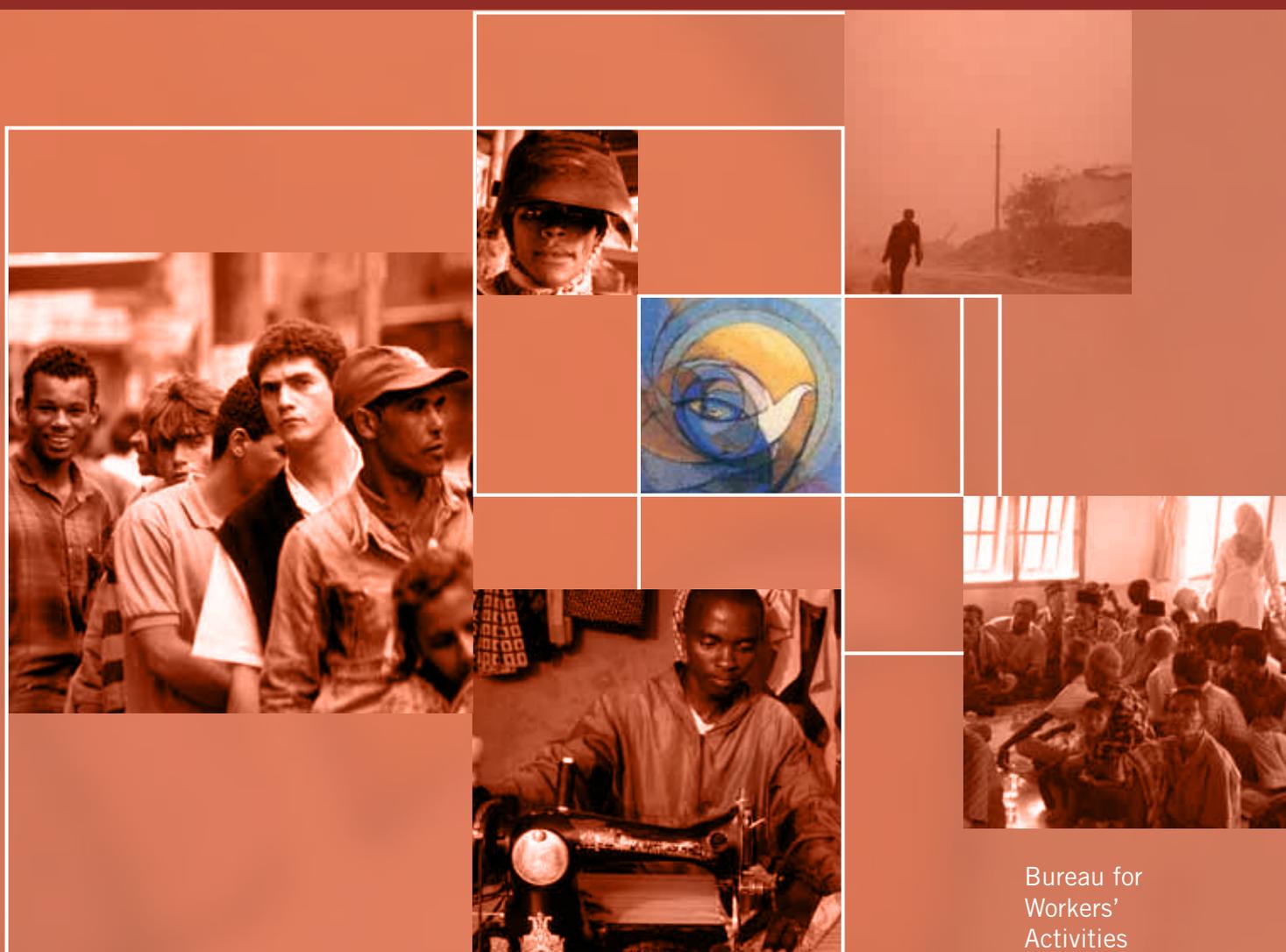




International
Labour
Office
Geneva

Prevention and Resolution of Violent and Armed Conflicts



Bureau for
Workers'
Activities
(ACTRAV)

Programme
on Crisis
Response and
Reconstruction
(ILO/CRISIS)

Training manual for use by
trade union organizations



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Preface

Peacebuilding between nations and social classes on the basis of social justice is the raison d'être of the International Labour Organization (ILO).

The ILO was established in 1919 under the terms of the Treaty of Versailles, which brought the First World War to an end. The establishment of the Organization was based on the conviction that universal and sustainable peace can only be brought about against a background of social justice. Political treaties and disarmament pacts are essential conditions, but they are not in themselves sufficient to guarantee peace, not only between nations but also between social classes within countries. This is why there is a document underneath the first stone of the main ILO building in Geneva, in which it is written: "Si vis pacem, cole justitiam" - If you want peace, cultivate justice.

These important events at the end of the First World War and the establishment of the ILO were also due to the pressure exerted by the trade union movement at its congresses held in 1916, 1917 and 1918, during which workers demanded to be allowed to take part in discussions on the future peace treaty so as to obtain guarantees of minimum working conditions and to establish a permanent body responsible for ensuring that international labour legislation was implemented.

As a result of its involvement in support of the construction of global and sustainable peace, the ILO was awarded the Nobel Peace Prize in 1969¹. Since that time, targeted initiatives have been put in place with the aim of applying the principles mentioned above as part of the Organization's technical cooperation.

In the *United Nations Policy for Post-conflict Employment Creation, Income Generation and Reintegration*, approved in 2008, it is stated that "an inclusive national dialogue including all stakeholders (social partners and beyond) will enhance ownership and programme effectiveness, thereby contributing to peacebuilding". Social dialogue is a powerful tool for ensuring that post-conflict economic growth and political and institutional reform are equitable and are achieved while fully respecting fundamental rights at work and social protection. Social dialogue can therefore make a contribution to social calming, to education for peace and to negotiation of the main economic and social questions, including ownership rights.

ILO undertakes to build the capacities of the social partners so that they are able to play this important role in building sustainable peace and preventing conflicts. This training manual, which is intended for trade union organizations, is an initial contribution by the ILO in this respect.

Alfredo Lazarte-Hoyle

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Reconstruction Programme (ILO/CRISIS)

Dan Cunniah

Director of the Bureau for Workers'
Activities (ACTRAV)

¹ The brochure reproducing the speeches made by the Chairman of the Nobel Prize Committee, Mrs Lionaes and the Director-General of the ILO, David Morse, at the time of the award of the Nobel Prize, can be downloaded from: http://www.ilo.org/public/libdoc/ilo/1969/69B09_195_fren.pdf

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It is impossible to thank everyone who has contributed from near and far to the publication of this manual. However, we should like to take this opportunity to thank certain people in particular and especially Mr Rawane Mbaye, ACTRAV Desk Officer for Africa, and Mr Federico Negro, specialist in knowledge development and capacity building, who made it possible to bring this work to a successful conclusion, resulting in the publication of this manual.

This manual has been produced at the request of Mrs Hadja Rabiadou Serah Diallo, General Secretary of the National Confederation of Guinean Workers (CNTG) and now President of the National Transitional Council (CNT). We must give her our warm thanks for her unflinching support to the International Labour Organization (ILO) when she was involved in delicate conflict situations. She has always been convinced that trade unions can play a vital role in the prevention and resolution of armed conflicts.

Our thanks also go to the National Organization of Free Unions of Guinea (ONSLG), the National Confederation of Guinean Workers (CNTG), the Trade Union of Workers of Guinea (USTG) and the Democratic Union of Guinean Workers (UDTG). We are grateful to them for their invaluable advice from the very start of work on this manual, assisting us in the production of the final version.

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We hope that the combined efforts of the people mentioned above will help to provide solutions for people throughout the world who are confronted with crisis situations.

Introduction

The training project

This manual is the result of a joint training project undertaken by the ILO Crisis Response and Reconstruction Programme (ILO/CRISIS) and the Bureau for Workers' Activities (ACTRAV). This training project for trainers is aimed at trade union officials in countries experiencing conflict (or close to a conflict situation) and was requested by the General Secretary of the National Confederation of Guinean Workers (CNTG) owing to the socio-political and economic context currently prevailing in that country. As such, this project makes a welcome addition to the existing programme to build the capacities of trade union leaders, officials and elected representatives within two trade union structures, namely the CNTG-USTG Inter-centre Committee expanded to include ONSLG and UDTG and the CGSL-UGTG-SIFOG-CGSL Inter-trade union committee.

For an expanded tripartite dialogue to be effective, it is vital to build the capacity of all constituents. Labour organizations are often weakened by war and have to be re-established in order to resume an active role in protecting workers' rights. For example, suspension of the constitution of a country in a state of emergency represents a very great constraint on the capacity of trade unions to act. Nonetheless, the problems affecting countries close to conflict are questions of democratic governance which trade unions cannot escape in view of the eminently positive role they have played in the country's history.

In this respect, the conduct of training activities embodies the commitment of the ILO as regards support to tripartite constituents in general and to workers in particular. This will enable them to acquire the concepts and capacities needed to play their role effectively in preventing and managing conflicts and to become involved in support of a rapid return to democracy and the rule of law. The project is thus intended to pave the way for sustainable peace, which is essential for any social progress.

This initiative forms part of the implementation of the *United Nations Policy for Post-conflict Employment Creation, Income Generation and Reintegration*, which in its turn is making a contribution to promoting the objectives of decent work targeted by the ILO. This policy, published in 2008, acknowledges the importance of social dialogue to support the adoption and effectiveness of employment creation programmes and aims to achieve a broad consensus on policies and legislative and institutional reforms in member countries which are victims of conflict.

