refused to marry the man they wanted her to marry when she was young. The conclusion is that the girl lost her life, her future and her desire to be a wife and a mother. And 21 persons were lost for no reason.

The analysis:

This extreme story is common in many countries of the world. As a social anthropologist, I have heard many such stories. The reason is the tradition that assigns roles to women and men and to parents and children. In this type of society, parents have the power to tell the children how to act. Usually men have more power, and women less. Societies have many values, different kinds of values. Some of these values are non-negotiable. Some values have room or space for change. In small, closed societies, some values cannot be changed. In large cities, however, people can make some change. The groups need to be balanced with one another.

There was a clash of interest between the daughter and her parents. The powers are parents and the daughter. The clash happened because the parents said no to her request to marry the man she loves. Women do not have the right to control their lives. Fathers, brothers, uncles and grandfathers usually control the lives of the women in the family. The basic need is that of belonging to a family.

It is important in a conflict to look at all actors involved. In traditional societies, it is not the individual that counts, it is the family; what each person does reflects on her or his family; the reference is the name of one's father. Also important are the roles of religious leaders in the community, the mother in the family and the grandmother in the family.

B. THE WIN/WIN APPROACH

Ms. Sianou explained the need to translate the positions of two conflicting parties into their needs and interests. Positions can be irreconcilable (both want the same thing) whereas the needs of the two parties can be many. Common ground can be found that they all can agree to. She used the example of an iceberg (see handout), in which positions are the visible surface; underneath are the needs and interests.

Compromise was discussed, using the example of two parties, both of whom want an orange and a tree. These can be divided between the two parties. Most participants responded that the compromise is to cut each in half. There are some advantages to compromise: it is fair and simple, and satisfies some needs. However, there are disadvantages to compromise, too—chiefly that it does not fully satisfy the parties; it is not a fair enough solution. In contrast, a WIN/WIN process will lead to a better solution.

In a WIN/WIN approach, each party talks to the other to identify the other's needs. One wants the orange for the juice to drink; the other, for the rind to put in a cake she wants to bake. This can apply in many situations when parties are interested in solving a problem.

Needs may be seen as constituting a triangle. There are substantive, tangible needs like money, clothes, cars, etc.; procedural needs, for example, discussing an issue with one's daughter rather than telling her what to do; and less tangible needs: people are not just bodies, people are their souls, their emotions, their thoughts.

The benefits of WIN/WIN are good solutions, productivity in the workplace and commitment (workplace, home). Using this approach requires new skills, such as learning to listen, developing empathy and stepping back physically and emotionally to consider a situation.

Negotiation is one of the skills of the WIN/WIN approach. Ms. Sianou continued:

