PILdAT

Background Paper

Conflict Transformation:
Dynamics, Skills and Strategies

PILdAT
Pakistan Institute of
Legislative Development
And Transparency

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PREFACE

The background paper on Conflict Transformation: Dynamics, Skills and Strategies has been written as a part of PILDAT's programme of Orientation of Members of National Assembly and Provincial Assemblies on Conflict Resolution.

PILDAT has completed a round of Skills-Building Workshops on *Conflict Management: The Negotiation Strategies* and *Conflict Management: the Mediation Process* with the Parliament of Pakistan, Provincial Assemblies of Punjab and Sindh and Legislative Assemblies of Azad Jammu & Kashmir and Gilgit-Baltistan. This background has been prepared for the second round of the Skills-Building Workshops under the theme of Conflict Transformation. The basic objective of the PILDAT programme is to enhance the conflict resolution capabilities of legislators so that they are better equipped to play their role as mediators in various conflicts in the society. It is envisaged that by building the conflict-resolution capabilities of elected legislators at all levels, our efforts should contribute positively towards Pakistani legislators' long-term ability to respond and diffuse conflict at all levels.

The background paper has been commissioned by **Dr. Syed Rifaat Hussain,** Chairman, Defence and Strategic Studies Department at the Quaid-i-Azam University, Islamabad.

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Disclaimer

The views expressed in this paper belong to the author and are not necessarily shared by PILDAT. Furthermore, the opinions, findings and conclusions or recommendations expressed in this paper are those of the author and do not necessarily reflect the views of the PILDAT, or the British High Commission, Islamabad.

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PROFILE OF THE AUTHOR

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Objectives

In any democratic polity, elected representatives of people, play a pivotal role in managing and resolving conflict. Given the ubiquity of conflict, people expect from their representatives that they would address situations of conflict in an authoritative and non-violent way. Engaging in dialogue, negotiations and consensus building activity, and assuming a leadership role in peace-building are thus considered essential attributes of parliamentarians.

The basic purpose of the background paper is to help the legislators to improve their conflict resolution capabilities by deepening their understanding of conflict, its dynamics and different strategies that can be employed by them for conflict transformation. The principal objectives include:

- Develop a better understanding and analysis of complex conflicts.

- Impart skills and training for targeted and coherent interventions with the various actors involved in situations of conflict, including those opposed to non-violent solutions.
- Deepen understanding of processes that would help generate new and innovative ways for conflict resolution and conflict transformation.
- Encourage an understanding of multiculturalism to appreciate one and others.
- Explore concepts like discrimination and prejudice to restore communication and build levels of trust between parties in conflict.
- Provide opportunities to experience and compare goal setting and problem solving through cooperation and competition.
- Draw out and enhance creative expressions of participants about issue and alternatives to conflict.
- Encourage and understanding of multiculturalism to appreciate oneself and others.

Table 1: Facts about Conflict

- Conflict is inevitable
- Conflict develops because we are dealing with people's lives, jobs, children, pride, self-concept, ego and sense of mission or purpose
- Early indicators of conflict can be recognized
- There are strategies for resolution that are available and DO work
- Although inevitable, conflict can be minimized, diverted and/or resolved

Conflict is destructive when it:
- Takes attention away from other important activities
- Undermines morale or self-concept
- Polarizes people and groups, reducing cooperation
- Increases or sharpens differences
- Leads to irresponsible and harmful behavior, such as fighting, name-calling

Conflict is constructive when it:
- Results in clarification of important problems and issues
- Results in solutions to problems
- Involves people in resolving issues important to them
- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Builds cooperation among people through learning more about each other;
- Joining in resolving the conflict
- Helps individuals develop understanding and skills

