DO NO HARM

FACILITATOR'S GUIDE BOOK

MARCH 2005
PARTICIPATION FOR SOCIAL HARMONY (UJYALO) PROGRAM
CARE NEPAL
First day

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic/Activity</th>
<th>Objective</th>
</tr>
</thead>
</table>
|      | 10.00-11.30 | Introduction, expectation collection and sharing of training objectives | ➢ Training participants will be able to introduce each other.  
➢ Participants will be able to explain and learn on their expectation from the training.  
➢ Participants will be able to tell about training program.  
➢ Participants will be able to prepare training rules for the period of training program.  
➢ Be informed about the objectives of the training. |
|      | 11.30-1.00 | Introduction to local capacity for Peace Project        | ➢ Be able to tell about the development of local capacity for Peace Project.  
➢ Be able to tell about the development program of Do No Harm approach and steps of implementation. |
|      | 1.00-1.30  | Tiffin Hour                                              |                                                                                                                                         |
|      | 1.30-3.00  | Case Study                                               | ➢ Be able to identify connecting factors and dividing factors.  
➢ Be able to describe practical meaning of the divider in the program implementation. |
|      |            | Introduction to Divider                                  |                                                                                                                                         |
|      | 3.00-5.00  | Introduction to connector                                | ➢ Be able to tell the practical meaning of the connector in the program implementation.  
➢ Be able to identify the connecting and dividing factors of the program lying in the Case. |
## Second day

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics/Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-11.30</td>
<td>Presentation of group work on connector and divider</td>
<td>➢ Identification and presentation of connector and divider in the current situation for the execution of program.</td>
</tr>
<tr>
<td>11.30-1.00</td>
<td>Introduction to ethical message and resource transfer/delivery</td>
<td>➢ Be able to tell about the effect of conflict in resource transfer. ➢ Be able to tell about ethical message and its effect in conflict.</td>
</tr>
<tr>
<td></td>
<td>Group work on ethical message and resource transfer</td>
<td></td>
</tr>
<tr>
<td>1.00-1.30</td>
<td>Tiffin Hour</td>
<td></td>
</tr>
<tr>
<td>1.30-3.00</td>
<td>Presentation of Group work</td>
<td>➢ Be able to tell about the effect of ethical message on resource transfer/delivery and its effect in conflict.</td>
</tr>
<tr>
<td>3.00-5.00</td>
<td>Alternative game</td>
<td>➢ Be able to familiar about the framework of Do No Harm program. ➢ Be able to analyze the project activities on the framework of Do No Harm.</td>
</tr>
<tr>
<td></td>
<td>Presentation of Aid program framework</td>
<td></td>
</tr>
</tbody>
</table>
### Third day

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic/Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.00-</td>
<td>Alternatives of the</td>
<td>➢ Be able to describe the introduction of practical alternatives.</td>
</tr>
<tr>
<td></td>
<td>11.30</td>
<td>programs</td>
<td>➢ Be able to seek the alternatives to implement the program on the basis of Do No Harm.</td>
</tr>
<tr>
<td></td>
<td>11.30-</td>
<td>Alternatives of the</td>
<td>➢ Be able to analyze the effect on connector and divider caused by alternatives program.</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td>Tiffin Hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.00-1.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.30-3.00</td>
<td>Presentation of group work on the alternatives of the program</td>
<td>➢ Be able to analyze the effect on connector and divider caused by the alternatives program.</td>
</tr>
<tr>
<td></td>
<td>3.00-5.00</td>
<td>Action plan</td>
<td>➢ Be able to prepare action plans for the implementation on the basis of Do No Harm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of training</td>
<td>➢ Participants will be able to evaluate the three-day training program.</td>
</tr>
<tr>
<td></td>
<td>4.00-5.00</td>
<td>Closing</td>
<td>➢ Training program will be wrap-up through participatory method.</td>
</tr>
</tbody>
</table>
How to Use this Training Manual?

This training manual has been prepared for three days training on Do No Harm. It contains altogether 13 sessions excluding the review to be made at the beginning of each consecutive day. Each session consists of the following units:

Title: The title will explain introduction of main topic of the each session.

Goal of the Session: The expectation from the training is described in the goal of the session.

Objectives of the Session: To achieve the new knowledge and skills by the participants from the training are included in the session objective that are two or more than two objectives which may help in achieving the goal.

Time: The duration for the session is allocated under the time. It is also indicated that the allocated time for each activity and time to be taken for run up activity is presented in the combine sum.

Pre-preparation: The preparation of training materials and preparation of theoretical knowledge of the facilitator is presented in the pre-preparation section.

Activities: Facilitator's resource training manual is prepared to easy facilitation of training activities in a sequential order. Generally, training activities is divided into three categories. These include: Introduction, main topics and conclusion. The time is also given for each activity and group work separately.

Handouts: The lecture notes and subject matter to be discussed in the session is provided in the handout. The points noted in the handouts should be prepared by the facilitators in order to present them through newsprint or Overhead Projector (OHP).
Day-1  
Session-1

Introduction and Orientation

Venue: Training Hall Time: 1:30 hrs.

Goal of the Session: Attendance of the participants, introduction & expectation from training and sharing the training program.

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

- keep the attendance record of the participants,
- familiar each other,
- explain their expectations from the training,
- tell about the objective of the training,
- set norms of understanding to be followed during the training period.

Activities:  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Registration</td>
<td>10 (10)</td>
</tr>
<tr>
<td>2. Introduction of the participants</td>
<td>25 (35)</td>
</tr>
<tr>
<td>3. Expectation collection and training objectives</td>
<td>30 (65)</td>
</tr>
<tr>
<td>4. Norms setting</td>
<td>15 (80)</td>
</tr>
<tr>
<td>5. Conclusion</td>
<td>10 (90)</td>
</tr>
</tbody>
</table>

The program and time table schedule of the training should be written in the news print and posted on the wall so as to be seen clearly. The introduction program can be held in different ways on the basis of participants and time. Different games can be used to make the introduction program interesting. Through the games it can be ease the participants to interact and be close with each other. The facilitator can decide how to perform the introduction program depending on his/her skills and allocated time.
Guidelines to the Facilitator

Activity -1 Registration  
Time – 10 Minutes
- Provide the registration book/sheet to the nearby participant
- Register participant's name, signature and other description in details
- Distribute note-book and pen to the participants
- After the completion of the registration/attendance of the participants, keep the registration book/sheet safely for the use of training period

It is better to include the following information in the registration book/sheet:
- Serial number
- Name of the participants
- Participant's organization/groups name
- Designation of the participant in the organization/group
- Address of the organization/group
- Name of the training
- Date and duration of the training
- Venue of the training
- Place for the participants to be present every day etc.

For example: The sample of attendance form is given in handout 1.1.

Activity 2: Introduction of the Participants  
Time: 25 Min.

The facilitator can introduce the participants analyzing the local situation and using the necessary methods. Introduction can be done by using the pair of similar kind of proverbs, chocolates, local materials or colors, etc. The introduction should include the following points. These points should be written in the newsprint and display on the wall before the activity starts.
- Name
- Name of the organization
- Address
Activity 3: Expectation Collection and Objective of the Training  30 minutes

- Ask the participants to write in a word or a sentence what they have expected to learn from this training. In case the participants are not able to write, let them present verbally. Collect all the expectation notes on the newsprint by facilitator.
- Explain them the main objectives of the DO NO Harm training is presented in the handout 1.3 stating that these are the main points that fulfill the expectation from the three day training.
- Put different marks in the list of the participants’ expectation whether the training will be able to fulfill them or not. Tell them that attempts to fulfill those objectives will be made if they are possible to accomplish. Also tell them that next training program will focus on those objectives which cannot be fulfilled in this training.
- Display “Training program/schedule” on the wall as per given in handout 1.2 and tell them that we are going to discuss the subject matter mentioned in the schedule within the given time in order to fulfill the training objectives. At the end of the training, we will verify these cards whether those objectives have been fulfilled or not.