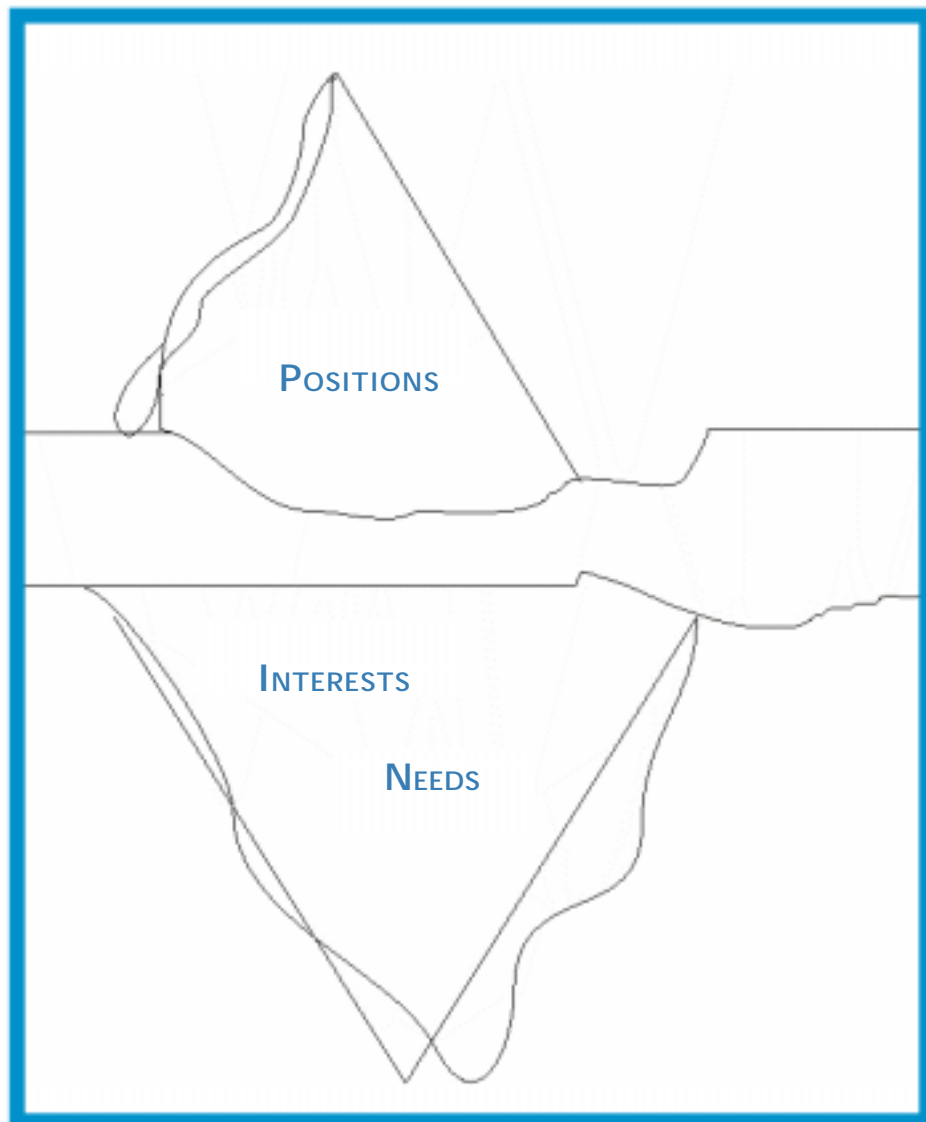
- Separate the people from the problem;
- Be soft on the people, hard on the problem;
- Recognize that the person is not the problem;
- Focus on needs, not on positions;
- Generate many options and identify which cannot be done, and which can;
- Use objective standards.

The phases of negotiation consist of preparation, interaction (building rapport and exchanging needs) and the closing, when the parties sit down for agreement and plan implementation of the agreement with various steps over time.

Box 3. Some Principles of WIN/WIN

- I consider what I want;
- I consider what you want. Therefore, we are raising our degree of concern for both our needs;
- I must believe that for me to win, you do not have to lose;
- We consider what is fair;
- When we get to a solution, it should cover as many of the parties' needs as possible.

Handout 2, The Iceberg Model: positions, needs, interests



- 1) Differentiate between Positions, Needs, Interests
- 2) Understand how positions or statements can be reinterpreted in terms of interests and needs
- 3) Understand how it is possible to find common ground on the basis of these needs and interests rather than on irreconcilable positions.

Not all parties want to solve the problem. Some of them have interests in maintaining the problem. In such cases, one needs to step back physically and emotionally and say, “I did everything I could do; the rest is your problem.” One is left with the problem and has to start working to resolve the problem. One may have to do practical things to solve the problem— change houses, get another job or leave the country.

The session on day 4 concluded with a meditation exercise titled “Willingness to forgive”. The aim of this exercise was to help participants to enter into the emotions of a conflict and evaluate the experience. It was noted that forgiving oneself and others is often a critical step in completing conflict and allowing people to move on. After the completion of the exercise, participants were asked to express their feelings, thoughts and experiences.