Understanding Conflict

Conflict can be defined as *a state of perceived opposition between individuals, or groups of people that involves ideas, identities, needs and interests*. A conflict may be violent or non-violent. Most of the times, non-violent conflicts become violent when they are not contained at the early stages of their development. That conflict can be hurtful, harmful and disruptive of relationships and personal well being is now widely acknowledged to be true. Dictionary definitions of the word remind us that the word "conflict" is derived two Latin words, *Con* which means together and *fligere* which means to strike. From this it is deduced that conflict means "a struggle, strong disagreement, a clash between contradictory impulses or wishes; to be incompatible, to oppose." (The Penguin English Dictionary, 7th Edition, 1977)

Categories of Conflict [1]

There are four categories of conflicts, namely:

Intractable Conflicts
An intractable conflict describes conflict situations which are difficult to influence or resolve, with the parties to the conflict stubbornly resisting solution.

Protracted Social Conflicts
Protracted social conflict are characterized by prolonged and often violent struggles by communal groups for such fundamental needs as security, recognition and acceptance, fair access to political institutions and economic participations.

International-Social Conflicts
International-Social conflict defines conflicts that are neither purely interstate nor purely domestic conflicts, but sprawl somewhere between the two.

Complex-Political Conflicts
Complex political emergency which has evolved as the key category for grasping the complex nature of most contemporary conflicts is an integral concept referring to conflicts which are multi dimensional with large-scale human rights abuses and profound human suffering.

Causes of Violent Conflict

Violent conflicts have many causes and these are often divided into contextual and structural factors. Contextual elements are trigger factors (the immediate causes) while structural elements are long standing, root causes of violent conflicts. Resolution of violent conflict requires focussed efforts not only to remove symptoms but also sustained efforts to eliminate its underlying causes. Parliamentarians are very often called upon to deal with conflict situations that arise out of the conflicting pulls of the political dynamics relating to their constituencies, districts, provinces and national politics.

Political factors
Four main political factors have been highlighted in the scholarly literature on internal conflict: *discriminatory political institutions, exclusionary national ideologies, inter-group politics, and elite politics.*

Firstly, the prospects for conflict in a country depend, to a significant degree, on the type and fairness of its political system. Closed, authoritarian system are likely to generate considerable resentment overtime, especially when those are accompanied by discriminatory treatment. Even in more democratic settings, resentment can arise if some groups are inadequately represented in government and political institutions. Overtime the legitimacy of the system as a whole can fall into question.

Secondly, exclusionary national ideologies of nationalism and citizenship, based on ethnic distinctions, give rise to minority resentment and even resistance.

Thirdly, prospects for violent conflict in a country depend, to a significant degree, on the dynamics of domestic, inter-group politics. The prospects for violence are great if groups have ambitious objectives, strong sense of identity, and confrontational strategies.

Fourthly, elite politics particularly tactics in times of political and economic turmoil, lead to exacerbation of violent conflict.

Economic Social Factors
Three broad economic and social factors may be identified as potential sources of internal conflict:

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1.   Human Education Programme, 'Educating for a New Future: A Training Kit for Peace Educators in South Asia,' (Karachi: Asian South Pacific Bureau of Adult Education, 2007).p.16.

Economic problems: Among contemporary economic problems are social inequalities, economic slowdowns, stagnation and as in some cases in the developing world, economic collapse that lead to internal conflicts and violence.

Discriminatory Economic Systems: Discriminatory economic system, whether it is discriminating on a class basis or on ethnic basis, can generate feelings of resettlement and levels of frustration leading to violence. Unequal economic opportunities, unequal access to resources such as land capital and vast differences in standards of living are all signs of an economic growth; which it leads to growing inequalities in income and opportunities can also aggravate intra-state tensions.

Negative consequences of economic development and modernity: Many scholars have pointed to economic development and modernization as leading to instability and internal conflict. Rapid changes that accompany industrialisation, urbanization and the introduction of new technologies can place strains on existing social and political systems. Development and modernization also raise economic and political expectations and can lead to mounting frustrations when these expectations are not met. As often happens in the developing world, growing demands for political participation usually tend to outpace the ability of the system to respond. When the development of political institutions lags behind social and economic changes it results in instability and disorder.