Activity 4: Norms Setting  Time:15 Min.

- It is necessary to maintain discipline in order to conduct the training program effectively and efficiently. It is therefore, good to develop some understandings over the norms between participant and follow up them throughout the training.”
- Request the participants to look at the training schedule/training program if there would be rescheduled. Tell them that the time of the closing will also be changed accordingly if the time of commencement is changed.
- Make the list of understanding points having discussed with participants that points can be agreed upon.
- After the finalization of the norms, ask the participants whether a committee is needed to enforce and manage the norms. The two members management committee is formed which has consisted of chairperson (act as coordinator) and secretary (ac as reporter).
• Explain the responsibilities of both the members. For instance, the coordinator is responsible for training management such as schedule, food, classroom facilities, etc. Whereas the reporter is responsible for taking the notes on the whole day's learning and presents the report in the next day.

• The tenure of each committee is provided for one day. Explain the participants that the responsibility of each committee member is provided on the rotational basis.

• Having completed the formation of the committee, conclude the session informing the committee members that their responsibilities start now.

**Information for the facilitators**

The coordinator should review the logistic aspect and the reporter should review the technical aspects of the training program.

**Logistic aspect** includes physical facilities of the classroom, training environment, food and accommodation, time constraints, behavior of the colleagues etc. Concerning on these points, the coordinator has a vital role to play in creating the proper training environment and making learning process easier.

**Technical aspect** includes the subject matters discussed in the training program, materials, learning techniques, trainer's/facilitator's presentation and their effectiveness. The person who holds the post of the reporter should play a vital role in preparing a report including strengthen and weakness aspects so as to make the subject matter clearer.

To prepare the report, the facilitator should tell all the other participants to help the committee members to accomplish the task.

**Activity 5: Conclusion**

Conclude the session thanking to all the participants for encouraging participation in the introduction session and informing them that local capabilities for peace building will be discussed in the session of case study.
Handout 1.1

Three Day Do No Harm Training Program for
Facilitator and Organizational Level

Registration Participant Name/Attendance Form
Time: ................ From...............to....................
Location: District .................. DC/Municipality.................. Village..................

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of the participants</th>
<th>Name of organization/group</th>
<th>Address of organization/group</th>
<th>Position in the group</th>
<th>Signature/date</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
### Three Day Do No Harm Training Schedule for Organizational Level and Facilitators

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Day</strong></td>
<td>10.00 – 11.30</td>
<td>• Introduction, expectation collection, and sharing of the training objectives</td>
</tr>
<tr>
<td></td>
<td>11.30 – 1.00</td>
<td>• Introduction to local capacity for peace project</td>
</tr>
<tr>
<td></td>
<td>1.00 – 1.30</td>
<td>• Tea break (Tiffin Time)</td>
</tr>
<tr>
<td></td>
<td>1.30 – 3.00</td>
<td>• Introduction to divider and case study</td>
</tr>
<tr>
<td></td>
<td>3.00 – 5.00</td>
<td>• Introduction to connectors and identification of connectors and dividers in the program</td>
</tr>
<tr>
<td><strong>Second Day</strong></td>
<td>10.00 – 12.00</td>
<td>• Presentation of group work on connectors and dividers</td>
</tr>
<tr>
<td></td>
<td>12.00 – 1.00</td>
<td>• Introduction to resource transfer/delivery and ethical message, group work on resource transfer &amp; ethical message</td>
</tr>
<tr>
<td></td>
<td>1.00 – 1.30</td>
<td>• Tea break (Tiffin Time)</td>
</tr>
<tr>
<td></td>
<td>1.30 – 3.00</td>
<td>• Presentation of group work</td>
</tr>
<tr>
<td></td>
<td>3.00 – 5.00</td>
<td>• Presentation of Aid program framework and alternative game</td>
</tr>
<tr>
<td>Day</td>
<td>Time</td>
<td>Subject/Activity</td>
</tr>
<tr>
<td>-----------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Third Day</td>
<td>10.00 – 11.30</td>
<td>Alternatives to the programs</td>
</tr>
<tr>
<td></td>
<td>11.30 – 1.00</td>
<td>Alternatives to the programs</td>
</tr>
<tr>
<td></td>
<td>1.00 – 1.30</td>
<td>Tea break (Tiffin Time)</td>
</tr>
<tr>
<td></td>
<td>1.30 – 3.00</td>
<td>Presentation of the group work on alternatives to the programs</td>
</tr>
<tr>
<td></td>
<td>3.00 – 4.00</td>
<td>Preparation of action plan and evaluation of the training</td>
</tr>
<tr>
<td></td>
<td>4.00-5.00</td>
<td>Closing</td>
</tr>
</tbody>
</table>
Handouts: 1-3

Objectives of the Training Program

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

- Discuss about the historical background, concept and process of the 'Local Capacities for the Peace Project';
- Analyze the situation of the impact of aid program in relation to conflict;
- Define the connector and divider in relation to conflict;
- Identify the aspects to be considered in the analysis of aid program and its importance.
- Discuss the effect of aid program in conflict through resource transfer/delivery and implicit ethical message,
- Discuss the importance of alternatives of the aid program in relation to conflict.
Session-2

Introduction to the Local Capacities for the Peace Project

Venue: Training room
Time: 1:3 hrs.

Goal of the Session

It is important to build the capacity of local community to operate the activities at the community level. So it is also essential to know how an aid program can be operated in the conflict area without helping the conflict by learning about the effort and developments as experienced by various aid agencies of the world, at first.

Objectives of the session

By the end of this session, the participants will be:

- able to tell about the historical development of 'Local Capacities for the Peace Project'
- able to tell about the steps of development and implementation approach of 'Do No Harm approach.'

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Introduction</td>
<td>5 (5)</td>
</tr>
<tr>
<td>Activity 2: History of the Local Capacities for the Peace Project</td>
<td>30 (35)</td>
</tr>
<tr>
<td>Activity 3: Steps of development &amp; implementation approach of 'Do No Harm'</td>
<td>30 (65)</td>
</tr>
<tr>
<td>Activity 4: Major points for Do No Harm</td>
<td>20 (85)</td>
</tr>
<tr>
<td>Activity 5: Conclusion</td>
<td>5 (90)</td>
</tr>
</tbody>
</table>

Preparation

The facilitator must be clear himself on the subject matter of Local Capacities for the Peace Project and steps of development and execution approach of 'Do No Harm' to achieve the objective of the session. Facilitator should have case ready for group discussion. Since the points produced in this session are to be discussed later too, he/she should inform participants to write clearly about the case or write himself for those unable to write.
Guidelines for the Facilitator

**Activity 1: Introduction**  
**Time: 5 Minutes**

We all are participating in the local community from different organizations and agencies for the implementation of aid program and are also participating a three day training program. First of all, discuss about the local capacity building program and development approach of DO NO Harm in the international experience of aid implementation program for peace building project. Then, we will explain and discuss on it further in this session.