This training manual also makes a contribution to the implementation of the ILO Declaration on Social Justice for a Fair Globalization, adopted by the International Labour Conference at its 97th session (Geneva, June 2008). This declaration, the third produced by the ILO, institutionalizes the concept of decent work and indicates the commitment of the ILO with respect to its constituents. The ILO will give them its support in the form of quality information, advice and technical programmes, enabling them to meet the needs identified together in national programmes for decent work.

Training targets

The training is aimed at trade union officials involved in vertical and horizontal structures at federation level. The maximum number of participants in the training seminar for trainers will be 25 people having benefited from a university level education and a solid basis of on-the-job training. The priority targets will be: deputy general secretaries, secretaries responsible for conflicts and negotiations, secretaries responsible for education and training, and women's departments. Depending on the places available, secretaries responsible for administration and technical committees will also be invited to take part in the seminar.

Also, civil society organizations will be invited to take part in the day of the tripartite seminar, which concludes the training for trade union organizations, along with employers' organizations and government. In this respect, the last day will be an opportunity to role-play in a context of dialogue in order to develop a joint action plan or another type of objective to be determined in light of the relevant context. The multipartite nature of participation in the seminar will strengthen this working method and emphasize the importance of dialogue in guaranteeing the agreements reached and implementation of them.

Roles of trade unions and needs for training

Trade unions can play an important role in preventing conflicts and building peace thanks to their privileged position in society and among workers and their families. The role of trade unions is to:

- ⇒ **safeguard work** and promote employment in the interests of workers and social peace in the country
- ⇒ **advocate** and actively promote good governance and democracy by contributing to education for peace
- ⇒ **act as a pressure group** against repeated violations of workers' rights and in support of the most vulnerable groups, such as women, the unemployed and displaced persons
- ⇒ **play the role of sponsor** in a dynamic of change and social and economic development, aiming to identify the structural causes of instability and transform the way in which disagreements are managed. This will contribute to the prevention of conflicts
- ⇒ **invest in dialogue** with other civil society institutions and employers with a view to contributing to a search for viable solutions in order to find good ways out of crisis on peaceful terms
- ⇒ **intervene in and/or moderate dialogue** between sectors of society and any parties in conflict

In order to play this role successfully, trade unions must acquire not only the resources and know-how needed to respond to the challenges emerging from a conflict, but also an attitude which is open to the acceptance of diversity and collaboration with other trade unions in different factions. They will have to take account of the fact that, in a context of crisis, the operation and the very existence of trade union structures will be put to the test.

The following key skills will have to be strengthened with specific reference to the subject (conflict prevention and resolution and peacebuilding): analysis of requirements and proposal of solutions; effective communication; establishment of networks and partnerships; training for other players; influence over the decisions of other players; awareness of legislative texts and support for observance of them.

Objective of the training

The objectives of the training have been developed on the basis of the anticipated role of trade union organizations in the field of conflict prevention and peacebuilding.

The purpose of this manual is therefore to act as an aid to academic and on-the-job training with a view to strengthening the skills of trade union trainers with respect to conflict prevention and resolution and peacebuilding. It will act as a basis for the organization of a five day training seminar, the last day being devoted to the practical application of the concepts acquired through a role-playing exercise with representatives of government, employers and civil society.

At the end of the training, the participants will be capable of contributing to an in-depth analysis of the immediate and long-term causes of crises and the identification of actual feasible measures to prevent crises on the basis of the principles of democratic participation and dialogue. By detecting signs of distress, trade unions can act as early warning agents able to communicate alert messages in a timely and effective manner.

During a crisis which might eventually degenerate into an armed conflict, the beneficiaries of the training will be able to analyse the consequences for the lives of workers and their families. This will provide them with a basis for designing and implementing initiatives of a humanitarian nature to the benefit of their members in a context of aid operations conducted by the United Nations. Also, they will be capable of engaging in frank and successful dialogue with the parties involved, acting as dialogue mediators and moderators.

Finally, they will acquire the concepts and instruments needed for successful participation in and contribution to negotiations for the development and signature of peace agreements, thus guaranteeing that the principles of decent work and the construction of solid bases for social peace are taken into account.

The multipartite nature of participation in the seminar will make it possible to emphasize the importance of dialogue in guaranteeing the agreements reached and implementation of them and to strengthen this working method.

Content and structure of the manual

The manual puts the emphasis on the importance of the role of trade unions in prevention and early warning and proposes measures and initiatives to be implemented by trade unions in cooperation with governments, employers and other players in civil society with a view to achieving peace, building upon it and undertaking reconstruction.

It is broken down into **four modules** and a **Facilitators' Guide**. All of the modules and the guide are intended to provide trade union officials and trainers with practical knowledge with a view to enabling them to formulate, in the face of crises and conflicts, coherent, relevant, realistic and feasible responses based on strategies which take account of the context.

The modules relate to: 1) armed conflicts and their impact in the world of work, 2) the role of trade unions in conflict prevention and early warning, 3) the role of trade unions during an armed conflict with a view to contributing to its resolution, and 4) the role of social partners and other players in achieving peace and reconstruction.

The Facilitator's Guide is a teaching aid to assist facilitators in the application of this manual in order to run a four day training course for trade union organizations. The guide suggests timetables for four days of training on the topic of prevention and resolution of violent and armed conflicts, and a timetable for a one day tripartite seminar. The guide also contains instructions and advice for facilitators of future training courses, organized by session according to the suggested timetables. Finally, you will also find instructions for group activities to be undertaken by the participants and a self-assessment sheet to be completed by participants before and after the course.

Here are the icons to be found in the text with their meanings:

	Learning objectives.
	Useful terms which can be found in the glossary.
	Real examples taken from the experience of several countries.
	Additional information, practical advice and recommendations.
	Questions you can try to answer to test your knowledge.
	Space where you can note your thoughts, ideas, answers to questions.
	Suggested reading and bibliographic references.

Training follow-up

With the support of the ILO, participants will be responsible for making use of the results of the seminar at all levels and implementing mechanisms for follow-up and consolidation. They will encourage unity of action with all economic and social players with a view to making crisis prevention and management a priority for everyone and at all levels.

The final impact achieved through all of the initiatives mentioned above will be a population and workers who are aware of the values of peace and democracy and of human, social and economic rights, which will contribute to a calm and sustainable social climate in the country.

Several external factors will contribute to determining the degree of success of this initiative. There are at least three necessary conditions: availability and commitment of players in the field to work for democracy and peace, respect for fundamental freedoms of association and a favourable security situation during the crisis afflicting the country.

It should be envisaged that a platform for dialogue will be established, with an expanded tripartite committee for conflict prevention.

Module 1

Armed conflicts and their impact in the world of work



Learning objectives

- ⇒ **To learn the correct and timely use of the terms** and basic concepts concerning conflict prevention and resolution and peacebuilding.
- ⇒ **To understand the multiple nature of the social and economic consequences** of armed conflicts, including the impact they have on social dialogue and trade union organizations.
- ⇒ **To recognize the importance and challenges** for trade union organizations **in playing a role** in the prevention and resolution of violent and armed conflicts.
- ⇒ **To set out the fundamental principles** to be followed with respect to the role of trade union organizations in conflict prevention and resolution.

1.1. Terminology and basic concepts

The terminology in this field of research and action is rather extensive and often ambiguous. However, before implementing joint and coherent action, it is essential that the multiplicity of players involved at several levels start from the same point and speak the same language. This is why, in this chapter, you will be asked to make an effort to memorize new terms so as to be able to use them correctly and at the right time.

Conflict, violent conflict and armed conflict

A **conflict** is the pursuit of antagonistic and incompatible objectives by two or more individuals or groups. A conflict is defined according to types of relationships and interactions and can be conducted peacefully or by means of force and violence (Lederach, 1997). In this manual, the term “conflict” is used with a political rather than social and collective rather than individualistic connotation.

Reference is made to **violent or mortal conflict** when disagreements and incompatibilities are resolved using physical violence, even unilaterally (for example, genocide against unarmed civilians).

An **armed conflict**, on the other hand, is a dynamic process of violent confrontation between two or more antagonists. According to international human rights law, there are two types of conflict: international conflicts and conflicts of a non-international nature².



Armed conflict (international or non-international): process of violent confrontation between two or more antagonists, with involvement of government and non-government armed forces. International law sets out the criteria for defining a conflict.

Reference is made to international conflict when disagreements between two states give rise to the intervention of armed forces against one another, whatever the seriousness of the results (number of victims) and the duration. A conflict is non-international in nature when hostilities break out between governmental armed forces and armed groups organized within a national territory.

The duration of conflicts is uncertain and may extend over several decades; some conflicts have an irregular cycle and are interrupted for a time and resume later. The immediate and long-term causes of armed conflicts may boil down to opposing interests concerning the control and use of resources available on the territory, to a divergence of objectives and to frustration associated with the impossibility of achieving these objectives (Swanström Niklas L.P., Weissmann Mikael S., 2005). The harmful effects of these conflicts reach all aspects of society, including the economy and the world of work. In many cases, their consequences reduce decades of development to nothing by destroying human, social and economic capital.

The African continent is one of the most affected by conflicts of any kind, in particular armed conflicts, with enormous human and material consequences and financial losses running to billions of dollars. The causes, which are multiple, multifaceted and multidimensional, are being aggravated and fed today by the impact of the international financial and economic crisis.

Owing to the interdependent nature of conflicts characterizing the Mano River region and the consequences suffered by neighbouring countries following armed conflicts in one or other of them, the following examples have been selected. These conflicts all have their origins, among other things, in a combination of socio-political tensions fed by a lack of dialogue between the players in national life, social injustices, bad governance, religious and ethnic rivalries and intolerances and struggles associated with the control of strategic natural resources (mines, diamonds, petroleum, etc.).