Cultural /Perceptual Factors
Problems pertaining to cultural discrimination against minorities include inequitable educational opportunities, legal and political constraints on the use and teaching of minority languages and constraints on religious freedom.

Perceptual factors, which refer to group histories and group perceptions, ethnic mythologies, group stereotyping, distorted and exaggerated historical memories are often causes of acts of ethnic atrocity such as genocide and retaliatory response of violence.

The best that can be done while resolving a conflict is:
- To manage and contain it, and
- Try to reach to a compromise in which violence may be laid aside and normal politics are resumed

Figure 1: Causes of Conflict: The Iceberg Model [2]

The iceberg represents the explicit (visible) and implicit (hidden) causes of conflicts. Like an iceberg, the deepest and most dangerous sources of conflict may not be visible.

To reduce conflict, it is necessary to comprehend its underlying patterns and causes.

2. Martin Oppenheimer, Change Dynamics and Conflict, (Florida: Oppenheimer Partners, LLC,2008).Available at: http://www.oppenpartners.com/Resources/Change-Conflict.pdf

Conflict Resolution, Conflict Management and Conflict Transformation

Conflict Resolution, Management and Transformation are related but very distinct.

Conflict Resolution

Conflict Resolution (CR) addresses the symptoms of conflict with short-term solutions. It may temporarily solve the problem or stop the violence, but it does not address the underlying cause. Conflict is a natural phenomenon, neither inherently good nor bad, but there may be positive or negative outcomes of a conflict. Conflict Resolution involves attempts by parties to come to a shared understanding of the problem and used that shared understanding to arrive at a settlement of dispute. [3]

Conflict Management

Conflict management is the art of appropriate intervention to achieve political settlements, particularly by those powerful actors having the power and resources to bring pressure on the conflicting parties in order to induce them to settle. The key assumption is that conflict cannot be eliminated but can be managed from becoming violent.

Conflict Transformation [4]

Conflict transformation addresses the root cause of conflict by bringing the necessary political, social, and attitudinal change to bring lasting peace. Conflict transformation involves conscious efforts by parties in a conflict to understand their situation differently by visualizing positive sum outcomes to the dispute. Dynamics of conflict get so fundamentally altered, that possibilities for permanent solution begin to emerge as a viable alternative to fighting and feuding. Parties to conflict agree to bury the hatchet.

Table 2: Resolution and Transformation: A Brief Comparison of Perspective [5]

	Conflict Resolution Perspective	Conflict Transformation Perspective
Key Question	How do we end something not desired?	How to end something destructive and build something desired?
Focus	It is content-centred.	It is relationship-centred.
Purpose	To achieve an agreement and solution to the presenting problem creating the crisis.	To promote constructive change processes, inclusive of, but not limited to immediate solutions.
Development of the Process	It is embedded and built around the immediacy of the relationship where the presenting problems appear.	It is concerned with responding to symptoms and engaging the systems within which relationships are embedded.
Time Frame	Short-term	Mid-to-long range
View of Conflict	It envisions the need to de-escalate conflict processes.	It envisions conflict as a dynamic of ebb (conflict de-escalation to pursue constructive change) and flow (conflict escalation to pursue constructive change).

3.   Miall, Hugh "Conflict Transformation: A Multi-Dimensional Tesk," (BRCCCM, August 2004)
4.   Michelle Parlevliet, 'Rethinking conflict Transformation from a Human Rights Perspective', Berghof Research Center for Constructive Conflict Management - also forthcoming in Berghof Handbook Dialogue No. 9, September 2009.Avalable at: http://berghof-handbook.net/documents/publications/parlevliet_handbook.pdf
5.   John Galtung, 'Conflict Transformation By Peaceful Means,'United Nation Disater Management Training Program: Peace and Development Network,2000.Available at: http://www.reliefweb.int/rw/rwt.nsf/db900SID/LHON-66SN46/$File/Conflict_transfo_Trnascend.pdf

Conflict Transformation and its Dynamics[6]

Unlike conflict resolution and conflict management approaches which focus on top-down, short-term solutions, conflict transformation refers to outcome, process and structure oriented long-term peace-building efforts, which aim to truly overcome revealed forms of direct, cultural and structural violence.