**Activity 2: Local Capacity for the Peace Project**  
**Time: 30 Minutes**

Discuss with the help of prepared material on newsprint or OHP on the efforts made by the different agencies working in the various places of the world in the aid program for peace building.

**Activity 3: Development approach of Do No Harm and its stages of implementation**

Explain the concept of Do No Harm approach and use prepared news print or OHP on the international experience of the development approach of DO NO Harm and its implementation stages (distribute the handout 2.1).

**Activity 4: Main Important Points of DO NO Harm**  
**Time: 20 Minutes**

The main important points of aid program implementation based on DO NO HARM approach should be known. It could be harmful for the community if we do not clearly understand. Further clarification will be made by using news print and OHP (distribute handout 2.3).

**Activity 5 Conclusion**

Appreciate the participants actively participating in the subject matter discussion, review aforesaid discussions and inform the participants about the closing of this session.
Handout 2.1

Development of Local Capacity for the Peace Project

First Phase: Case Study (1994-1996)
Collection of fourteen conflict Cases in this stage:
- The cases were collected from the small local organizations to international organizations involved areas;
- The cases were collected from small to large social post conflict areas, large on going conflict places, and close working in different types of conflict area;
- The question was asked both relief and development program implementation areas;
- The book called Do No Harm was published which is also called red and black Book.

Altogether 25 workshops were organized both at the centre and field levels.
- More than 100 organizations participated in those workshops
- More than 400 employees used sessions prescribed in the text book.
DO No Harm: A book titled "How help conflict or How help aid program for peace" was published which is also called a blue book. Here, the final framework was also included in this book.

- Twelve organizations involved in analyzing, developing program, formulating action plan and reformulation of the plans of framework.
- The book named alternatives for implementation of the conflict program was published which is also known as alternative book.

Fourth Phase: Main-streamlization (since 2000)
- Many organizations have started to apply it as regular process
- The framework of the Do NO Harm widely extended and disseminated the information through the workshop and training.

Reference to Nepal
- CARE/Nepal organized an orientation program on Do NO Harm for the number of organizations participation for the first time in Nepal.2002.
• For the first time a Trainers’ Training on DO NO Harm was jointly organized by DFID and British Council for 11 participants of various organizations in Kathmandu from 8-18 September 2003.
• DFID including various organizations have already started to use it.
• CARE/Nepal organized training program for responsible central level officials to institutionalize the DO NO Harm in the organizational level from 23-25 December 2003.
• CARE/Nepal has already organized training on various levels to institutionalize the organizational levels.

Handout 2.2

Development of Do No Harm Approach and its Seven Phases of Implementation

First Phase: To understand the conflict situation
- Identify the selection of site, geographical and social condition for aid program;
- Identify the causes of inter-group disputes or possibility of conflict arise;
- Identify how the aid program can be relevant to the conflict.

Second Phase:
- To identify the dividers, their sources and analyze them.

Third Phase:
- Comprehend the connectors and, their source and analyze them.

Fourth Phase:
Identify and analyze possible connecting program
- Analyze the each aid program in detail
- Overall the aid program is not bad but its smaller components determine its effects.

Fifth Phase:
- Analyze the effect brought by distributed/transferred sources and ethical message in relation to conflict under the aid program;
- How effect on dividers & their sources and implicit ethical message by distributed/transferred sources?
- How effect on connectors & their sources and implicit ethical message by distributed/transferred sources?
Sixth Phase:
- If any part of aid program or element brings negative impact, promoted tension and strengthened the dividers;
- If any part of aid program or element brings negative impact, weakened the connectors, negative impact or provided less importance;
- Identify the alternatives program to increase the strengthen of the connectors and to make the weakened of the dividers.

Seventh Phase
To check alternatives program and revisit the plan
Test the alternatives identified based on the past experience.
- Identify the possible impacts on dividers and their sources for the implementation of alternatives
- Identify the possible impacts on connectors and their sources in the implementation alternatives
- Adopt the most appropriate alternatives in revisit the plans of aid program.
Handout 2.3 Main Important Points of Do No Harm

1. The word 'conflict' has been used as negative, destructive and inter-group brawl on the regularly. It has not been considered as positive, constructive debate or disagreement between inter-groups for social change.

2. The word 'aid' has been used for all humanitarian welfare and development work carried out by international, national, local government and non-governmental organizations.

3. The Do No Harm is not tool or approach for peace building. It does not expect that all agencies working in the development work should keep in mind the objective of peace building.

4. The only one mission of the Do No Harm is to support the organizations working their own objectives to achieve good performance.
Handout 2.4

Do No Harm Glossary

<table>
<thead>
<tr>
<th>Do NO Harm (DNH)</th>
<th>Market Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Capacities for Peace</td>
<td>Distributional Effect</td>
</tr>
<tr>
<td>Project (LCPP)</td>
<td>Substitution Effect</td>
</tr>
<tr>
<td>Connectors</td>
<td>Legitimization Effect</td>
</tr>
<tr>
<td>Capacities for Peace</td>
<td>Arms and Power</td>
</tr>
<tr>
<td>Dividers</td>
<td>Disrespect</td>
</tr>
<tr>
<td>Tensions</td>
<td>Mistrust</td>
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<tr>
<td>Capacities for War</td>
<td>Assistance Workers</td>
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<tr>
<td>Conflict</td>
<td>Impunity</td>
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<tr>
<td>Implicit Ethical Message (IEM)</td>
<td>Different Values for Different Life</td>
</tr>
<tr>
<td>Resource Transfer (RT)</td>
<td>Powerlessness</td>
</tr>
<tr>
<td>Aid Program</td>
<td>Belligerence (aggressiveness)</td>
</tr>
<tr>
<td>Framework</td>
<td>Suspicion</td>
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<td>Option</td>
<td>Publicity</td>
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<td>Redesign</td>
<td>Mechanism</td>
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<tr>
<td>Un-pack</td>
<td>Pattern</td>
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<tr>
<td>Systems and Institutions</td>
<td>Aid's Impact</td>
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<tr>
<td>Attitude and Actions</td>
<td>Generating and Testing</td>
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<tr>
<td>Symbols and Occasions</td>
<td>Context of Conflict</td>
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<tr>
<td>Values and Interests</td>
<td>Collaborative Development</td>
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<tr>
<td>Different Experience</td>
<td>Action</td>
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<td>Theft</td>
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Session-3

Introduction to Divider and Case Study of the Local Capacities Development for Peace Project

Venue: Training Hall

Time: 1:30 Minutes

Goal of the Session

To study and analyze the case study of local capacities for Peace Project

Objectives of the Session: By the end of this session, the participants will be:

• able to identify the elements of dividing and connecting factors
• able to tell about practical meaning of dividers in program execution
• able to tell about the types of dividers

Activities

<table>
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<tr>
<th>Activities</th>
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Preparation

The facilitator should carefully study of handout and case study on time. Prepare questions in the news print and OHP for the case study of handout 3.1.
Guidelines for Facilitators

Activity 1: Introduction  

First of all, divide the participants into three groups and tell them that "we are going to study the case of local capacities development for peace project. After study & and discussion on the given case in the group, ask the group to identify what are the connecting factors and what are the dividing actors. Start the discussion on the dividers from the groups' studied case.

Activity 2: Study Case  

After formation of three groups of the participants, each group is provided case study of Tajikistan separately to identify the factors affecting the dividers and connectors in this case. The group will also be provided few examples to help in identifying the dividers and connectors of this task. The participants will also be provided handout 3.1 and 3.2 in connection with the helping questions prepared from Tajikistan case study. After completion of the group work, the presentation will be made on dividing and connecting factors affecting in the case study. Finally, conclude the session by explaining to cover all subject matters in this session.