Their essential feature was an intra-state dimension, with repercussions for neighbouring countries, and they had the social consequences of a deterioration in security and living conditions of vulnerable strata of the population, disruption or paralysis of the operation of public services, in particular health and education.

² International conflicts are defined in the four Geneva Conventions of 1949 and Additional Protocol I of 1977. Conflicts of a non-international nature are defined by Article 3 common to the Geneva Conventions of 1949 and Additional Protocol II of 1977.



Example of a past conflict: Liberia

This country was affected by civil war from December 1989 to July 1997. Of the immediate causes, mention may be made of the revolt of a militarized political party directed by Charles Taylor (the National Patriotic Front of Liberia) against the dictatorship of the then President, Samuel Doe.

This civil war took on ethnic dimensions and gave rise to the emergence of an armed rebellion and militias which took part in political assassinations and massacres of civilian and rural populations. The neighbouring countries were swamped by refugees and an African intervention force (ECOMOG) had to be used to bring peace and organize elections, which were won by Charles Taylor.

The consequences were dramatic at the human, political and socio-economic levels, and thousands of refugees fled to neighbouring countries.

The return of peace and the results of investigations into the crimes committed in Sierra Leone with the complicity of Charles Taylor led to his arrest and indictment for crimes against humanity by the International Criminal Court and the organization of presidential elections, which were won by a woman, who became the first female President of a republic in Africa.

Example of a past conflict: Sierra Leone

The civil war affecting this country lasted from March 1991 to November 2000. It involved the armed forces of the RUF (Revolutionary United Front) against Sierra Leone's government forces. This conflict resulted in more than 150 000 dead and thousands of people mutilated and caused hundreds of thousands of refugees to flee to neighbouring countries, mainly to Guinea.

Intervention was required by ECOWAS, through ECOMOG, and the United Nations (UNAMSIL) to restore peace and allow for the organization of free elections thanks to which legitimate leaders took the reins of power and got started on the political and socio-economic reconstruction of the country.



Example of a conflict currently being resolved: Côte d'Ivoire

Côte d'Ivoire has experienced several crises over the last fifteen years. The crisis began in 1993 owing to a struggle to succeed the deceased president, Felix Houphouët-Boigny, a struggle based on the themes of Ivorian identity and citizenship.

Two coups d'état (one of which failed) followed the death of Houphouët-Boigny and subsequently fed the tensions and the crisis situation.

The current civil conflict, which started in September 2002, involves the New Forces rebels located in the north of the country against government forces based in the south. The claims of a part of the population which felt itself to be wronged by the nationalistic "Ivoirity" policy - which favours the ethnic groups in the south and west - are one of the factors giving rise to the war. Mutinies are taking place in several barracks and revolts among the population, including military personnel, against the government of President Laurent Gbagbo are enflaming some regions of the country.

Very rapidly, the Patriotic Movement of Côte d'Ivoire (MPCI) was able to take control of the north of the country, creating two de facto powers, one led by the elected government sitting in the south and the other by the New Forces based in the centre. The partition of the country put a freeze on administrative and socio-economic activities and gave rise to emigration of part of the population to neighbouring states and the emergence of interethnic conflicts in some regions of the country.

Following numerous negotiations and mediations conducted between the two parties in conflict by regional institutions (African Union and ECOWAS) and the United Nations, a national unity government was established, a timetable for the organization of presidential elections was put in place and a United Nations force (UNOCI) charged with supervising the ceasefire was deployed.

Several peace agreements were signed between 2003 and 2005 and, in 2006, President Gbagbo engaged in direct dialogue with the New Forces. The dialogue culminated in the signing of the Ouagadougou Peace Agreement in March 2007.

The socio-political and economic situation seems to be stabilizing and efforts are underway to achieve, with all the political players, the organization of presidential elections, which have been postponed several times.

Workers and their families have paid a heavy price during the conflicts. Trade union organizations have been involved in the management of the crises and the search for post-conflict solutions and the implementation of them to encourage national reconciliation, social dialogue, economic development and the rehabilitation and reconstruction of social and economic infrastructures in the zones affected.

Cycle of conflict and scenarios

Conflicts are dynamic situations, characterized by an intensity which varies with time, according to the phase of the life cycle of the conflict (Swanström and Weissmann 2005). In fact, conflicts begin with an escalation of tension between adversaries which, in the absence of prompt preventative measures and successful dialogue, degenerates into violence and has a greater and greater effect on the political, social and economic spheres. The existing peaceful situation is thus disrupted and the crisis begins with an increasing intensity and episodes of violence which are more and more frequent. The conflict is declared open on the basis of a number of criteria set out in the above definition of conflict.

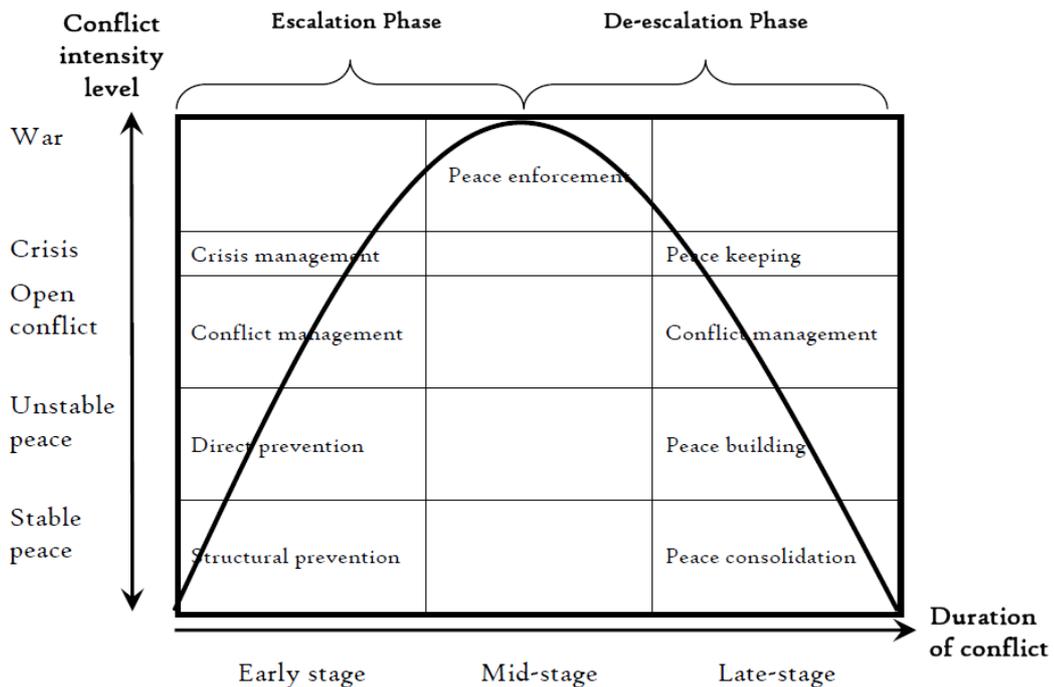


Cycle of conflict: *A conflict is a dynamic situation, characterized by an intensity which varies with time, with a phase of escalation of tension which is transformed into violence and a phase descending towards peacebuilding. The cycles may be recurrent.*

Prevention of a conflict having failed, it has to be managed until the adversaries reach a peace agreement. Once a peace agreement has been signed, the process of peacebuilding can start and will consist in applying the conditions stipulated in the agreement.

An understanding of the cycle of a conflict helps in planning and coordinating efforts for prevention, early warning, management and resolution of the conflict, and peacebuilding and consolidation. Most researchers in the field of conflicts have also found, on the basis of empirical studies, that the cycles are recurrent until a sustainable peace is achieved and the adversaries succeed in cooperating and resolving the fundamental problems which triggered the conflict.

Figure 1. The cycle of conflict



Source: Swanström Niklas L.P., Weissmann Mikael S., 2005

In the examples above, the cycles obeyed the traditional rules for the sequences of conflicts, namely the frustration, tension, confrontation and violence phases, with scenarios taking account of the origins, the nature of the controversial questions, the players involved, the context and the time.

The duration and intensity vary according to the country and the search for solutions as to how to emerge from crisis depends on the conscientiousness and capacity of the national players to face up to and collectively and individually assume their patriotic, political and civic responsibilities.

Conflict prevention

Conflict prevention is an effort which includes all the measures and actions aimed at reducing the risk of appearance or reappearance of armed conflicts and violent confrontations within a society by removing the tensions which exist between the adversaries.



Conflict prevention: This includes all the measures and actions aimed at reducing the risk of appearance or reappearance of armed conflicts and violent confrontations within a society.

Prevention must form an integral part of development, in the form of an approach aimed at maintaining stability and sustaining the social, economic and political benefits obtained throughout such a process. Prevention should involve early warning mechanisms to detect as early as possible all the signs of distress within a society and to confront them promptly, before episodes of large-scale violence break out. In parallel, such early warning mechanisms must be associated with immediate response mechanisms to guarantee that the warning is translated into effective preventative action.



Early warning: Early warning is an integral component of prevention which consists in producing and disseminating information and analyses to help decision-makers to adopt preventative measures in good time.

There is a broad consensus on the fact that the adoption of conflict prevention measures and programmes is less expensive than the implementation of programmes intended to resolve existing conflicts and to repair the damage caused (Chalmers, 2007).

Conflict analysis

Conflict analysis is a process aimed at understanding the immediate and structural causes resulting in an armed conflict and understanding the dynamics supporting or hampering the conflict and the parties playing a role – positive or negative – in the conflict. With regard to the parties to the conflict, analysis must specify their motivations, needs and interests, the incitements driving the conflict, and the conditions which might facilitate a return to peace and the projects underway to encourage reconciliation. Analysis also helps in understanding the relationships of hostility and collaboration which exist among the adversaries and other players and the local and external influence on such dynamics.