The underlying assumption of Conflict Transformation is that the potential for peace-building already exists in the particular region or community and is rooted in its traditional culture. Conflict Transformation is the process by which conflicts are transformed into peaceful outcome.

It is different from conflict management and conflict resolution approaches. Conflict management approaches seek to merely manage and contain conflict, while conflict resolution approaches seek to move conflict parties away from zero-sum positions toward positive outcomes often with the help of external actor.

Conflict Transformation recognises that contemporary conflicts require more than the reframing of positions and the identification of win-win outcomes. It, therefore, calls for "*a process of engaging with and transforming the relationships, interests, discourses and, if necessary, the very constitution of society that supports the continuation of violent conflict, different understandings based on conflict theory, human needs and non-violent action*."

Conflict transformation is also a prescriptive concept. It suggests that left alone conflict can have destructive consequences. However, the consequences can be modified or transformed so that self-images, relationships, and social structures improve as a result of conflict instead of being harmed by it. Usually this involves transforming perceptions of issues, actions, and other people or groups. Since conflict usually transforms perceptions by accentuating the differences between people and positions, effective conflict transformation can work to improve mutual understanding. Even when people's interests, values, and needs are different, even non- reconcilable, progress has been made if each group gains a relatively accurate understanding of the other.

As noted above, conflict transformation starts with the realisation that violent disputes, conflicts and intra- or inter-state wars often take place within a structure of interaction, which could be transformed into a more peaceful direction, for example, by creating new opportunities for non-violent competition/negotiation/bargaining or influence, addressing the issues of economic relative deprivation, and blocking some of the violent opportunities for the exploitation of an anarchical criminalised economy.

What type of interventions peace builders should be seeking to bring about conflict transformation?

The following are some core elements:

Actor transformations – internal changes in parties or the appearance of new parties;
Issue transformations – altering the agenda of conflict issues;
Rule transformations – changes in the norms or rules governing a conflict;
Structural transformations – the entire structure of relationships and power distribution in the conflict is transformed.

Ways of Transforming Conflict

The transformation of a conflict can take place at four basic levels.
- Actors/ Parties
- Issues/ Interests
- Rule/ Discourse
- Structure/ Culture
- Since conflict usually transforms perceptions by emphasizing the differences between people and positions, effective conflict transformation can work to improve mutual understanding.
- Transformation also involves transforming the way conflict is expressed.
- It may be expressed competitively, aggressively or violently, or it may be expressed through non-violent advocacy, conciliation or cooperation.

Psycho-Social and Spiritual Dimension of Conflict Transformation

The conflict parties can directly engage in negotiations on conflict termination and in the search for a solution.

- a third party can be invited to mediate;

5.   Lederach, John Paul "Defining Conflict Transformation," Peace Journalism (The Peace Media Research Center's E-Magazine, May 2003).

Table 3: Six Phases of Conflict

Six Phases of Conflict
Six Phases of Conflict A conflict can be divided in the following phases:
Phase 1 is the dispute stage in which a divisive issue exists but has not yet been cast by either disputant in terms in which military power becomes significantly relevant.
Phase 2 is the pre-hostilities conflict phase in which no serious shooting takes place, but it begins to "look like war" as a military buildup starts, or an arms race develops, or military forces are deployed with serious intent to use them at some point and people view the situation in potentially military terms.
Phase 3: the hostilities phase, occurs when the disputants have crossed the fateful threshold to actual fighting.
Phase 4: the cessation of hostilities phase, is an armed truce, so to speak, but with no end to the conflict, let alone a settlement of the underlying dispute.
Phase 5 is a phase beyond conflict, in which the situation is no longer perceived in military terms, but the dispute persists.
Phase 6: there is the ultimate settlement stage in which the underlying dispute and, consequently, the conflict, are settled.