Activity 3: Introduction to Dividers  

Ask the participants that what are the roles of dividers in the case study of Tajikistan and explain them that why they have been played as a divider role. Assign participant to prepare introduction of dividers in the joint effort to clearly understand them about the roles of dividers. Make them clear about the types of dividers by distributing the handout 3.3

Activity 4: Conclusion  

In this session, studied the Tajikistan case study and identified the active elements of dividers and connectors. The discussion was also made that what is the divider? How this play the divider role. Conclude the session, such types of dividers needs to be reduced while implementing the aid program.
Handout 3.1

Case Study

Food for Work Reconstruction of Destroyed Buildings in the War of Tajikistan

Save the Children Federation

1. The struggle was started for the leadership in Tajikistan between former Soviet republic and non-communist/Islamic coalition groups after the disintegration of Soviet Federation. Finally, the bloodshed civil war was started from the capital Dusanben in 1991 and continuing spreading to other rural areas till December 1992. The conflict turned into racial conflict in the rural areas where political issues were not very much aware of rural people. Both Kulyabi and Gargi ethnical sub-groups are from Tajiskitan who belonged to a same Farasi language, custom, religion but Kulyabi supported the communists and Gargi supported other oppositions groups.

2. The most terrible situation of the war was in the Khatlon state which is boadered of Afghanistan in the south-western part of Tajikistan. The Soviet goverment had forcfully established the settlement for ten thousands Kulyabi and Gargi with the objective of emplyees in the cottnon firm during the period from 1930 and 1940. It was like single an ethnic village becuase of all the villagers were transferd here. After the break of the war, one fourth of villages came into one ethically mixed group. There was a popular practice of inter-ethnic marriage in in the cities, making it hard to find explicit ethnic discrimination in the daily life.

3. Both the groups looted and ignited in the villages during the war. In 1992, Kulyabi had defeated the Gargis in association with the Soviet armies before the dissolution of Soviet Federation. Kulyabi destroyed residences and villages of the Gargi even after stopped the conflcit. Many people were killed, more than 20,000 houses were completely destructed, and many families left their home for security reason. There were only the Mosques remained safe in some villages.

4. At the end of 1992, the opposition armed forces are active in the northern part of Afghanistan and continuing assaulting in cross boarders.
Besides, they have controlled over some hilly areas. Despites 25,000 Russian armies have been deputed there to control war. Although there has been insecure situation because still anarchic as some armed vagabonds groups (sometime inter-ethnic group too) loot the village and steal materials of humanitarian relief.

5. Till autumn 1994, one massive and active program of Save the Children Foundation was started in various districts of Khatlon. The program ‘food for work’ has helped to reconstruct the destroyed houses of local people. This program was successful which has motivated the displaced families to return back to their home. The staffs of the Save the Children Foundation felt it that placement of displaced people is a fundamental starting of settlement. They were searching other an opportunities for mutual cooperation and inter-ethnic relation through this program.

6. Tajikistan was one of the poorest states of Soviet Federation. Its economy was primarily based on cultivation of cotton and cloth making, seed production and cotton industries. It was also dependent on many things business. Since 1930s many food items has been exporting.

7. In 1980s, the cotton production decreased. The economic condition was very worse. Destruction of irrigation canals, cotton industries including displacement of technical skilled manpower which critically affected the economy. The food was scared due to reduction in trade.

8. The government had implemented large cotton farms in Khatlon where covered highly fertile land in this state provided employment to majority capable skilled manpower. Different ethnic groups and villages worked without ethnical structural basis. Both Kulyabi and Gargi would work together. The males were engaged in management and maintenance whereas females would work in plantation, seeding, caring, interculture, and crop harvesting, etc. People would joint use and share the same school, health post and other social services as per the rule of Soviet government. Except some occasional tensions and competition for leadership in government farms, between these two groups had mutual relation. The land was waiting for cotton plantation as the war ended. It was impossible to cultivate cotton due to destruction of large irrigation canals and supply of water in those villages.

9. Each family of Khalton does still posses smaller portion of land, where they plant green vegetables and supply to the local market if that sufficient to household consumption.
10. Some local residents of Khalton had initiated some mutual steps during the period of reconstruction. For instance, one female officer to district administration who knew that her former Gargi neighbors were returning back. She prepared dinner for them for three days and invited them in the shade of her garden. They ate together face to face sitting on the table. In another village, the Gargi were returning back in the village. Kulyabi went to see them with salt and bread. This is one of their traditional customs of respect. Many people think that "general people do not want war but the policy makers bring it."

11. Many people understood that females can play a special role in diminishing hate to one another. One woman said that females are in different in nature, they can forgive and forget but some males are animal, he has hot blood. Other people explained about what females can do such as "not teaching children to hate (Kulyabi woman)", "teaching owns' children for not taking the feeling of revenge, not playing the war game and for not remembering the war (Gargi woman)", "working together with them in the evening of war (Kulyabi woman)", "my husband who is a teacher could be requested to meet teacher of another group for teaching good things in school (Gargi woman)", and "women should lead us (Kulyabi man)".

12. In some villages, committees were formed with the involvement of matured males and females to settle disputes of possession of houses. Gargi would find Kulyabi residing at their house in their return and these committees would help in resolving such disputes. Besides, many people had taken responsibility to keep peace in other areas. They would say that "time is the accurate medicine or there will be no war again because of why people do not want war or we and they both have learnt a good lesson".

13. Save the Children Federation had pointed out two major problems in post war in Tajikistan; scarcity of food, destruction of large numbers of buildings and malnutrition in the destroyed villages of Kulyabi.

14. Save the Children Federation formed groups at local level to provide them reconstruction and maintenance of the buildings provided food as wage. Priority was given to completely damaged and destroyed houses. Target was fixed for reconstruction village. All interested males and females could engage in the work. The Foundation entered into the contract with groups to reconstruct and maintain houses in priority. This group built houses with local bricks and traditional style and used the roof
materials provided by UNCHR. One person in the group who earned food that fulfilled about 80% calories of the one family for the winter season in 1994/95.

15. In the autumn of 1994, the food for work program had been fully implemented in various districts of Khatlon. The program that had 80 staffs was successful managed 15000 refuges and reconstructed 12,000 houses. The federation formed interview committee comprises different ethnical background officials that were selected staffs having no ethnical prejudice. The task carried out by Save the Children Federation for secured settlement of refugee. This was one of the important grounds of working for mutual relationship.
Handout 3.2

Some Questions for Case Study

Some Helpful Questions to identify Connectors

- People of community would take organization as common or what activities were in the past and what are those at present?
  - Economic activities
  - Cultural, religious, or customary.
- What were the areas both the groups were accepting as common interest in the past and what are those at present?
  - Economic activities,
  - Social services like school, & health, etc.
- What kind of activities the communities themselves were carried out to reduce tension or conflict?
- What kind of roles played by groups to reduce tension or conflict?
  - Different age group
  - Women group
  - Religious leadership, etc.
- What kind of social concepts were found for reuniting the people and reducing tensions? How would the community settle the conflict or disputes in past?
- What kind of factors were found applied in releasing the society from conflict in the past and at present?
  - Customs
  - Cultural values.
- Do you have any other elements reducing conflict and promoting good relationship?
Dividing Factors:

a. What tensions and dividing factors were found in northern Tajikistan?
b. Was there any tension before stating the war? What kind of tensions brought and enhanced by war?
c. What kind of factors were there before aid program implementation in Khatlon to connect people?