Conflict analysis: process aimed at understanding the immediate and structural causes of a conflict, identifying the parties involved, understanding the positive or negative relationships between them and the dynamics supporting or hampering the process of conflict resolution and peacebuilding.

Conflict analysis can take place at three levels (micro, meso and macro) and be more or less detailed. A conflict analysis at micro level is usually sufficient for local project activities (DDC, 2003).

Conflict analysis is the stage which must precede all measures not only for mediation and conflict resolution, but also for planning humanitarian, reconstruction and development efforts which run in parallel, in order not to cause subsequent damage and tension between the adversaries. Analysis varies according to the scale of the conflict, its scope in time and space and its complexity, which is in its turn associated with the network of players and interests involved.

Above all, it is useful to remember that crises and conflicts are both destructive and creative in nature. These are unstoppable processes which form part of the dynamics of the political and socio-economic development of societies and countries. Conflicts may create unprecedented possibilities for the initiation of large-scale social, cultural and political reforms for the country in question and even for neighbouring countries.

The history of Africa is dotted with conflicts and wars dating back to the pre-colonial, colonial and postcolonial periods. Nowadays, most of the conflicts, whether armed, political or social, originate from, among other things, poor political and economic governance, corruption, a lack of democracy and dialogue, injustice, persistent inequalities, violations of fundamental human freedoms and rights, intolerance, impunity and fraudulent elections. They are intrastate in nature and weaken social peace and stability, since the laws of physics teach us that wherever there is imbalance, there must be instability.

What is more, the economic and social development of the countries concerned is seriously compromised. The direct and indirect costs of conflicts for society and the damage inflicted on social and economic infrastructures are enormous. Workers and other vulnerable strata of society are the first victims of the negative consequences of conflicts.

Resolution of violent and armed conflicts

Conflict resolution is a process which includes short- and long-term initiatives intended to put an end to violence and combat and to remedy the structural causes of violent or armed conflict by transforming it into a managed conflict based on peace.

A conflict can be resolved by going through several stages:

- ⇒ **conflict management**, the objective being to contain the violence and combat within certain geographic and intensity limits so as to prevent the conflict spreading and becoming even more violent and deadly
- ⇒ **conflict settlement**, by negotiation and signature of a formal agreement putting an end to the conflict and determining the conditions to be observed and the steps to be taken. Ideally, a mediator – a person outside the conflict - is asked to conduct the negotiations with the adversaries
- ⇒ **application of peace agreements**, according to the times and conditions laid down
- ⇒ **elimination of structural causes**, which is the most complex task but also the one which will determine the success of the conflict resolution and the sustainability of the peace by avoiding a relapse into violence. In reality, some conflicts resume even after signing agreements which should have settled them
- ⇒ **reconciliation**, which is intended to rebuild relations damaged by the conflict

Peace agreements

Peace agreements are the result of the process of conflict settlement. Any conflict comes to an end following an agreement (i.e. a contract) concluded between the opposing parties (or belligerents in an armed conflict), generally with mediation by an outside party under the terms of international relations. The purpose of the agreement is to take the adversaries and all of society out of conflict and prepare the conditions for peace, in support of which all parties must engage with precisely specified responsibilities. Mechanisms are put in place to guarantee observance of the agreements and the execution of the “contract”.



Peace agreements: Contract concluded between the belligerents with a view to preparing the conditions favourable for peace and establishing the responsibilities of everyone in the process of emerging from crisis. Generally, peace agreements provide for the implementation of particular mechanisms to guarantee observance of the agreements and the execution of the negotiated measures and actions.

If it has not been possible to prevent a conflict, it becomes imperative to prepare for dialogue and negotiation in order to bring the adversaries around the negotiating table and to be persuaded that the victor must not win everything and the loser lose everything.

In order to reach peace agreements, a whole series of conditions have to be met, including a search for consensus and compromise, good faith, mutual trust, the abilities and capacities to negotiate, the relationship between the forces present, the priorities to be established, the schedule. The implementation mechanisms, the follow-up timetable and specification of the responsibilities of the signatories are among the factors to be taken into consideration when writing and signing peace agreements.

The provisions contained in peace agreements may refer to several themes, according to the importance attaching to them in each context: future democratic elections and the conditions for their conduct; process of demobilization, disarmament and reintegration of armed groups; restructuring of defence and international security forces; sanctions imposed on the loser and the embargo imposed on the acquisition of weapons; mechanisms for settling disputes with regard to control of national resources (including land); handling of problems associated with refugees and internally displaced persons; recommendations to national and international parties involved so that they can play a positive role in the process of peacebuilding.

It should be noted that, in the majority of cases, trade union representatives are not involved in negotiations, in particular because discussions often take place outside the national territory. However, together with the other social partners, they can and must be able to set out their positions and recommendations and submit them for the attention of those in a position to negotiate; they should also be considered players taking part in the execution of agreements.



Example of participation of trade unions in peace agreement negotiations: South Africa, 1991

The specific case of the National Peace Accord Trust signed in South Africa in 1991 is an exception to this “rule”, because the signatories include not only political leaders, but also trade unions, security forces and representatives of business, industry and the church. All were involved in peaceful negotiations in the period prior to the first really democratic elections in April 1994.



Peace agreements in Côte d'Ivoire following the 2002 conflict³

Several peace agreements were signed between 2003 and 2005 and, in 2006, President Gbagbo opened a direct dialogue with the New Forces. The dialogue culminated in the signature of the Ouagadougou Peace Agreement in March 2007. The text of the agreement contains provisions on the general identification of populations, on the conduct of the electoral process, on the restructuring and radical reform of the armed defence and national security forces, on the reestablishment of the authority of the state and the redeployment of the administration throughout the national territory, on the institutional framework for the execution of the agreement and on reconciliation.

The Ouagadougou Agreement gave rise to a period of relative calm and the leader of the New Forces was appointed to the position of Prime Minister. However, execution of the clauses was found to be problematic and the three priorities (disarmament, reestablishment of state control in the north and elections, which were postponed several times) have not been implemented. In such a scenario, a resumption of violence cannot be excluded. The current economic crisis, with the youth unemployment it is producing, also provides the basis for instability, which might degenerate into violence.

³ Source: International Crisis Group, and full text of the Ouagadougou Agreement, March 2007.

Peacebuilding

The expression “peacebuilding” refers to any action intended to prevent a resurgence of conflict once it has been resolved or to prevent the escalation of violence when a conflict is just emerging or is in progress. As such, peacebuilding includes actions to prevent conflicts and establish sustainable peace (OECD, 2008a).



Peacebuilding: any actions intended to prevent a resurgence of conflict once it has been resolved or to prevent the escalation of violence when a conflict is just emerging.

As soon as conflicts fall in intensity, it is vital rapidly to distribute the peace dividends so as to help with the real improvement of people’s living and working conditions and to offer them realistic and feasible future prospects.

Peacebuilding is only possible through the strict application of the agreements signed, material and moral assistance to the victim populations, disarmament and demobilization of ex-combatants, return of refugees, establishment of a reconciliation committee and a special tribunal to judge and sentence the perpetrators and sponsors of war crimes committed during armed conflicts.

In addition to these immediate reparations, medium- and long-term initiatives are to be envisaged to restore national unity and solidarity and to encourage dialogue and economic and social development through the creation of jobs for ex-combatants, youth and women.

Social dialogue

According to the ILO, social dialogue is the process which includes all types of negotiation, consultation or simply exchanges of information between the representatives of governments, employers and workers on questions of common interest to them with regard to economic and social policy. Social dialogue forms an integral part of the decent work agenda and is one of the means for achieving objectives.



Social dialogue: process which includes all types of negotiation, consultation or simply exchanges of information between governments and social partners (trade union organizations and employers’ organizations).

Having said this, social dialogue involves a communication component and a political process component involving several parties and has a defined goal and term. As such, social dialogue is a form of application of the principles and approaches of democratic participation in decision-making. Trade unions can sign collective agreements with the state and employers to govern working conditions.



Decent work: the concept of decent work sums up workers’ aspirations: ability to undertake productive and reasonably remunerated work, with safe conditions at the workplace and social protection for their families, improved prospects of personal development and social integration, freedom to express their concerns, to join trade unions and take part in decisions with consequences for their existence, and equality of opportunity and treatment for all women and men.

Thus, social dialogue is the most appropriate tool for encouraging better living and working conditions and greater social justice. The systematic undertaking of social dialogue in the democratic management of society guarantees stability and peace, which are and always will be the sine qua non for encouraging economic and social development.

Social dialogue may be tripartite, i.e. conducted between government, workers' organizations and employers' organizations, bipartite, between employers and employees' representatives, or expanded, with the participation of other components of civil society, such as NGOs, religious faiths, elders, etc. The selection of these components will take account of the nature of the themes to be subject to dialogue and of the potential added value which these components might bring.

A series of conditions are needed to conduct social dialogue, including:

- ⇒ a **stated political will** by all parties to engage in social dialogue
- ⇒ **strong and independent workers' and employers' organizations**, with the appropriate technical capacities and access to information enabling them to take part in social dialogue
- ⇒ **observance of the fundamental rights** of freedom of association and collective negotiation as set out in ILO Conventions No 87 concerning Freedom of Association and Protection of the Right to Organize and No 98 concerning the Right to Organize and to Bargain Collectively
- ⇒ **appropriate institutional support**
- ⇒ **reciprocal recognition and mutual respect** between each representative of the social partners



Dialogue is not debate

Dialogue should not be confused with debate. The first uses a collaborative approach and aims to find a common solution based on the mutual consideration and understanding of the points of view and different positions adopted by the participants; the force and positive aspects of each of these positions are retained. As such, dialogue helps to separate the individual positions to reach a new situation where all parties can consider themselves represented. On the other hand, debate is characterized by opposing points of view and aims to persuade the other participants to adopt one's own point of view through negotiating techniques. Debate is based on the assumption that the positions of the other parties are wrong and less worthy of consideration than ours.