C. PARTICIPANTS’ FEEDBACK ON CONFLICT RESOLUTION

- “In conflict resolution using the WIN/WIN approach, we did practical exercises that stayed in our thoughts, particularly what we did for negotiation, role playing as mother and daughter buying a car. Negotiation is a very important skill that everybody has to learn. We learned it is not necessary always to win. You may be a loser and gain something else”;
- “We learned some important things that a negotiator should resist and resist until she reaches a solution. To keep going until you reach what you need”;
- “The iceberg model identified the needs of the two parties. The needs are hidden down below. ...We found that identifying your needs is the most important factor; we reached conflict resolution. Maybe the solution would be a compromise or negotiation in order to reach a resolution. Also we learned the negotiation skills in three phases. Knowledge has become clearer now”;
- “We learned the classical message of conflict resolution taking into consideration the interests and needs of the parties before we start arriving at conclusions and solutions. We have to start looking at needs, the identity of the person with whom we are negotiating.”

V. PREPARING STRATEGIES

A. VISIONS OF IRAQ IN 10 YEARS

In the final working session, participants focused on the long-term and short-term action plans they are to develop and work towards within their NGOs. This session was intended to prompt them to think about the future, processing all the information they had been exposed to for the last four and a half days. They were asked to think about how they would use that information and techniques when they are home.

Participants were asked to work in groups. Each group was asked to draw a picture of a vision of how they would like life in Iraq to be 10 years from now and to make one or two suggestions of how their NGOs could help reach that vision. One rapporteur from each table described the steps to the plenary.

DRAWING NO. 1

“We hope that peace will prevail over Iraq, and these birds are symbols of peace. After peace, the rebuilding of Iraq will restart, and a woman and a man will work together to build Iraq and make this skyscraper. Our dream is that within 10 years Iraq will have metro transportation, and petrol and electricity will be available. These are electric balls, lights are on all over Iraq at night. Everything has been accomplished for Iraqi women. They are healthy, have no problems and give birth to many healthy children, playing in the gardens inside Iraq. After women have no problems and there is no crisis in Iraq, the children start to go school freely with their books. After peace in Iraq within the limited period they have no problems to the extent that a woman could find a house for her family in modern apartments.

“Our NGO is going to work to eliminate violence against women and apply equality for men and women. Through this, we would reach the stage of development represented though this drawing.”

DRAWING NO. 2

“We are dreaming of having roads all over Iraq with new modern vehicles and cars going through streets. Streets have electric lighting all over Iraq. Then we will start building apartments and hospitals, and this picture shows that students are going to schools in safety and security. We will have playgrounds for children all over Iraq. This picture shows two people shaking hands with each other; there is no discrimination, people are living in peace and they feel secure.

“The women are smiling now. This reflects the Iraqi Airlines, which means that displaced people living outside Iraq are coming home. When peace is prevailing in Iraq, you can see a lot of birds flying the skies of Iraq. The sun is rising again over Iraq. There is a Turkish saying the dawn comes after the night.

“We will address all NGOs and concerned people in Iraq. We will train them in conflict-resolution

skills. And we will activate the efforts of the people in areas to address people in power to learn to adopt a WIN/WIN approach. We suggest having a TV interview on these subjects in order to activate ideas and thoughts and address parliament members to adopt these ideas, to have peaceful Iraq without terrorism.”

DRAWING NO. 3

“Our vision is for Iraq to be the country for all people in all sectors and groups. Iraq is the country of the two great rivers, of civilization. It is impossible to stay like this. Iraq is going to be a peaceful country. Here you have Christians, Arabs, a healthy child living in prosperity and this woman is holding the hands of people. Through women, this advancement is going to happen. The flowers are red and green, symbols of a prosperous Iraq with all sectors. Whenever you have a bundle of colours and flowers this is beautiful, living together happily. This palm tree represents the Iraqi woman, who is always giving, and the dove of peace.

“My NGO will empower women through activities for women, including conferences and meetings. Women are the cornerstone in the society of Iraq. We should empower women to take steps to strengthen Iraq.”

DRAWING NO. 4

“North of Iraq and south of Iraq is an area of palms. We intend to show the real situation in Iraq, north, south and centre. Here we show a government building, which means that a state has been established which can apply the law. . . . We will stop fighting between brothers and have a government which works through law and regulations. The government’s laws will ensure that all people are satisfied and will work together under one law. . . . although women are not represented as much as men, women are going to be in power to apply all regulations. By working hand in hand, they can form a united society full of light and prosperity.