About Aid Program

- Why did Save the Children Federation implementation this program? What was its objective?
- What did the Save the Children Federation provide?
- Who were the staffs of Save the Children Federation? What kind of criteria they adopted to select Officials?
- How did Save the Children Federation execute this program?

Effect of Aid Program in Conflict

- In your opinion, what kind of impacts were seen from the program organized by Save the Children Federation?
- In your opinion, which of the dividers and tensions were encouraged or discouraged by this program? How and Why?
- Which dividers were decreased by this program? How and why?
- Which connectors were helped by the program?
- Which program did leave the positive factors or could not consider? How and why?
Handout 3.3

Types of Dividers

1. Systems and Institutions
   - Discriminations based on social, historical, traditional and legal; deprived from exploitation, jobs, education, health and legal opportunities,
   - Arms production and distribution system,
   - Check posts of conflicting parties,
   - Supply systems that may be in control of one party,
   - Battalion system or institutional structure,
   - Management system of warring groups.

2. Attitude and Actions
   - War interest attitude and actions,
   - Assaults to city or dense settlement areas,
   - People of different attitudes and of denying the existence of different ideological nature, intolerant, unaffectionate and defaming others,
   - Partial laws influencing only one party,
   - Laws against terrorism, and conflict laws that may encourage war at times,
   - Checking over investigating one type of group or persons at posts, and no restrictions to other group or persons.

3. Different Values and Interests
   - Religion value may work as a divider,
   - Political interest and faith
   - Varying social values and norms
   - Outsiders' interest to keep certain group or persons in power

4. Common Experiences
   - Feeling of difference in addressing different group or persons differently by state laws,
   - Political, social, economic, cultural difference,
   - Varying life styles

5. Symbols and Occasions
   - National flag, color
• Feasts-festivals
• Annual celebrations
• National holidays

6. Impact of Decision in Conflict Situation
• Decision on recipients of aid,
• Decision regarding the staffs to work in field,
• Decision in selecting local partners,
• Decision for selection of aid items,
• Decision of procedures for providing aid,
• Decision for working with local agencies.
Session-4

Identification of Divider and Connector in the Program and Introduction to Connector

Venue: Training hall Time: 2 hours

Goal of the Session
Provide information on identification of connecting factors and types of connector of the program on the basis case study.

Objectives of the Session: By the end of this session, the participants will be:
- able to tell about the behavioral meaning of connectors in the program
- able to tell about the types of connectors.

Activities: Time: (Minutes)

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<thead>
<tr>
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<td>Activity 3 Types of Connectors</td>
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<tr>
<td>Activity 4 Conclusion</td>
<td>20 (120)</td>
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</table>

Preparation
The facilitator prepares with types of connectors in the handout 4.1 and the necessary information prepared to be kept in news print.
Guidelines for the Facilitator

Activity 1: Introduction  
In the previous session, we had discussed the case of Tajikistan for the identification of connectors and dividers. We had also discussed the roles and types of dividers in the program. Now, start this session by telling the participants that we will analyze and explain on what are connectors and its types.

Activity 2: Introduction to Connector  
Proceed the discussions forward by asking the participants with a simple question like 'what is a connector? Remind the case study of Tajikistan. Explain in respecting participants views, clarify them that connectors are those factors that tie up between two or more ideas, religions, poles and opinions which help to reduce or resolve conflict.

Activity 3: Types of Connectors  
There are different types of connectors like dividers. Though they are same, the analysis is made on the basis of the result they show. The types of connectors and dividers are same but they are categorized as connectors or dividers on the basis of the role they play and the result obtain from them. At the end, clarify the participants about the types of connectors by showing the OHP 4.1.

Activity 4: Conclusion  
Connectors are those that bring a tie between two or more opinions, religions, poles and ideas and help to reduce or resolve the conflict. Whereas the dividers bring divergence between them and widen the conflict. At the end of the session, clarify the introduction to connectors and dividers, the types of connectors and dividers are same but on the basis of the role they play and the result obtain from them, they are categorized as connectors or dividers.
Handout 4.1

Types of Connectors

1. Systems and Institutions
   - Market – It helps to bring the different individuals from conflict zones at one place
   - Communication, like B.B.C.
   - Irrigation systems
   - Bridges
   - Roads, highways
   - Electricity distribution system

2. Attitude and Actions
   - War avoiding attitude and actions
   - Accepting the existence of different ideology opposition parties, tolerate, love and admiring attitudes
   - Public initiated institutions for protesting war or performing other tasks than conflict related ones
   - Terrorism and anti-conflict laws, it resists conflict stimulation at any stage
   - Assistance to oppositions when their kids are in trouble position

3. Shared Values and Interests
   - Common culture and social values, norms
   - Common interests like behaving equally to all children
   - Common social faith

4. Common Experiences
   - Fatigue from war or conflict
   - Conflict experience and all involved or not involved suffering parties

5. Symbols and Occasions
   - National flag
   - Feasts-festivals
   - National art, music and annual celebrations
   - National holidays
DAY 2

Review of Previous day

Venue: Training Hall               Time: 15 Minutes

Introduction

Scrutinizing the implementation aspect and effectiveness of the completed task is known as review. It is one inseparable part of any program and needed to be carried out during the implementation period. Training program is conducted with a specific objective. Review helps to know the effectiveness and improvements needed in achieving the expected objectives partly or fully during the training sessions related to use the texts in the sessions, materials, learning methods, facilitator’s roles and participation of the trainees’ along with reminding the participants about the things that they have learnt in the training.

Activities

- Welcome all the participants with greetings and thank them for attending the training in time. Also request them for their active participation like yesterday and inform them all that today’s session is starting according to the time scheduled.

- According to the norms setting, ask the reporter of the management committee to present his/her report of the day. Keep the report presented by the reporter yourself since you need to include this report in your training report that you will have to prepare later.

- Ask the participants to comment if they have any queries or confusion and any left subject matters of discussions in yesterday’s report presented by the reporter. List out the participants' queries point-wise in the newsprint. If there’s any confusion in the points raised by the participants, clarify them by discussions.

- Ask the training coordinator nominated yesterday to share his/her experiences among the participants and ask the participants to form a new management committee for today. Write all the names of the committee in the newsprint and display at a suitable place where everybody can see it.
At the end of this session by telling the participants that we have discussed the yesterday’s contents now and we are preceding towards today’s contents and inform them about the upcoming sessions, where discussions will be made about the group task of differentiating connectors and dividers: Resource Transfer (RT), Implicit Ethical Message (IEM) and Program Alternatives.
Session – 5

**Group Work about Connectors and Dividers**

**Venue:** Training Hall  
**Time:** 2 Hours

**Goal of the Session**
The participants will be clear about the different types of connectors and dividers in the present context of program implementation on the basis of Do No Harm.

**Objectives of the session:** By the end of this session, the participants will be:

- Identify and present the connectors and dividers in the present context for the program implementation.