Source: OECD, 2008

This dialogue may be informal or institutional or combine these two forms and take place at national or local level. The structure and organization of this type of dialogue follow criteria which take into consideration the context, the nature of the subjects and the political and social imperatives of the countries concerned.



Example of expanded dialogue: South Africa

One of the most successful examples of expanded dialogue is South Africa following the abolition of the apartheid system. Thanks to this type of dialogue established by President Nelson Mandela, the national Truth and Reconciliation Commission was able to deal with all matters associated with the defunct regime and achieve reconciliation and forgiveness among all South Africans.

Despite the poor tradition of this practice in South Africa, social dialogue and partnership with civil society were the foundations supporting democratization and made it possible to achieve remarkable results with regard in particular to the labour market, job creation and the promotion of decent work.

Social dialogue played and continues to play a vital role in political and democratic transition and in the process of economic and social development in a consensual, participative and calm environment.

Democracy

The term democracy means a political regime in which power is held collectively by the people and is exercised on the basis of a system of representation emanating from the people themselves.



Democracy: political regime in which power is held collectively by the people and is exercised on the basis of a system of representation emanating from the people themselves.

Since the absence of democracy is one of the causes of conflicts, any conflict prevention and management policy must favour solutions likely to correct omissions and, in this respect, tripartite social dialogue has a fundamental role to play in order to promote democracy, social justice and economic development capable of meeting the challenges of productivity and competitiveness.

Since democracy is the condition and criterion for management of the rule of law and the involvement of all the social and political structures and organizations in the development and implementation of economic and social development programmes, observance of its rules and fundamental principles is imposed collectively and individually on all social and political players.

Democratic practice guarantees transparency and the participation of citizens in the management of public affairs and consolidates social peace. The participation and cooperation of all through social dialogue in the making of decisions concerning the future of one and all offer guarantees of the achievement of consensual and sustainable results.

1.2. Social and economic consequences of armed conflicts

Since the causes of conflicts are multiple, the consequences they bring on the human, political and socio-economic levels affect the very existence of states, reduce development efforts to nothing and compromise and weaken traditional values and relationships between components of society.

According to the President of the Commission of the African Union, between 1990 and 2009, Africa experienced about twenty conflicts of all kinds. These conflicts resulted in a million dead and disabled. Three million refugees are wandering around the continent and beyond. Eleven million internally displaced people are still awaiting a better tomorrow before returning home.

Conflicts have caused the loss of more than three hundred billion dollars to the African economy. The brain drain, the reduction in economic activities, the fall in investment and the degradation of the environment are logical consequences of these conflicts, which have aggravated poverty in Africa even further. The lack of democratic governance and the economic and geostrategic interests of the great powers, multinational enterprises and neighbouring countries lie at the origin of the recurrent conflicts which have continued to cast a shadow over some African countries for more than a decade.

The consequences of these conflicts are multiple and are manifested in several ways (ILO, 2009).

- ⇒ Changes in the **structures of the base populations**: increased number of deaths, mass exodus, refugees, dysfunctional basic social facilities (health centres, schools), disruption of the labour market, increased unemployment, etc.
- ⇒ **Change in gender specific roles**: women are victims of conflicts in various ways. They lose either their lives, or their husbands, or their children and sometimes experiences trauma, violence and sexual abuse. They become heads of family, are obliged to deal with the needs of the family and the community and are forced to assume responsibilities for which they are unprepared. The conditions for social reinsertion or for finding a job are more difficult to fulfil for women. However, it should be borne in mind that the negative consequences of conflicts also concern men, even if they take different forms. A good gender analysis should disclose all aspects associated with the role of men and women, and not just those associated with women.
- ⇒ **Destructuring the bases of society**: owing to the violence and destruction of family frameworks and the traditional values they engender, conflicts alter the bases of society, create mistrust among people, weaken relationships of trust and restrict contacts and communications.
- ⇒ **Lack of social security net**: women, youth, children and the disabled form part of the least protected social strata, even in normal times. Conflict and post-conflict periods reduce their opportunities to benefit from social protection and these people feel the lack of protection more than others, with risks of exclusion and abandonment despite their vulnerability.

- ⇒ **Inadequacy of human resources:** One of the effects of conflicts is a skill and brain drain, since they cannot be used locally. Consequently, the priority measures to be envisaged after conflicts must include training and motivation for human resources, investment in and rehabilitation of school and university infrastructures, recruitment of local and outside skills. Political and socio-economic reconstruction is only possible with capable, experienced and competent human resources.
- ⇒ **Destruction of local infrastructures:** total or partial destruction of installations for the supply of water, energy, means of transport, communications, health and education services, slowdown or cessation of formal and informal economic activities.
- ⇒ **Unemployment and fundamental needs:** the disruption and/or cessation of productive and commercial activities mean that fundamental needs are not fully met (food, care, education, transport, etc.), make unemployment worse, encourage and create underemployment in rural and urban zones, in both the formal and the informal economy. The youth are often the most affected by unemployment and constitute a highly vulnerable segment of society; overcome by a feeling of frustration, they are likely to respond to the crisis with violence, in the absence of real prospects for their future.
- ⇒ **Fall in purchasing power:** a slowdown in economic activity, high unemployment, a lack of resources and investment and a flight of capital are also factors contributing to a reduction in the purchasing power of the remaining population.
- ⇒ **Exponential development of the informal economy:** disruptions to the operation of the formal economy encourage the expansion of the informal economy to meet the needs expressed by the population.
- ⇒ **Insufficient or no food products and basic services:** the frustration of economic activities, insecurity, disruptions in the field of transport, supply and storage are also factors creating shortages, with consequences for prices, and putting a brake on supplies to populations in conflict zones. These are factors of instability, insecurity and uncertainty which may persist after conflicts, inhibiting the opportunities for investment, both public and private, and encouraging the flight of capital to more secure and stable zones.
- ⇒ **Inadequacy of financial resources and difficult access to such resources:** the socio-political context and the economic environment, with their indices and signs of uncertainty, are not such as to reassure investors and bankers, hence the lack of access to credit.
- ⇒ **Risks of expansion of illegal activities:** the failings of the state in fulfilling its governing role and the existence of zones of lawlessness provide fertile soil for the proliferation of illegal activities such as drug and arms trafficking or the recruitment of young people by rebel forces (child soldiers).

1.3. Impact of armed conflicts on social dialogue

Owing to the violence they involve, the multiplicity of their causes and the uncertainty of their duration, armed conflicts impact on the operation of state institutions in general and social dialogue in particular, with multifaceted dimensions which are sometimes difficult to identify.

Generally speaking, armed conflicts bring about a deterioration or freezing of institutional mechanisms and put a brake on the operation of democratic structures in the countries affected. Exceptions to and suspensions of fundamental freedoms such as the freedom of association (right to organize, bargain collectively) form part of the provisions implemented when there is armed conflict. Since social dialogue is one of the mechanisms for instigating and sustaining the democratic process, any measure which violates rights and restricts the freedoms of trade union and employers' organizations constitutes a restraint on social dialogue.

The impact of armed conflicts has clearly and unequivocally revealed the difficulties faced by the social partners in general and trade union organizations in particular. Conflicts often result in the weakening and disintegration of trade unions and other institutions in society. Trade union leaders and activists are often intimidated, arbitrarily arrested and penalized, tortured and reduced to silence and inactivity. Furthermore, some members may even be forced to fight with militias and other combatants. Even if not directly targeted, trade unions indirectly suffer all the negative consequences of conflicts (for example, reduction in economic activities, change in the profile of the workforce, reduction in the number of workers employed in the formal sector). This impact is reflected in a fall in trade union activities, a drop in union membership, doubt surrounding accepted social privileges, freezing of collective bargaining and a reduction in the benefits and services provided by trade unions to their members (ILO, 2002).

Other, no less important, factors also figure among the consequences of armed conflicts. These include, among other things, insecurity, restrictions on the political and civic freedoms of citizens, the freedom of expression, of circulation and movement, intimidation and threats against political and social leaders.

Generally speaking, all armed conflicts result in a slowdown in economic activity, a fall in workers' purchasing power and an exponential increase in violations of fundamental human rights, including the rights of association and the fundamental conventions of the ILO.



Examples of violation of rights of association

Violations of rights of association also occur when there are no armed conflict situations. However, armed conflicts and political instability increase the vulnerability of trade unions when faced with violations and abuse:

- ⇒ Anti-trade unionism and hostility of employers
- ⇒ Intimidation and sanctions inhibiting trade union activity (arrests, torture, threats, etc.)
- ⇒ Bloody repression of strikes
- ⇒ Arrest of strikers
- ⇒ Dismissal of trade unionists under false pretexts
- ⇒ Lack of regard for signed agreements
- ⇒ Rejection and violation of collective agreements
- ⇒ Discrimination among trade union organizations
- ⇒ Destabilization of the trade union movement
- ⇒ Rights not respected

In such a context of multifaceted difficulties and survival for workers and their families, fulfilling their statutory obligations with respect to their trade union organizations becomes a real challenge for workers. This situation is reflected in a fall in trade union subscriptions, a reduction in the financial capacities of organizations and a slowdown in their activities with respect to mobilization, training and assistance to their members.



Impact of conflict on Colombian trade unions: Report of the Committee on Freedom of Association (Governing Body of the ILO)

The report on Colombian trade unionism presented at the international Labour Conference in 1997 drew attention to violations of the freedom of association as part of the “endemic violence” prevailing in Colombia.