- the process is public,
- Participation in the process and the approval of results is voluntary.
- It is carried out by social groups in the interest of social groups (extended families, clans, village communities, tribes, brotherhoods, etc.);individuals are perceived as members of a (kin-)group, they are accountable to that group
- The group is accountable for (the deeds of) each of its members.
- Other parties and interests that have become involved in the original conflict need to be disentangled (disengagement).
- Contacts (appropriately managed) need to be restored.
- Inter-party communication channels need to be reopened and the resultant communication made at least more nuanced and complicated than the simple exchange of accusations and justifications (re-communication).
- Intra-party decision making needs to be re-balanced to allow for the input of ideas from those whose immediate task is not tomorrow's defence against violence or the short term implementation of counter-coercion measures (de-mobilization or demilitarization).
- Finally, ways have to be found to reverse entrapment processes and to enable policy decisions to be made with an eye to realistic future opportunities and limitations rather than past aims, promises, investments and sacrifices (de commitment).

Each party's underlying needs and interests need to be revived and reviewed to see what crucial goal incompatibilities still lay at the heart of their conflict and the practice of opposing for the sake of opposition abandoned (de-isolation).

Role of Negotiations in Conflict Transformation[7]

- Negotiation situations are an integral part of our daily life.
- Negotiation and bargaining are interchangeable notions.

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7.   Ho-Won Jeong, Conflict Management and Resolution: An Introduction,(New York:Routledge,2010).pp.151-169

Table 4: Transformers of Conflict [8]

Type	Examples
Context Transformation	Changes in the international or global environment
Structure Transformation	Change from asymmetric to symmetric relations Change in power structures Changes of markets of violence
Actor Transformation	Changes of leadership Changes of goals Intra-party change Changes in party's constituencies Changing actors
Issue Transformation	Transcendence of contested issues Constructive compromise Changing issues De-linking or re-linking issues
Personal/Elite Transformation	Changes of perspective Changes of heart Changes of will Gestures of conciliation

When does the need for negotiations arise?

a). When there are two or more parties
b). When there is conflict of interest between them.
c). Negotiation is a voluntary process. It is a strategy pursued by Choice.
d). It happens when parties involve have an expectation of a better deal.
e) It happens when parties search for agreement rather than to fight openly.
f) It happens when both sides expect and are willing to give and take.

The Collaborative Negotiation Process is based on following principles:

- Agree to negotiate
- Gather points of view:
- Find common interests:
- Create win-win options
- Evaluate options
- Create an agreement

Techniques to Resolve and Transform Conflicts[9]

The Defusing Technique: The other person might be angry and may come to the situation armed with a number of arguments describing how you are to blame for his or her unhappiness. Your goal is to address the other's anger – *and you do this by simply agreeing with the person*. When you find some truth in the other point of view, it is difficult for the other person to maintain anger. This may be hard to do in a volatile situation, but a sign of individual strength and integrity is the ability to postpone our immediate reactions in order to achieve positive goals. Sometimes we have to "lose" in order, ultimately, to "win."

Empathy: Try to put yourself into the shoes of the other person. See the world through their eyes. Empathy is an important listening technique which gives the other feedback that he or she is being heard. There are two forms of empathy. "**Thought Empathy**" gives the message that

8. Hugh Miall, 'Conflict Transformation:A Multi-Dimensional Task,' Berghof Research Center for Constructive Conflict Management - Edited version Aug 2004 (First launch Mar 2001).Available at: http://www.berghof-handbook.net/documents/publications/miall_handbook.pdf.
9. Human Education Programme, 'Educating for a New Future: A Training Kit for Peace Educators in South Asia,' (Karachi: Asian South Pacific Bureau of Adult Education, 2007).p.87.