“We have to focus on the Iraqi laws and regulations to be applied in all of Iraq. Without the help of a strong government, we will never be able to live in peace and prosperity. [We need to] educate women to know their role in society. They should be aware of all applicable international laws. Women in this workshop should communicate with governmental officials to talk about the implementation of international legislation. We can organize press conferences and we will do it because there are three journalists at this table. We have to educate women before we can go to the other side of society.”

B. PERSONAL ACTION PLANS

The final exercise was for participants to prepare a personal action plan. They were asked to think about the first steps they would take when they went back to Iraq.

Almost all participants said they would be writing a report or presenting an explanation of the workshop to their colleagues. For example:

- “In my capacity as member of my NGO’s administration, as soon as I arrive I will ask the board of directors for a meeting at which I will explain to all my colleagues all the training I received here

and the skills I attained. Particularly since our NGO has a project section, I will give my colleague all the information regarding this section and will cooperate with her and help her implement projects, especially those projects concerning the differences between sex and gender, the objectives and skills for conflict resolution, and how to deal and communicate with media.”

Many also intended to replicate the workshop exercises with their colleagues, for example:

- “I shall seek a meeting of the board of directors in my NGO and discuss the training workshop and pass on exercises on reconciliation, conflict resolution, negotiation and WIN/WIN approaches”;
- “In a week’s time, I will have a meeting with my NGO members and set up a similar workshop in my NGO, just like what we did here. The focus will be conflict resolution, because this starts with women. I shall tell every woman present in that meeting to pass the message on”;
- “‘I shall do as my father did’, namely I shall do exactly what the facilitators did with us!”

Some plan to translate and distribute materials in Arabic:

- “As soon as I arrive in Iraq, I will try to print and distribute to all the women in my city booklets in Arabic with all United Nations resolutions concerning women. Then we will provide education for women to teach them the difference between gender and sex. We will also publish concepts of reproductive health, especially for those in rural areas”;
- “Through the Internet, I shall inform everybody about what occurred. Because I am working through an Iraqi women’s network comprising 80 organizations, the message will reach far. I am also working on education of human rights through Iraqi schools”;
- “I will pass all the handouts to the chief of my NGO to have them translated into Arabic and distributed”;
- “I will use this period to teach children in summer school skills about public speaking and conflict resolution. The children are the tools of change in society”;
- “Sometimes those of us working in an NGO in south Iraq feel despair. Yet after this workshop I learned that we need to apply patience”;
- “I shall use tools of conflict resolution, forgiveness, tolerance and reconciliation, since my NGO is working with the psychological trauma of displaced populations.”

ANNEX 1. AGENDA

“CONFLICT RESOLUTION, COMMUNICATION SKILLS AND ORGANIZATIONAL MANAGEMENT”

*5-day Capacity Building Workshop
Istanbul, Turkey: 11 - 15 June 2007*

OPENING CEREMONY

Sunday, 10 June
18:30 - 19:15

Welcome Addresses by:

- Sahir Abdul Hadi, UNFPA Representative, welcomes participants and highlights UNFPA’s role in initiating the Istanbul Workshop.
- Eleni Stamiris, KEGME Representative, “Why are we here?” Workshop’s objectives and goals.
- Lesley Abdela, facilitator, “How we are going to work together”.
- Greetings from the facilitators: Fotini Sianou and Eleni Kyrou.

19:15 - 20:00 Getting acquainted

“My personal journey”: Introduction of participants

Facilitator: Lesley Abdela

Day 1: Monday, 11 June

09:00 - 10:00 Structuring our Workshop

Facilitator: Lesley Abdela

Exercise 1: ‘Workshop Values’

Participants define what they wish to adopt in this Workshop.

Setting our Workshop Agenda

Exercise 2: Participants define the main challenges they are facing in their organizations, their workplace and in society, and what are their expectations from this Workshop.

Facilitators: Lesley Abdela, Eleni Kyrou, Fotini Sianou

10:00 - 10:45 Setting up an NGO

Facilitators: Eleni Kyrou, Lesley Abdela, Fotini Sianou

Participants are split in four groups

Group discussion on the meaning of:

What is an NGO?