Both the ILO Committee of Experts on the Application of Conventions and Recommendations and the Committee on Freedom of Association referred to the “tragic situation of violence facing Colombia and generally making normal conditions of existence impossible for the population and preventing the full conduct of trade union activities”.

In the 1990s, a large number of inhabitants (about 900 000) were displaced, more than 3 000 trade union leaders and other trade unionists were assassinated and others tortured and arbitrarily detained. Some trade union buildings were destroyed and some trade unionists fled the country and went into exile.

The report emphasized the need for trade unions to be independent of the government so as to be able to play an effective role in promoting peace. Some Colombian trade unions, for example, criticized the assassinations and other atrocities committed against the population.

Source: ILO 1997 and 2003

1.4. Why become involved?

Trade union organizations, through their vocation to defend and promote workers’ material and moral interests on the one hand and to preserve social peace, the values of solidarity and justice on the other, have a front line role to play in the identification and implementation of policies aiming to prevent conflicts and build peace. This is their rightful mission since, in all conflicts, workers are the first collateral victims of violence, those who suffer the immediate effects and medium- and long-term negative impact.

Trade unions have an enormous potential for putting an end to conflict and initiating processes of reconstruction and reconciliation. This sentence may sound like an improbable assumption. In conflicts, use is generally made of instruments of violence, guns, bombs. Trade unions oppose this with a common human will, an undertaking in support of peace, human rights and dialogue. It may seem surprising that this works. But that is truly the case.

General Secretary of the International Confederation of Free Trade Unions (ICFTU), Mr Guy Ryder. Source: ICFTU, 2001

Owing to the credibility and trust they enjoy in national and international opinion and the support given to them by the population and other social structures on the one hand and thanks to their experience and capacity for organization, mobilization, negotiation and dialogue on the other, trade union organizations have the attributes needed to make the population aware and to motivate them on subjects of general interest, such observance of the rule of law, democratic values, good governance, social justice, solidarity and peace.

As negotiators by vocation and guarantors of the principles of democracy, trade unions have the potential to facilitate peace negotiations and to promote post-conflict reconstruction and reconciliation which are fair. Within negotiations, they are the best placed to ensure that the rights of man and workers are respected, that questions of employment are taken into account and that civic organizations are represented in these essential processes (ILO, 2003).

1.5. External support

The ILO, international trade unions and other agencies in the United Nations system can offer their support to governments, trade unions and employers' organizations in order to facilitate dialogue among them, strengthen their institutional capacities and ensure that social dialogue is put at the centre of national strategies and programmes for development, such as national decent work programmes, strategy documents for the reduction of poverty (DSRP) and the United Nations Development Assistance Framework (UNDAF).

The struggle being conducted by trade unions to defend and promote the fundamental rights set out in the Universal Declaration of Human Rights and the relevant international ILO conventions, such as Conventions Nos 87 and 98, has always had the support of the ILO, other competent agencies in the United Nations system (High Commission on Human Rights, for example) and national, regional and international trade union organizations.



PRODIAF – An ILO programme in French speaking Africa

PRODIAF is an ILO programme which has been running since 1997 and aims to encourage social dialogue in 23 countries of French speaking Africa and in Liberia and Guinea-Bissau. The methods used are in line with the tripartite characteristics of the ILO and provide for the resolution of disputes at enterprise level, at activity sector level, at national level and at the level of regional economic groupings (ILO, 2007).

The most important initiatives of the programme include strengthening the capacities of the social partners and professionals responsible for settling social conflicts with respect to negotiation and mediation. A network of experts in social dialogue has been put in place in the French speaking countries of central Africa and the Great Lakes.

In the countries covered by the ILO/PRODIAF project (Promotion of Social Dialogue in French Speaking Africa), trade unions are able to take advantage of knowledge and results obtained through this project by using the structures and mechanisms implemented to promote social dialogue.

<http://www.ilo.org/public/french/dialogue/ifpdial/tech/prodiaf/>

UNDP Democratic Dialogue Project

The UNDP is managing a regional initiative to promote dialogue in Latin America and the Caribbean. The Democratic Dialogue Project aims to support governments and civil society in strengthening democratic governance and preventing conflicts. The services offered include technical advice, training, conflict analysis, structuring and implementing dialogue processes, development and dissemination of key knowledge and information.

<http://www.democraticdialoguenetwork.org/index.pl>

PAN AFRICAN – A LO-TCO, OATUU and ITUC-Africa programme

The PANAF programme is an initiative to provide training and strengthen the capacities and skills of trade union officials and leaders in Africa. In 2008, the first series of training workshops intended for trade unions was organized in Sierra Leone, the Democratic Republic of Congo and Kenya.

ILO support

The tripartite structure of the ILO, its vocation and experience are unique assets to be brought to bear in the assistance and training to be provide to the tripartite constituents in countries which are victims of crises and conflicts. Such assistance would be intended to increase awareness of the roles which the tripartite constituents can play and to facilitate the dialogue and negotiation which are the tools to be emphasized in the search for and implementation of solutions to emerge from post-conflict crises.

The ILO supports the tripartite constituents in several ways: by promoting the ratification and application of international labour standards concerning social dialogue; by promoting equality between men and women within its programmes and activities; by creating indicators of social dialogue; by contributing to the modernization of labour legislation to strengthen labour ministries; by establishing an action plan intended to implement the resolution adopted during the 90th session of the International Labour Conference on social dialogue; by organizing bipartite and tripartite meetings.

The support offered by the ILO is inspired by, among other things, the *ILO Declaration on Social Justice for a Fair Globalization*, adopted by the International Labour Conference at its 97th session (Geneva, June 2008). This is the third declaration produced by the ILO, following that of Philadelphia (1944) and the one relating to fundamental principles and rights at work (1998), which is its inspiration.

The 2008 declaration institutionalizes the concept of decent work developed by the ILO in 1999 and recommends that this concept be put at the centre of the policies of the Organization and all its members. This means that policies should be implemented which are based on employment, social protection, social dialogue and rights at work, so that they are integrated in a strategy for sustainable development, mindful of the economy, society and the environment. The ILO is thus committed to “assist constituents to meet the needs they have expressed at country level based on full tripartite discussion, through the provision of high-quality information, advice and technical programmes which help them meet those needs in the context of the ILO’s constitutional objectives” (ILO, 2008).



Involvement of the ILO in response to conflicts and reconstruction

In 1996, the ILO initiated an **Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict**. The aim was to study how countries which are victims of conflicts can strengthen their capacities to plan and implement effective reintegration programmes. The programme made it possible to learn many lessons and concluded that vocational training and the promotion of employment improve the material wellbeing of people affected by war and are crucial in the process of reintegration and reconstruction.

It is on these bases and under the impetus of the tripartite constituents that the **ILO’s Infocus Programme on Crisis Response and Reconstruction** was put in place in 1999. Governments, employers and workers are among the main targets of ILO action in response to crises, whether political and social in nature or of natural origin, like disasters.

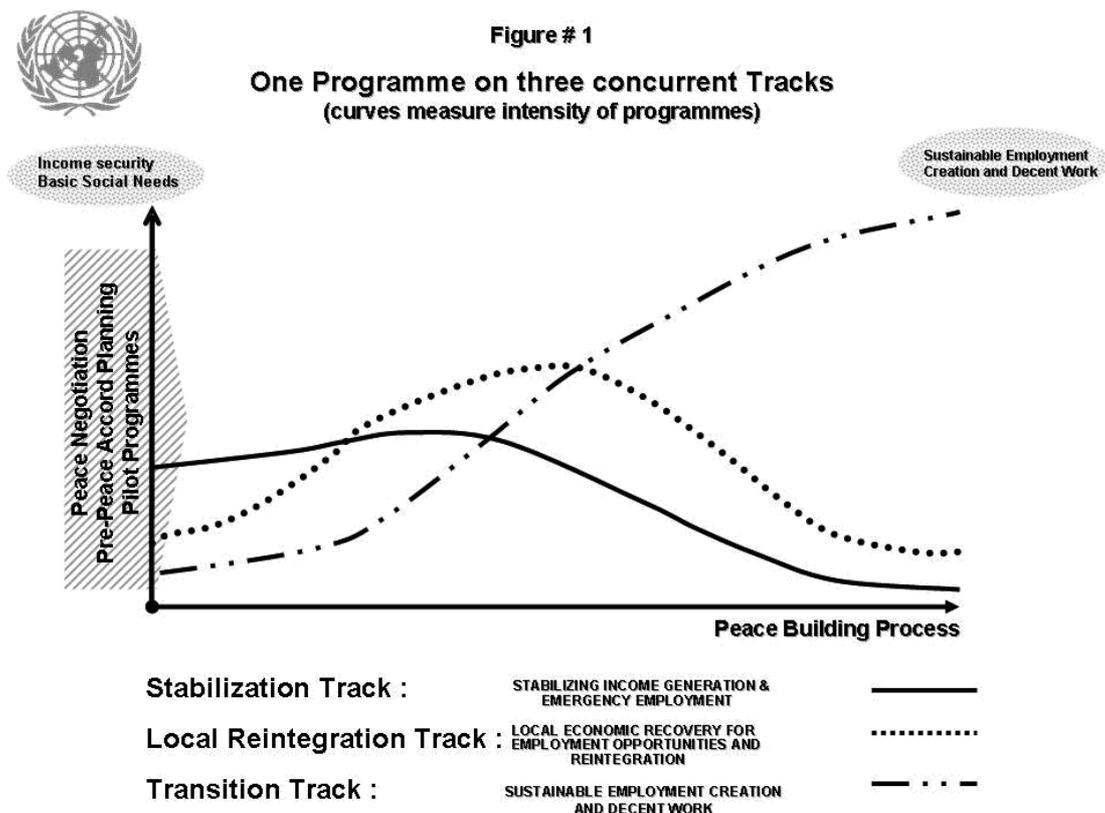
United Nations Policy for Post-conflict Employment Creation, Income Generation and Reintegration

Congratulations should be given to the initiative taken by the United Nations in collaboration with the ILO, UNDP and other agencies, which resulted in the development of the United Nations Policy for Post-conflict Employment Creation, Income Generation and Reintegration, approved by the Secretary-General of the United Nations Ban Ki-moon in May 2008.