Table 5: Debate versus Dialogue [10]

Goal is to win	Goal is to discover common ground
One listens to find the opponents weak point	One listens to understand
One criticizes other's point of view	One openly considers all points of view
Assumes one right answer to a question or problem	Assumes that many different ideas can contribute to a fuller solution
Comes from a position which one defends	Expresses feelings, concerns, fears, and uncertainties
Exposes faults in the positions of others	Demonstrates strengths on all sides of an issue
Further polarizes antagonistic positions	Uncovers brand new possibilities and opportunities
Promotes competition	Builds bridges of understanding
Looks to strengthen a predetermined	Uncovers brand new possibilities and opportunities

you understand what the other is trying to say. You can do this in conversation by paraphrasing the words of the other person. For example, "*I understand you to say that your trust in me has been broken.*" "**Feeling Empathy**" is your acknowledgment of how the other person probably feels.

Exploration: Ask gentle, probing questions about what the other person is thinking and feeling. Encourage the other to talk fully about what is on his or her mind. For example, "*Are there any other thoughts that you need to share with me?*"

Using "I" Statements: Take responsibility for your own thoughts rather than attributing motives to the other person. This decreases the chance that the other person will become defensive. For example, "I feel pretty upset that this thing has come between us." This statement is much more effective than saying, "*You have made me feel very upset.*"

Stroking: Find positive things to say about the other person, even if the other is angry with you. Show a respectful attitude. For example, "*I genuinely respect you for having the courage to bring this problem to me. I admire your strength and your caring attitude.*"

While playing the role of a peace-builder in any situation of

conflict, parliamentarians can use the following template to sharpen their understanding of the complexity of the situation and the group dynamics at play. This list is not exhaustive but only suggestive for their role as peace enablers.

Leading the Experience [11]

Observation
The main job of a facilitator during the activity is observation. First and foremost you are the safety monitor, always checking the group, the area being used and any equipment that is in use. Your second and almost as important observation is what is the process that is going on in the group? The process that the group is going through will let you know if intervention is needed and it will give you grist for the debrief. Be aware of both the verbal and body language that is present in the group.

Leadership Voice
How do we find our voice? There are many ways that can be found, through one's experience, style. Adventure activities are group centred. Your presence as a leader is always felt by the group. The group needs you to provide focus and boundaries. Your participation puts you in a special

10. Olivia Stokes Dreirer, 'A Training Kit for Peace Educators in South Asia,'(United States of America:Karuna Centre for Peace Building,2009).
11. Human Education Programme, 'Educating for a New Future: A Training Kit for Peace Educators in South Asia,' (Karachi: Asian South Pacific Bureau of Adult Education,

Table 6: Natural Style of dealing with conflict [12]

Nature has also suggested styles of conflict resolution from them we can learn modes of resolving the conflict issues at the grass root level.

Turtle (Avoidance)
Turtle depicts the way of avoiding the issue which has both positive and negative impact. Such as if the causes and effects of conflict avoided by the parties that could lead to more complexities and negative impact of avoidance, on the other hand avoidance is positive if both the parties avoid the differences and come to table for negotiation this will lead to transformation of dispute settlement.

Teddy Bear (Accommodation)
Teddy bear depicts the accommodation which is the ultimate motive behind the peace by putting all the issues on the table. By bargaining demands, to settle the conflict and dispute at the satisfactory level.

Shark (Domination)
Shark teaches the dominating aspect for resolving conflict as it is also an option to end the conflict by using power or resolve as per rules.

Fox (Compromise)
Fox is indeed a sharp minded animal but it teaches the compromise, in case of conflict resolution compromise is also the positive way to settle the issues.