**Activities Time:**

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<td>Activity 2: Group Works about Connectors and Dividers</td>
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<tr>
<td>Activity 3: Conclusion</td>
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**Preparation**
A detailed preparation and discussion is needed to find out the factors that play roles of connectors and dividers on the principle of ‘Do No Harm’ for the implementation of the program in the present context.
Guidelines for the Facilitator

Activity 1: Introduction  Time: 10 Minutes

On the basis of previous discussions, proceed the session. It is necessary to keep in mind that both positive as well as negative impacts will be observed when the programs are conducted in the conflict affected zones. The positive impacts should be increased while the negative impacts should be minimized. In every areas, the connecting factors are more in number than the dividers. The conflict resolution factors are found more in the conflict affected areas that should be taken forward for resolution. Tell the participants that mainly, it is necessary to understand the present social power and analyze it. Open the session by asking the participants to take active part in the group discussions to analyze the connectors and dividers for the program conduction.

Activity 2: Group Work about Connectors and Dividers  Time: 90 Minutes

Divide the participants into three groups and assign them to perform the group work relating to connectors and dividers. Clarify that it is necessary to discuss on the basis of the types of connectors and dividers to perform the group works. When the program are implemented in the conflict affected areas, use the designed form below to discuss in groups and inquire the group about the types of activities to be performed in the conflict prone areas to increase the positive impacts and decrease the negative ones. Ask the participants to present the facts obtained from group discussions or ask them for gallery presentation.

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<tr>
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Activity 3: Conclusion  Time: 10 Minutes

Thank the participants for their active participation and discuss about the different points that function as the connectors and what type of behavior function as the dividers. And it is necessary to consider that both positive and
negative impacts are observed when the program is implemented in the conflict prone areas. The positive impacts should be increased while the negative ones should be minimized. In every zone, the connectors are more in number than the dividers. The conflict resolution factors are found more in the conflict prone areas and they should be taken forward to move ahead. End the session by showing the necessity of understanding, scrutinizing and analyzing the present power relation mainly found in the society. Explain that the following points should be always kept in mind.

**Important Points to Remember All the Time**

- There are more countries not having war than those having war in the world
- There are more people not fighting than those fighting even in the countries having war
- There are more people who do not want to kill their neighbors than those who want to kill in the world
- There are many initiators who try to create inter-group tensions but only few have been successful.
Session – 6

Resource Transfer and Implicit Ethical Message

Venue: Training Hall  Time: 1 Hour

Goal of the Session
The participants will be understood about the practical aspect of resource transfer and implicit ethical message and its impacts in the conflict.

Objectives of the session: By the end of this session, the participants will be:
- able to explain the impacts of resource transfer to conflict.
- able to express the implicit ethical message and its impact to conflict.

Activities  Time: (Minutes)
Activity 1: Introduction  10 (10)
Activity 2: Resource Transfer  75 (85)
Activity 3: Implicit Ethical Message  75 (160)
Activity 4: Conclusion  20 (180)

Preparation
Keep the handout 6.1 ready for the discussion of resource transfer and implicit ethic message.
Guidelines for the Facilitator

Activity 1: Introduction 
Time: 10 Minutes

First of all, we will discuss in the group on the two main subjects in this session. First is resource transfer and the second is implicit ethical message. Enter the session by clarifying the above things to the participants.

Activity 2: Resource Transfer 
Time: 75 Minutes

Collect the participants’ views about the things or resources we take with us if new aid is given to community at any place. Conclude that we will take the resource with us when we go to work in new places by considering the participants views. In this way, the resource we take or the activities we perform will play a role or act as a connector or a divider in the local area.

The resource helped support for taking care, enhance and worsen the conflict by five methods. Therefore, we should take care of them while transferring resources and get the participants engaged in discussion on the following points by distributing the handout 6.1.

1) Theft
2) Market effect
3) Distribution effect
4) Substitution effect
5) Legitimization effect

Activity 3: Implicit Ethical Message 
Time: 75 Minutes

In the process of entering into the contents of implicit ethical message, tell the participants that we NGOs are heading towards for the development work. Collect at least two more than two points from each participant regarding the views of the public that sees the organizations working for development or NGOs by using Snow Balling method.
Discuss the implicit ethical messages with the participants in seven steps that exist during the implementation of the program. Take the matter to the participants for discussion in stated seven steps to find out where and how the implicit ethical messages has affected the connectors and dividers by distributing the handout 6.2. Ask the participants to present it after group work/discussions and clarify the participants about different points that might exist if this discussion was provided to those people who do not go to work for NGOs.

Seven types of Implicit Ethical Messages:

1. Arms and power
2. Disrespect, Mistrust, Competition among agencies
3. Assistance worker and impunity
4. Different values for different life
5. Powerlessness
6. Belligerence Aggressive, Tension, Suspicion
7. Publicity.

**Activity 4: Conclusion**

Time: 20 Minutes

After the discussions and presentations, inform the participants that the resource we take to a place or activity we do may act as a connector or divider. The resource will help to take care, increase or worsen conflict. It is necessary to analyze it when any organization or project starts to implement a program in communities, then the organization's work, resource distribution, employee's behavior and attitudes will directly or indirectly provide different messages in the local area. This leads to the existence of positive or negative feelings towards the communities. Those positive or negative messages should be analyzed and evaluated according to the availability of time and the negative factors should be reduced while the positive ones should be increased. End the session by saying that from the above steps, the community will have positive feelings towards the organization and clarify if there are any other queries from the participants.
Handout 6.1

Resource Transfer

Five patterns are identified that resource transfer promotes in take care, elongate and help to worsen the conflict. They are:

(1) **Theft**
   - The materials provided by the aid agencies are theft or looted by the parties involved in the conflict in order to achieve the following objectives:
     - To feed their rebels
     - Sometimes sell them at a market to buy arms

(2) **Market effect**
   - Price
   - Wages
   - Profit
     - It either promotes the economical part of the conflict and helps the people involved, or
     - Promotes the economical part for achieving peace and helps to simplify the production, consumption and exchange system

(3) **Distribution effect**
   - The differences in amount and quantity of aid distribution system used by aid agencies that help to increase tension of inter-groups in the conflict prone areas.
   - The tension may also increase when the people living in the conflict prone areas do not receive anything but the aid is granted only to internally displaced people or returned ones after their displacements.

(4) **Substitution effect**
   - Due to the distributed source by aid programs to fulfill the requirements of local people, the local sources may be substituted and it may be used to assist for the conflict promotion.
   - It may lead towards political substitution in the area.
(5) Legitimization effect

- The aid program gives legitimization effect to some people and tasks and it also weakens some people and tasks.
- It either helps the people under conflict and their activities or
- Helps those people who feel the need of peace or want to establish peaceful environment and their activities
Handout 6.2

Implicit Ethical Message

1. **Arms and Power**
   - The nomination of armed guards for the security of individuals and materials legitimizes power. It gives a message that only the powerful people have access to service and facilities, and only the arms and ammunition can provide security.
   - Service can be provided only through the creation and operation of armed citizens' power.

2. **Disrespect, Mistrust, Competition among agencies**
   - The aid agencies are not ready to work through mutual understandings
   - They only blame each other
   - The terms “we do not act like them, we have done better and they have done worse” are used.

   From this, the message to the community will be that it is worthless to cooperate the aid agencies when there is no coordination/cooperation among themselves.

3. **Assistance Workers and Impunity**
   - The materials brought for providing people are used by the officials for their luxury.
   - The office vehicles are used for personal purposes.

   From this, the message to the community will be that an individual/official has access to the total resources of the organization.

4. **Different Values for Different Life**
   - At the time of crisis, the foreign officials, their vehicles and other equipments are provided with security but it is not practiced to local employees.
From this, the message to the community will be that the life of one individual is more valuable than others.