This policy will make it possible to understand and harmonize approaches to post-conflict employment creation and reintegration. It will facilitate the coordination and coherence of the individual efforts of international bodies, programmes, funds and partner countries, within a common framework and objective.

The policy makes explicit reference to social dialogue between the tripartite constituents and other parties; this dialogue is a means for achieving a broad consensus on the "rules of the game" in member countries emerging from a conflict. The "rules of the game" are the social, economic and labour market policies and the legislative and institutional reforms dealing with the structural causes of the conflict and they aim to transform the context so as to make peace sustainable.

According to this policy, social dialogue furthers the relevance and effectiveness of the programmes to create sustainable employment and decent work, while respecting fundamental human rights, encouraging equality between the sexes and paying attention to marginalized groups (United Nations, 2008). Of the three programmatic tracks proposed in the policy, track C is the one which explicitly mentions the social dialogue.



Other contributors

Other structures and agencies in the United Nations system can give their support (financial and technical) and also provide useful information for the promotion of multipartite dialogue, the prevention and resolution of conflicts and for peacebuilding. Furthermore, the main providers of funds (World Bank, European Union and PNUD, in particular) consider social dialogue to be a vital instrument of good governance.

1.6. Key principles to be borne in mind

It makes sense to favour prevention, rather than act in times of crisis, so as to reduce the human, social, economic and political costs caused by a conflict and preserve the development efforts. If a conflict breaks out, it must be managed and steps must be taken to prevent, if possible, a resurgence once it has been resolved.

Empirical studies have shown that **the costs associated with the management of armed conflicts are clearly greater than the costs of prevention** (Brown and Rosecrance, 1999; Chalmers, 2007). It should be borne in mind that the cost of intervention after a conflict includes several aspects: national and United Nations military operations, humanitarian operations, economic aid and aid for reconstruction, the debt interest for reconstruction.

Social reforms are an essential ingredient for sustainable peace. By struggling against social injustice, exclusion, exploitation, oppression, inequalities and unemployment, a society can reduce the causes of frustration, internal tensions and thus conflicts, thereby establishing the bases for cohesion and solid peace (OECD, 2008). The principles and references to be emphasized should therefore be borne in mind, as well as the behaviour, attitudes and acts of a political, economic, sociocultural and moral nature to be avoided since they might provoke conflicts.



Social dialogue to promote equality between men and women

Using social dialogue and encourage the participation of women as agents of transformation to promote a more peaceful society. The list below gives the measures to be implemented in this respect⁴:

- ⇒ Ratify and effectively implement the main ILO conventions dealing with the freedom of association and collective bargaining, as well as equality between men and women and non-discrimination, in particular Conventions Nos 87, 98, 100 and 111.
- ⇒ Establish mechanisms to enhance the participation and representation of women in trade unions and in employers' organizations, and also in institutions of social dialogue, such as national committees or the economic and social councils.
- ⇒ Promote education, the development of skills and training for women, thus offering them the tools for effective participation in the process of social dialogue.
- ⇒ Strengthen the voice of female and male workers in the informal economy and the voice of those faced with insecure working conditions, such as home workers and migrant workers, by organizing their membership of workers' organizations.
- ⇒ Point out, increase the visibility of and promote the advantages of gender equality in the world of work through information campaigns.
- ⇒ Organize training and sharing of good practices with regard to integration of matters of gender into the social dialogue and collective bargaining agenda.

⁴ Source: ILO, 2008.

Social dialogue and intervention by trade union organizations does not require the same types of efforts in normal times and in times of crisis. Trade union organizations should therefore adapt to the context and to the historic circumstances.

Dialogue is not equivalent to debate (see definitions in Section 1.1). Unlike other forms of discussion, dialogue aims at a sustainable transformation. It is therefore necessary that all parties are involved and capable of grasping and understanding the opposing parties, questioning themselves, being self-critical of their positions or altering them in order to produce a behaviour compatible with that of the other interlocutors or accepted by them (Pruitt and Thomas, 2007).

In order to obtain positive results, a **process of social dialogue should concentrate on the problems behind the crisis** and internal divisions, and not on the symptoms of the crisis. Of course, this may be found to be difficult and delicate. For this very reason, social dialogue should be based on a system of pre-established “rules of the game”. The procedures and the principles will be defined by common accord and will allow the various parties to feel themselves to be equals in negotiations.

In order to implement actions which are relevant and favourable to conflict prevention and resolution, **the players involved in these efforts must first conduct a scrupulous analysis of the conflict** (see 1.1. Terminology and basic concepts). This will give them a better understanding of the situation and its dynamics and enable them to avoid taking decisions and undertaking actions which risk subsequently giving rise to divergences and tensions in an already fragile environment. The national and international entities involved in programmes for conflict prevention and resolution and reconstruction after a conflict require the assistance of other key organizations such as trade unions so as better to contextualize their actions.

Trade unions should make it a priority to **concentrate their efforts on the most vulnerable workers**, such as women (especially those who are heads of family) and young boys, who are likely to be recruited by armed forces owing to latent frustrations and the lack of solutions to fight against unemployment and poverty.

Finally, in order to encourage democracy, **trade union organizations should themselves be democratically structured** and act as a model for their members, employers and other entities and organizations in civil society. It is essential that they are **independent, strong and representative**.



General recommendations for trade union organizations so that they become involved in the prevention and resolution of armed conflicts

The recommendations below are valid for employers' organizations. The social partners should start from the same base and make the same effort in their respective organizations so as to succeed together in preventing and managing conflicts.

- ⇒ **Ensure strategic involvement**, starting with trade union officials and leaders. If they do not understand the value of conflict prevention, there is a good chance that the members will also not understand it. This involvement will be reflected in the inclusion of objectives associated with the prevention and resolution of armed conflicts in the organization's constitution, its strategies and its action plans.
- ⇒ **Be transparent and loyal to the other social partners** so as to be considered a credible interlocutor and a partner to be trusted.
- ⇒ **Be prepared and well trained** to participate with the other parties in the conflict analysis and the formulation of prevention and/or resolution strategies. In order to be well prepared, trade union organizations should take specific courses and

work with experts on the subject.

- ⇒ **Engage in regular dialogue** with the other social partners and key players who may have a positive or negative impact on the initiation and dynamics of an armed conflict. Exchange information and have sincere consultations with them with respect to subjects relating to prevention and peacebuilding.
- ⇒ **Create partnerships and strengthen existing ones**, by determining *with whom and which organization collaboration can be undertaken and on what*, according to each party's sphere of action.
- ⇒ **Monitor and evaluate the situation regularly**, which is necessary because of the rapid changes occurring in a context of crisis.
- ⇒ **Remember** (and remind the other partners) that poverty and despair lead people to behave aggressively and violently and to become involved in any kind of activity in order to survive. Young men, if they are unemployed, poor and in an insecure situation, may become easy prey for mobilization and recruitment efforts conducted by militias, armed groups or criminal gangs.

Source: adaptation of the fundamental principles for the involvement of employers' organizations in conflict prevention and resolution set out in The Business of Peace. The private sector as a partner in conflict prevention and resolution (Nelson, 2000)



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What have I learned?

- ⇒ Look at Learning Objectives listed at the start of the chapter. Do you think you have achieved them? What is clear and what is not clear among the subjects handled?
- ⇒ Without looking at the glossary, try to draw up a list of all the new terms you have learned in this chapter. Next, try to provide a definition for each term and compare it with that in the glossary, if possible, with someone else's help. Have you guessed correctly⁵?
- ⇒ Give at least three reasons why trade union organizations should become involved in the prevention and resolution of violent and armed conflicts.



My notes

A large rectangular area with a light gray background and a brown border, containing ten horizontal dashed lines for writing notes.

⁵ A little trick to have these terms to hand: make a note of them on a little pad which you can consult from time to time.

Module 2

Role of trade unions in conflict prevention and early warning



Learning objectives

- ⇒ **To understand** - and explain to others - **the importance of observance of fundamental rights and freedoms of association** in a structured effort to prevent conflicts.
- ⇒ To become familiar with **the signs of distress** which presage a crisis and with the tools to **communicate warning messages** in a timely and effective manner to the right interlocutors.
- ⇒ **To have an idea of the other tools available** to trade union organizations to develop a culture of conflict prevention and democratic participation (training for members and advocacy).
- ⇒ **To be capable of contributing to the implementation of social dialogue platforms** with particular attention to conflict prevention.

2.1. Maintaining trade unions' independence, strength and representativeness

Any healthy trade union activity must be based on the independence of the trade union organization involved. A claim to independence as a trade union organization – which also forms part of the clauses in ILO Conventions Nos 87 and 98 – is essential in order to be free to contest the choices of any political power or party when they do not meet workers' real needs and legitimate demands.

The management of this independence must be based on the democratic principles which govern the operation of trade unions, which observe the will of their members and seek their involvement in all activities on the one hand and on the other identify workers' needs and demands to be met, and take account of the political and socio-economic possibilities and realities. Trade unions draw their strength from the support, trust and credibility they enjoy among their members in particular and workers in general. They are judged on the results obtained, the objectives they identify, the values of solidarity they defend and the capacities they apply to meet

the sectoral and global demands of workers and other social strata in their respective countries. Their representativeness is both quantitative and qualitative and is reflected in the formulation of non-partisan demands which take account of the needs not only of their members, but also of all workers and society as a whole. The elected leaders must avoid being out of step with their electors, risking their mistrust and suspicion.