- What is the purpose of establishing one?
Why is your NGO needed?
What are the mission goals of your NGO?
- What are the different types and different roles of NGOs? e.g.: service providers, advocacy or

Results are recorded on a flip-chart for discussion.

Reports back in plenary session.

Handout 1

10:45 - 11:00 Coffee break

11:00 - 13:00 Organizational Management

Facilitator: Eleni Kyrou

Brainstorming on ‘What is Organizational Management?’

Powerpoint Presentation: Organizational Management

Brief presentation on the Management Functions:

Planning, organizing, directing, coordinating, reporting,

Budgeting:

- Long-term and short-term planning
- Who holds the Power?
- Who is making the decisions and what decisions?
- How are responsibilities distributed?
- Who is reporting to whom?
- Financial management.

Handout 2

Exercise 3: Group Work: 'Setting-up a NGO'

Each group is asked to establish an NGO based on the Information given. When ready, each group presents the 'New NGO' to the Plenary while the facilitator stimulates discussion on the participants' personal experiences.

Summing up: The important role of NGOs in promoting women's interests and their contribution in building a conflict free society.

13:00 - 14:00 Lunch break (prayers)

14:00 - 16:30 Strengthening and expanding your NGO.

Facilitator: Eleni Kyrrou

SWOT: What are your strengths and weaknesses?

Handout 3

Group Work: 'Apply the SWOT model to assess where your NGO is standing'.

16:30 - 16:45 Tea break

16:45 - 18:30

Exercise 4 and 4a: The Management Game

Group work during which participants get the opportunity to put into practice what they learned during the session on organisational management.

Facilitators: Lesley Abdela and Eleni Kyrrou.

18:30 - 17:00 Set homework – your personal learning diary.

Facilitator: Lesley Abdela.

Handout A

Day 2: Tuesday, 12 June

08:45 - 09:00 Learning points and feed-back from Day 1 based on Personal Learning Diaries.

Facilitator: Eleni Kyrrou

09:00 - 13:00 Understanding Conflict

Facilitator: Fotini Sianou

i.) Brainstorming: 'What is Conflict?'

Write on flip-chart responses and come up with a group definition of 'conflict'

ii.) Levels of Conflict:

- Between individuals
- Between family members
- Between groups
- Between nations

Handout 4

Exercise 5: Group work: Four groups must describe a conflict at each level. What similarities or differences there exist?

iii) Stages of conflict: Incidents, misunderstanding, tension, crisis.

Exercise 6: The same four groups pass their conflicts through different stages asking: What were the first signs of conflict? What happened next? How far they developed?....

Handout 2

13:00 - 14:00 Lunch

14:00 - 18:15 Communication Skills (with Coffee break)

14:00 - 15:45 Communicating your NGO messages on women's human rights and Gender based violence

- Defining your messages -
- What are women's human rights?
- UNSCR 1325
- What is violence against women?
- What is gender-based violence?
- Interventions in gender-based violence
- Exercise - The difference between sex and gender

Facilitator: Lesley Abdela

Exercise 8

Handouts 11, 12, 13, 14

15:45 - 16:00 Tea-break

16:00- 16:30 Advocacy - Putting across your message on women's human rights and gender

- Targeting your message
- Advantages of Civil Society Coalitions and networks.
- Good communication a tool for successful management of civil society coalitions

Facilitator: Lesley Abela

16:30 - 17:30 Public Speaking

Facilitator: Lesley Abdela

Preparation – image – the art of persuasion – projecting your message – debating skills.

Handout 6

Public speaking practice: 'How to prepare a talk in 4 minutes'

17:30 - 17:45 mini-break

17:45 - 18:45 Public speaking practice game: 'How to prepare a talk in 4 minutes'

18:45 - 19:00 Key points and personal observations of the day and set learning Diary Homework

Facilitator: Lesley Abdela

18:15 - 19:00 Key points and personal observations of the day.

Day 3: Wednesday, 13 June

09:00 - 09:15 Recap of key points of previous day from Personal Learning Diaries.