5. **Powerlessness**

- The involved employees are not taking responsibilities for the aid program and its impacts.
- The statements like ‘I am not accountable to this program or what has happened here’ are used.
- This is the task of the head office or the donor’s statement only’.
- I did not do this task myself but somebody else had told me to do it’.

The above statements indicate the powerlessness of the employees, which can not be taken positively.

6. **Belligerence Aggressive, Tension, Suspicion**

- The employees are terrified from conflict.
- Feel suspicious to each situation and time, feel insecure, and be under tension.
- Feel that the people involved in security checks have no human affluence and they understand only the language of power.

7. **Publicity**

- The frightening pictures used by the aid agencies to collect assistance or public sympathy only stir up one part of the war.
- Due to this reason, all involved parties in the conflict inflame themselves. This activity rather stimulates conflict than help people.
Session – 7

Alternative

Venue: Training Hall        Time: 2 Hours

Goal of the Session
In this session, introduction to the participants in simplified form about the Do No Harm framework for the implementation program on the basis of its principles.

Objectives of the session: By the end of this session, the participants will be:

- Introduced with the Do No Harm framework.
- able to analyze the project activities by looking them into the Do No Harm framework.

Activities

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<td>Activity 2: Introduction to Do No Harm Framework</td>
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<td>Activity 3: Program Analysis in Framework</td>
<td>60 (110)</td>
</tr>
<tr>
<td>Activity 4: Conclusion</td>
<td>20 (120)</td>
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</tbody>
</table>

Preparation
Handout of DO NO Harm framework should be ready for the discussion.
Guidelines for the Facilitator

Activity 1: Introduction  
Time: 5 Minutes

First of all, the facilitator clarifies the objectives and main topic of this session. Explaining that "how can aid programs be implemented by reducing the dividers' factors and strengthen the sources of connectors?" Start the subject matter on the Do NO harm framework and analyze it into the framework. It also discuss about the considerations to be taken using the Do No Harm framework.

Activity 2: Introduction to Do No Harm Framework  
Time: 45 Minutes

Discuss once again on the how aid program would implement on previous discussions of Do No Harm. List out the points coming from discussions and analyze them through the putting into Do No Harm framework. Distribute the prepared Do No Harm framework handout 7.1 Tell every participant that each point in the framework has to be analyzed.

Activity 3: Program Analysis on Do No Harm Framework  
Time: 60 Minutes

Effort should be made to reduce dividers and to increase the strength of connector when implementing the programs in the context of conflict. Explain the participants about the analysis of the matter by using the Do No Harm framework. Discuss adequately with the participants to clarify and introduce the Do No Harm framework. For the discussion, the Do No Harm framework should be prepared in the newsprint or OHP sheets.

Activity 4: Conclusion  
Time: 10 Minutes

How can the dividers or the sources of dividers be reduced and the connectors or the sources of connectors are strengthened for the implementation of aid program? What are the things that are to be considered? Analyze the subject matter of the conflict by using the Do No Harm framework through the discussions.

The conflict analysis should be made by using Do No Harm framework. The creation of the conflict, its expansion and reduction would play vital role of goal, activities and behavior achieved from the program. In this manner, inform the
participants that conflict analysis is made by considering program goals and the behavior. End the session by explaining the following method for conflict analysis.

**Square Method for Conflict Analysis**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Goal</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Suitable</td>
<td>Unsuitable</td>
</tr>
<tr>
<td>Suitable</td>
<td>No Conflict</td>
<td>Suppressed conflict</td>
</tr>
<tr>
<td>Unsuitable</td>
<td>Ground conflict</td>
<td>Open conflict</td>
</tr>
</tbody>
</table>
### Handout 7.1

**Framework for Considering the Impact of Aid on Conflict**


<table>
<thead>
<tr>
<th>Options to weaken dividers</th>
<th>Tensions/Dividers/ Capacities for War</th>
<th>Aid</th>
<th>Connectors/Local Capacities for Peace</th>
<th>Options to strengthen connectors</th>
</tr>
</thead>
</table>
| Consider programming options that may weaken or dissipate any dividers you identify | 1. systems & institutions  
2. attitudes & actions  
3. values & interests  
4. experience  
5. symbols & occasions | Mandate  
Fund raising  
Head quarters | 1. systems & institutions  
2. attitudes & actions  
3. values & interests  
4. experience  
5. symbols & occasions | Consider programming options that reinforce connectors or that do not weaken them |

**Context of Conflict**

- **Why?** Resource Transfers and IEMs
  - Mandate
  - Fund raising
  - Headquarters

- **Where?** Resource Transfers and IEMs
  - Where
  - Why?
  - What?
  - When?
  - Who?
  - With whom?
  - By whom?

- **How?** Resource Transfers and IEMs
  - How?
Review of Second Day

Venue: Training Hall
Time: 30 Minutes

Introduction
Accomplishment and effectiveness of the completed task is known as review. It is one of the activities which is not inevitable. Training program is conducted with a specific objective. So, review helps to know the effectiveness and improvements needed in achieving the expected objectives partly or fully during the training sessions, the used texts in the sessions, materials, learning methods, facilitator’s roles and reminding the participants about the things that they have learnt in the training.

Activities
- Welcome all the participants with greetings and thank them for attending the training in time. Also request for their active participation like yesterday and the day before and inform them all that today’s session is starting according to the time scheduled.

- As per the norms set for the program, ask the reporter of the management committee to present his/her report of the day. Keep the report presented by the reporter yourself since you need to include this report in your training report that you will have to prepare later.

- Ask the participants to comment if they have any queries or confusions and any left subject matters of discussions in the yesterday’s activity report presented by the reporter. Draft the participant’s queries point-wise in the newsprint. If there’s any ambiguity in the points raised by the participants, clarify them by discussions.

- Ask the training coordinator to share his/her experiences among the participants and ask the participants to form a new management committee for today. Write all the names of the committee members in the newsprint and display at a suitable place where everybody can see it.
End this session by telling the participants that we have discussed the yesterday’s contents now and we are preceding towards today’s contents and inform them about the upcoming sessions, where discussions will be made about the Alternative Identification Practice, Do No Harm Framework, and the impacts given by the alternative to dividers and connectors, and finally complete the three days training.
Session – 8

Identification of Program Alternatives

Venue: Training Hall

Time: 4 Hours

Goal of the Session: To provide information on aid program alternatives and its impact on dividers and connectors.

Objectives of the Session: By the end of this session, the participants will be:
- Search the alternatives for program conduction on the basis of Do No Harm.
- able to analyze the impacts of program alternatives to dividers and connectors.

Activities

<table>
<thead>
<tr>
<th>Activity 1: Introduction</th>
<th>Time: (Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2: Alternative Identification Practice</td>
<td>150 (160)</td>
</tr>
<tr>
<td>Activity 3: Discussion Presentation</td>
<td>60 (220)</td>
</tr>
<tr>
<td>Activity 4: Conclusion</td>
<td>20 (240)</td>
</tr>
</tbody>
</table>

Preparation

Make ready with alternatives materials and handout for the discussion.
Guidelines for the Facilitator

Activity 1: Introduction                  Time: 5 Minutes

Intensive discussion was made on ‘Do No Harm Framework’ in the seventh session. Start the session by informing the participants that we will make discussions in detail for the Alternatives in his session.