Owl (Integration)
Owl is considered as the wisest bird, integration is the highlight of its way of teaching resole. For conflict resolution integration can be the conjuncture of peace in a chaotic situation.

connected place. You are role modelling and the group will emulate you as the closest responsible adult.

Challenge
A two-edged sword, while it presents the opportunity for change and success, it also lays bare the issues we are afraid of: losing face, failure and injury, etc. We must remember that a wholesome environment is our primary concern, from which participants chose for themselves what they need to do to improve. To force someone to participate would be to counter the kind of group-centred spirit being developed. Activities must be properly sequenced thus supporting the challenge (s). Time spent with goal-setting is time well spent. Participants must have a clear understanding about what he/she wants to do. Remember that group pressure is real, and can be used positively.

Instruction
Instruction has a couple of useful purposes:

a). to pass information to the group,

b). for the facilitator to exercise control over the group. If the group is behaving badly it might be time for some instructions, when a group is listening to you, you are in control. This tactic should not be over-used.

Intervention
This takes place whenever you see the group needing to stop and take a look at itself and what it is doing or you need to add new information. Sometimes intervention will involve: *substituting a more relevant activity, modifying an activity or refocusing the group*. They can also be used to anchor a moment in the group's life. For example, suppose a group working in a problem-solving activity and they created new rules that they aren't true and these rules have slowed them down or brought them to stop. You might stop the action and ask the members to check for themselves and to remember how they are feeling and then set the group back on its task. In the debrief you can return to that moment so the group can learn from it. Sometimes you need to be the authority that enforces the rules or even changes the rules. As the enforcer you pass out consequence.

12. Conflict and its Management, A presentation Available at: www.ux1.eiu.edu/~cfrec1/conflict.ppt.

Empathy

Understanding by actually caring draws you closer to the group. Risk situations bring trust and feeling issues to the surface quickly. Just because a participant is not directly involved with a particular activity doesn't mean they are not benefiting from it. Do not feel afraid of patting or hugging because of taboos. Understand your own relationship to hugging and make certain it doesn't cross lines or get misinterpreted.

Co-Leadership

Two persons can complement each other when each has skills in different areas, without the necessity of each becoming an expert in the other's area. Respect comes from seeing your co-leadership as a person first and a skilled leader second. Lack of listening, both to the group and to the co-leader is another enemy. Time for connecting is important; meeting times need to be regular. Do not assume you can get away without it. If respect and assertion is nurtured between co-leaders, a wonderful bond is formed.

Conflict Resolution

The adventure group provides an opportunity to expose people to conflict in a controlled manner, thereby providing them with the possibility of a successful experience. Adventure groups presuppose conflict. If you do not avoid conflict, then pinch points have a much better chance of not turning into full-fledged crunch points.

Debriefing

Debriefing is a process for reflecting on an experience. This process is the end of a three-part cycle: brief, activity, and debrief. In its simplest form, briefing is group and individual goal setting, framing the experience, establishing authority and forming a contract or project plan with the group. The activity phase gets into rules, instruction and immersion in the activity. It is the third phase of the cycle which brings out the educational and transformative value gained from an activity or project or lesson.

Qualities and Skills for an Ideal Peace Facilitator [13]

- Be at peace with yourself
- Have a strong commitment to equity
- Maintain neutrality
- Be open to different styles, cultural practices and point of view
- Be grounded in knowledge and skills
- Build Sustained relationships with participants
- Be passionate about peace
- Be confident
- Be serious yet fun loving
- Be honest
- Be well prepared
- Be intuitive
- Be analytical
- Be patient
- Be conscious of role modeling
- Be an attentive listener
- Have clarity of purpose, action and articulation
- Be polite
- Be accommodating
- Be transparent
- Be spontaneous
- Be willing to adapt and change
- Be an optimistic
- Your integrity is vital

13. Human Education Programme, 'Educating for a New Future: A Training Kit for Peace Educators in South Asia,'opcit.38