09:15 - 11:30 Conflict Analysis

Facilitator: Fotini Sianou

Root Causes and Types of Conflict: personal to international

Handout 10

Handout 10a

Exercise 7: 'Prejudice and stereotyping'

11:30 -13:00 Meeting with decision-makers

Facilitator: Lesley Abdela

Afternoon Free

Day 4: Thursday, 14 June

09:00 - 09:15 Recap main points of previous day from Personal Learning Diaries

09:15 - 10:45 How to liaise with the Media

- Understanding media and publicity
- Building contact with the media

Handout 8

- Preparation and practice for TV interviews
- Meeting with decision makers

Handout 9

10:45 - 11:00 Coffee break

11:00 - 13:00 Practice TV interviews with feedback

13:00 - 14:00 Lunch

14:00 - 18:00 Conflict resolution

- i) Mapping a conflict

Handout 15

Handout 15a

Handout 15b

Handout 15c

- ii) Conflict management styles

Handout 16

Handout 16a

- i) Arriving at a WIN/WIN solution

Exercise 9: WIN / WIN ‘Arm-twisting’

Day 5: Friday, 15 June

09:00 - 09:15 Main points of previous day from the Personal Learn Plan Diaries.

09:15 - 11:00 Project planning and management

Facilitator: Eleni Kyrou

Handouts 17, 18a, 18b, 18c, 19

11:00 - 11:15 Coffee break

11:15 - 13:00 Strategies for the Future.

Facilitators: Lesley Abdela, Eleni Kyrou and Fotini Sianou

Exercise 10: Group work: ‘What kind of society do we want in the future?’

Each group draws a picture on flip-chart paper of what sort of society they want in the future. They decide what are the first steps they can take to achieve their desired future.

- What are their fears and how to overcome them?
- How they sustain each other through problems?

Reports back in plenary session followed by

Exercise 11: ‘Personal Action Plan’

- Where do we go from here?
- What are your priorities going back home?
- What are the first steps you will take ?

13:00 - 14:00 Lunch

14:00 - 15:00 Workshop Evaluation

Closing Ceremony

ANNEX 2. LIST OF PARTICIPANTS

Facilitators/Trainers

Lesley Abdela
Senior Partner
Shevolution

Eleni Kyrou
Lecturer
Development Planning Unit
University of London

Fotini Sianou
President
Centre for Research and Action on Peace (KEDE)

Eleni Stamiris
Board of Directors
Mediterranean Women's Studies Centre (KEGME)

Participants

Hind Abdul Amer
Chief of Women's Rights Committee
Organization for the Civil Society and Democracy

Emaan R. Abdul-Hassan
Chief
Journalism Tender

Irtiqa Faris Ali
Communication and Outreach Manager
Women for Women International

Ina'am A. Faowaz
President
Iraqi Mother League

Elham N. Faysal
Manager
Love and Peace Society

Zeina Fhadil
President
Iraqi Women Democratic Group

Nagham K. Hameodi
Projects Coordinator
Al Ammal Iraqi Society

Azhar K. Hamza
Deputy Director
Iraqi Society Organization

Faihaa Z. Hassan
President
Iraqi Turkman Women Society

Batool Kadhim
Assistant General Manager,
Medical Technical Affairs Department
Member, Reproductive Health Programme
Iraqi Ministry of Health

Thawra J. Kadhim
President
Women Culture Society

Shatha Malik Kathim
President
Rights for Widows and Orphans Institute

Aveen M. Mahmoud
Doctor/Specialist Gynaecology and Obstetrics
Ministry of Health-Kurdish
Civil Rights Organization (KCRO)

Montaha N. Mohamed
Vice President
Happy Home Society

Jula Haji Omar
Member of Secretariat Bureau
Kurdistan Women Union

Jinan Y. Qanbar
President
New Iraqi Women Organization

Samira Ramadan
President
Humanitarian Sazan Caring for Women,
Children and Orphans

Karima D. Salman
President
The Humanitarian Society for
Servicing the Productive Women