Activity 2: Alternative Identification Practice               Time: 150 Minutes

In the aid project, dividers or its sources should be reduced and connectors and its sources should be strengthened. For this, identification and analysis of program alternatives is needed. Now, what types of alternatives can be there for aid program conducted in conflict situation? In what way the program should be conducted so that dividers and its sources can be reduced and connectors and its sources can be strengthened? Explain the participants that the analysis made for these questions are known as identification of alternatives and its analysis. Ask the participants for group work regarding to the alternative identification on the basis of handout 8.1. Also inform them that they will have to present group work.

Activity 3: Discussions Presentation on Alternatives       Time: 60 Minutes

Ask the participants to present the results in a group that was obtained from group work turn by turn. This task can also be done by gallery presentation method. In the process of presentation, re-clarify the points raised by participants regarding to the aid programs conduction on the basis of Do No Harm principle, for which explain that program modification is needed after identifying and analyzing the alternatives.

Activity 4: Conclusion                               Time: 20 Minutes

How can the program be formulated under the aid programs regarding to the reduction of dividers or its sources and strengthening of connectors or its sources? Alternative analysis was made regarding to the existing alternatives. At the time of conflict, what are the probable alternatives for conducting aid programs? In what ways the program should be conducted so that the dividers
and its sources can be minimized and connectors and its sources be increased? End the session by explaining that the analysis made towards these questions is known as alternative identification and analysis.
### Alternatives

#### Alternatives for Dividers

<table>
<thead>
<tr>
<th>Index</th>
<th>Alternatives</th>
<th>Impact on dividers</th>
<th>Impact on connectors</th>
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</table>

#### Alternatives for Connectors

<table>
<thead>
<tr>
<th>Index</th>
<th>Alternatives</th>
<th>Impact on connectors</th>
<th>on</th>
<th>Impact on dividers</th>
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<tbody>
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</table>
Generating and Testing Programming Options I

To Remember

- Make the list all the probable options for achieving the program’s objectives, if the aid program helps to increase dividers and its source or weakens the connectors and its sources.
- Collect the impact made towards dividers and connectors by each alternative of the program.

Question: How will you formulate your aid program that will reduce dividers and its sources?

<table>
<thead>
<tr>
<th>Dividers (Identified from the previous exercise)</th>
<th>Program alternatives</th>
<th>Probable impacts on the dividers</th>
<th>Probable impacts on the connectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>make list all the dividers that were identified by the previous exercise</td>
<td>Find out the alternative tasks for your program that will not give negative impacts. 1. 2. 3. 4.</td>
<td>Estimate the probable impact of alternative working system to the dividers.</td>
<td>Estimate the probable impact of alternative working system to the connectors.</td>
</tr>
</tbody>
</table>
Generating and Testing Programming Options II

Strengthen the Connectors

- Make the list all the probable options for achieving the program’s objectives, if the aid program helps to increase connectors and its sources or weakens the dividers and its sources.
- Estimate the impact made towards dividers and connectors by each alternative of the program.

Question: How will you formulate your aid program that will strengthen connectors and its sources?

<table>
<thead>
<tr>
<th>Connectors (Identified from the previous exercise)</th>
<th>Program options</th>
<th>Probable impacts to the connectors</th>
<th>Probable impacts to the dividers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the list all the connectors that were identified by the previous exercise.</td>
<td>Find out the alternative working system for your program that will not give negative impacts. 1. 2. 3. 4.</td>
<td>Estimate the probable impact of alternative working system to the connectors.</td>
<td>Estimate the probable impact of alternative working system to the dividers.</td>
</tr>
</tbody>
</table>
Session – 9

Preparation of Action Plan

Venue: Training Hall Time: 1 Hour 30 Minutes

Goal of the Session
To prepare future action plan for conducting programs on the basis of Do No Harm principle.

Objectives of the Session: By the end of this session, the participants will be:

- Prepared the action plan for conducting programs on the basis of Do No Harm principle.

Activities Time: (Minutes)
Activity 1: Introduction 5 (5)
Activity 2: Preparation of Action Plan 75 (80)
Activity 3: Conclusion 10 (90)

Preparation
For effective preparation of action plan, the conclusion drawn from the previous sessions by discussions should be made posted clearly on walls to remind everyone.
Guidelines for the Facilitators

Activity 1: Introduction

Time: 5 Minutes

Detailed discussions were made on the contents in the previous sessions. In this session, we will discuss how we can effectively move forward by using the Do No Harm framework. Start the session telling the participants to discuss regarding to the formulation of action plan.

Activity 2: Action Plan Formulation

Time: 75 Minutes

Explain the participants about conducting individual organizational program and aid programs, how the dividers and its sources be reduced and the connectors and its sources be expanded in the forthcoming period. Ask the participants to prepare action plans. Explaining that from above and the effect of conflict can be minimized. Clarify that reality should be given to the prepared action plan. Ask the participants to keep a copy of prepared action plan with them and collect one-one copy for you.

Activity 3: Conclusion

Time: 5 Minutes

After the preparation of action plans, inquire them if they have anything to be clarified. If any queries come from the participants, discuss them. At the end, thank everybody and inform that the discussion on contents has been completed.
Session – 10

Evaluation and Closing the Training

Venue: Training Hall Time: 1 Hour

Goal of the Session
Evaluation of the training whether the expected achievements were fulfilled,
Closing the training informally by saying that the thing learnt has helped in the conduction of the program is of crucial importance which may be again discussed in meetings to be held in future.

Objectives of the session: By the end of this session, the participants will be:

- Summarized the three days training
- Evaluated the training whether their expectations were fulfilled or not

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time: (Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Introduction</td>
<td>5 (5)</td>
</tr>
<tr>
<td>Activity 2: Training Summary</td>
<td>30 (35)</td>
</tr>
<tr>
<td>Activity 3: Discussions on Achievements</td>
<td>20 (55)</td>
</tr>
<tr>
<td>Activity 4: Conclusion</td>
<td>5 (60)</td>
</tr>
</tbody>
</table>
Guidelines for the Facilitator

Activity 1: Introduction  Time: 5 Minutes
We are completing the three days training on ‘Do No Harm’. Summarize the things learnt by the participants. Commence the session asking the participants to comment with suggestions on the fulfillment of their expectations or not, facilitator’s orientation skill and other processes.

Activity 2: Training Summary  Time: 30 Minutes
- Provide some minutes to remember the activities and discussions made during three days training.
- Draw a circle at the centre of the newsprint and write the points bringing from the participants around it. If no point comes from the participants, the facilitator has to remind about it and write on the newsprint.
- If the said circle is the Sun, then the learnt matters are like its heat and light. Now, we need to start applying the learnt matters in practice, first ourselves and follow the ‘Do No Harm’ principle in the organization. We will try to teach others what we have learnt and use it practically. We will all the time devote ourselves to minimize the effect of conflict.

Then, complete the training summary with these commitments.

Activity 3: Discussions on Training Achievements  Time: 20 Minutes
Whether we were able to fulfill our expectations from the training or not? Was the learning obtained from the training important?
Ask each participant to tell at least one-one point on these questions. Ask one male and one female participant to provide their views about the overall training, how they felt and what are the things needed for making it better, and finally, announce that the training is informally closed.

Activity 4: Conclusion  Time: 5 Minutes
We have already completed the three days training on ‘Do No Harm’. Though the training is finished, the program is just starting now. If we can not materialize the main theme of the training in conducting program for communities, then there will be no achievement claimed as such. This can be better achieved by our efforts in reducing of dividers and its sources and expanding the connectors and its sources. Your role will be important for this task.
Then, inform about the closing of the training assuring the participants about the future gatherings in communities and discussions to be held again in the process of these types of programs.

Thanks.