Israa A. Sitou
Acting Manager
Chera Institution for Improving Women's Skills

UNFPA Staff

Dr. Sahir Abdul-Hadi
Senior Technical Adviser
UNFPA Headquarters

Dr. Nashat Hanafi
Officer in Charge
UNFPA/Iraq

Ms. Wassan Al-Joudi
Acting National Programme Officer
UNFPA/Iraq

Ms. Eman Al Omary
Administrative Assistant
UNFPA/Iraq

ANNEX 3. WORKSHOP EVALUATION QUESTIONNAIRE

1. Did the training meet your expectations?
2. What did you like the most?
3. What did you like less?
4. What have you learned?
5. What kind of learning method was the best for you (lecture, training, exercises, case-studies, role playing, group work etc.)?
6. How do you evaluate your own participation?
7. Do you have any comments for the facilitators?
8. Which training ideas from the workshop will you use in your organization, work or situation at home?
9. What are your needs for the next training?
10. Can you think of ways to continue the information sharing and learning from other participants?

Please add any other comments about the workshop.

ANNEX 4. TEXT OF UNITED NATIONS SECURITY COUNCIL RESOLUTION 1325

Resolution 1325 (2000)

Adopted by the Security Council at its 4213th meeting, on 31 October 2000

The Security Council,

Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 September 1999, 1296 (2000) of 19 April 2000 and 1314 (2000) of 11 August 2000, as well as relevant statements of its President, and recalling also the statement of its President to the press on the occasion of the United Nations Day for Women's Rights and International Peace (International Women's Day) of 8 March 2000 (SC/6816),

Recalling also the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled "Women 2000: Gender Equality, Development and Peace for the Twenty-First Century" (A/S-23/10/Rev.1), in particular those concerning women and armed conflict,

Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

Expressing concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognizing the consequent impact this has on durable peace and reconciliation,

Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

Reaffirming also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls,

Recognizing the urgent need to mainstream a gender perspective into peacekeeping operations, and in this regard noting the Windhoek Declaration and the Namibia Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (S/2000/693),

Recognizing also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

Recognizing that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

Noting the need to consolidate data on the impact of armed conflict on women and girls,

1. *Urges* Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;

2. *Encourages* the Secretary-General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decisionmaking levels in conflict resolution and peace processes;

3. *Urges* the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf, and in this regard calls on Member States to provide candidates to the Secretary-General, for inclusion in a regularly updated centralized roster;

4. *Further urges* the Secretary-General to seek to expand the role and contribution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;

5. *Expresses* its willingness to incorporate a gender perspective into peacekeeping operations, and urges the Secretary-General to ensure that, where appropriate, field operations include a gender component;

6. *Requests* the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peacebuilding measures, invites Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment, and further requests the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training;

7. *Urges* Member States to increase their voluntary financial, technical and logistical support for gender-sensitive training efforts, including those undertaken by relevant funds and programmes, inter alia, the United Nations Fund for Women and United Nations Children's Fund, and by the Office of the United Nations High Commissioner for Refugees and other relevant bodies;

8. *Calls on* all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia:

(a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;

(b) Measures that support local women's peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements;

(c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary;

9. *Calls upon* all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls, especially as civilians, in particular the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977, the Refugee Convention of 1951 and the Protocol thereto of 1967, the Convention on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol thereto of 1999 and the United Nations Convention on the Rights of the Child of 1989 and the two Optional Protocols thereto of 25 May 2000, and to bear in mind the relevant provisions of the Rome Statute of the International Criminal Court;

10. *Calls on* all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;

11. *Emphasizes* the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, and war crimes including those relating to sexual and other violence against women and girls, and in this regard stresses the need to exclude these crimes, where feasible from amnesty provisions;
 12. *Calls upon* all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, including in their design, and recalls its resolutions 1208 (1998) of 19 November 1998 and 1296 (2000) of 19 April 2000;
 13. *Encourages* all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants;
 14. *Reaffirms* its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;
 15. *Expresses* its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women's groups;
 16. *Invites* the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution, and further invites him to submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;
 17. *Requests* the Secretary-General, where appropriate, to include in his reporting to the Security Council progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;
 18. *Decides* to remain actively seized of the matter.
-