The role of trade unions in conflict prevention and early warning is of particular importance owing to the real and potential consequences which conflicts generate for their members, who are always some of the first victims. It is therefore their duty to assume their role by making use of their assets with regard to inclusive dialogue and negotiation with all the political and socio-economic players, so as to identify and implement realistic policies to prevent conflicts thanks to effective and sustainable early warning measures and mechanisms.



Example of the independence of social partners with respect to political parties: the case of Indonesia

In the period before 1998 when FSPSI was the only legally recognised union, it was essentially controlled by the government and had very close ties with Golkar, the ruling political party during the Suharto era. Consequently, there was little or no autonomy on the trade union side. Following the establishment of freedom of association in 1998, a large number of unions have been created, some of which have definite political objectives.

Unions are not officially controlled by political parties, and they are free to associate as they wish, but most have political connections and tend to be affiliated with one or more political parties. This is clearly evident in the case of the current Minister of Manpower and Transmigration, Jacob Nuwa Wea, who continues to hold his position as chair of the KSPSI.

Some federations, however, have made a conscious effort to separate the trade union from politics. SPTSK, a trade union federation representing workers in the textile and garment industries, has forbidden its union leadership from simultaneously holding leadership positions in a political party. There have also been complaints lodged by some unions that certain employers are establishing their own employer-controlled ("yellow") unions as a means of dividing workers and discouraging them from joining the newly developed trade unions. This situation was more likely to occur among local companies than in multinational companies, with the latter apparently being more open to freedom of association.

Source: Peggy Kelly 2002

2.2. Defending freedoms of association

As mass, independent democratic organizations which transcend religious, ethnic and tribal divides with experience acquired in the fields of mediation, dialogue, negotiation and arbitration, trade union organizations are vital and preferred players in the process to seek and implement policies to prevent, manage and emerge from conflict. Workers and their families in general and trade union members in particular are always direct or indirect victims of conflicts.



ILO report on the freedom of association

Within the ILO Governing Body, the Committee on Freedom of Association examines complaints relating to violations of the freedom of association, whether or not a Member State has ratified the relevant conventions. Every year, the Committee publishes a report on the freedom of association in which it describes all the violations denounced and formulates conclusions and recommendations. Following the presentation of the report, the Committee asks the governments concerned to respond to the allegations with their comments.

Faithful to their mission and aware of their role and responsibility with respect to their members and society, trade unions are obliged to defend workers' material and moral interests and ensure that everyone's natural rights are respected: political, legal, economic, social and cultural rights and freedom of conscience and religion.

The mission and role of trade unions are and will always be the defence and promotion of these rights, including the fundamental human rights recognized in states' constitutions and guaranteed by ILO Conventions, in particular those relating to the freedom of association (No 87) and collective bargaining (No 98), adopted by the Organization respectively in 1948 and 1949. Although ratified by most African countries, their application and the observance of the provisions they contain always pose serious problems for trade unions in Africa. This situation becomes more worrying in the event of conflict since any violation of these two fundamental conventions puts a brake on the normal operation of trade unions and diminishes their capacities for dialogue and negotiation, which results in a deterioration in the living and working conditions of workers and vulnerable social strata.

In view of their mission and the role they have to play in the prevention and management of conflicts, trade union organizations must do everything to promote and strengthen social dialogue, which, according to the ILO, constitutes "a fundamental route for the simultaneous establishment of a natural reflex of consultation and dialogue so as to establish social peace, a fundamental guarantee to increase productivity, encourage investment and promote economic and social development".

Inclusive social dialogue is also a management tool in sharing the worries of the various components of society with political and economic players, state authorities and the social partners, reaching a dynamic consensus and giving each party the opportunity to take part in action collectively and individually.

Several international labour standards (Conventions Nos 135, 144, 151 and 154 and corresponding recommendations) and resolutions of the International Labour Conference mention tripartism and the participation of players in national life as different forms of social dialogue in the establishment and implementation of development and social progress policies.



Recommendations for trade union organizations so that they are able better to defend freedoms of association

In order to defend freedoms of association, the organizations concerned should:

- ⇒ **ensure that the national legislation guarantees adequate protection of the rights to establish organizations and join them.** This right also concerns public servants at all levels and officials of bodies providing important public services or working in state enterprises involved in the economic sector. Very few exemptions are envisaged by Convention No 87 with regard to the exercise of this freedom. The main ones concern members of the police and armed forces and also certain categories of senior officials. For this purpose, the legislation must provide for:
 - the right of workers and employers to establish organizations of their choice
 - the right to join such organizations, providing they observe their articles of association
 - the right to such freedoms without prior authorization
- ⇒ **ensure that the national legislation guarantees adequate protection of the rights to negotiate collective agreements,** at whatever level it might be, in particular at establishment, enterprise, branch of activity, industry level or at regional or national level.

2.3. Promoting fundamental human rights at work

The promotion of fundamental human rights at work is a central aspect of the action of trade union organizations, since it is thanks to decent working conditions that workers are able to achieve wellbeing. It is clear that repeated violation of these rights (for example, child labour, forced or compulsory labour, discrimination) gives rise in the long term to a chronic situation of poverty and discontent, which might degenerate into social conflict or violence and armed conflict. Consequently, the recognition and application of standards which observe workers' rights are one form of conflict prevention.



Labour law: all the legal rules governing relations between employers and workers. This covers several aspects of the professional career of a worker, such as training, the execution and the breach of an employment contract. Also, it guarantees the observance of freedoms of association, the protection of vulnerable workers and safety at work.

In order to ensure that these labour rights are observed, the first task of governments and social partners is to make sure that the national labour legislation conforms with the fundamental standards and conventions adopted by the ILO. There are at present 188 conventions and 199 recommendations covering a broad range of topics with respect to employment, social security, social policy and human rights. Of the 188 conventions, eight have been classified as fundamental, namely:

- ⇒ Convention No 87 on **freedom of association** and protection of the **right to organize**, 1948, which requires the effective recognition of the freedom of association and collective bargaining

- ⇒ Convention No 98 on the **right to organize and collective bargaining**, 1949
- ⇒ Convention No 29 on **forced labour**, 1930
- ⇒ Convention No 105 on the **abolition of forced** or compulsory labour, 1957
- ⇒ Convention No 138 on **minimum age**, 1973, and the abolition of child labour
- ⇒ Convention No 182 on the abolition of the **worst forms of child labour**, 1999
- ⇒ Convention No 100 on **equal remuneration**, 1951
- ⇒ Convention No 111 on **discrimination (employment and occupation)**, 1958, which must be eliminated



ILO directives on labour legislation

The mission of the International Labour Office is to give advice and provide technical assistance to the tripartite constituents with regard to labour legislation.

In order better to support the constituents in the development of their labour legislation in conformity with the eight fundamental conventions, the ILO has produced directives which are available online at <http://www.ilo.org/public/french/dialogue/ifpdial/llq/index.htm>

The directives give actual examples taken from national legislations to illustrate the way in which the legislative authorities in different countries have implemented the different principles.

The ILO Declaration on fundamental principles and rights at work reminds all ILO Member States that, even if they have not ratified these conventions, they:

(...) have an obligation arising from the very fact of membership in the Organization to respect, to promote and to realize, in good faith and in accordance with the Constitution, the principles concerning the fundamental rights which are the subject of those Conventions.

Labour legislation provides the tools and legal references to frame the relations between employers and workers and to protect the latter from any violations of their rights. A system for monitoring international labour standards has been established by the ILO in order to examine the application of conventions and recommendations, to lodge complaints and to penalize transgressing states. Two bodies have been established to operate this system: the Committee of Experts on the Application of Conventions and Recommendations and the Conference Committee on the Application of Standards.



Recommendations for trade union organizations so that they can ensure better promotion of rights at work

In several countries, workers' and employers' organizations are accused of favouring the interests of certain groups and neglecting those of other groups. Also, certain categories of workers are excluded from trade union coverage, namely workers in the agricultural sector and the self-employed. So as not to feed inequality and frustrations, trade union organizations should:

- ⇒ **not discriminate between workers** and guarantee to all (even workers with no job security and the unemployed) the attention needed to protect their rights. Furthermore, all forms of discrimination are prohibited, whether based on gender, race, colour, national origin, social origin, the family situation or political opinion
- ⇒ **take an interest in the economic and global social situation** in their own countries
- ⇒ **expand the trade union base as much as possible** (the union brings strength!), in

particular to categories which are generally excluded, workers in the agricultural sector and those in insecure situations, for example. This will enable the power and influence of trade union organizations to be increased and make it possible to fight more plus effectively against all antidemocratic movements and attitudes which might find support among poor workers

⇒ **be receptive to the problems and worries** formulated by their members and other workers

Concerning the observance of national labour legislation, trade union organizations should:

⇒ **have an in-depth knowledge of national labour legislation** and raise any omissions and aspects which disadvantage workers and require revision

⇒ **detect and note abuses and violations** committed against workers (trade union members or otherwise)

⇒ lobby the Ministry of Labour to **encourage the ratification** and observance of labour standards recommended by the ILO

⇒ **conduct dialogue with employers** and collaborate with them in order to reach the agreements desired by workers and to raise their awareness of the application of standards with a broader perspective of conflict prevention and social peacebuilding

⇒ **notify the ILO of any violation of fundamental standards** and national labour legislation

⇒ ensure that **national decent work programmes and national Poverty Reduction Strategy Papers (PRSPs)** include precise measures intended to protect rights at work and social dialogue and prevent armed conflicts

⇒ **participate in the formulation of specific programmes** aiming to reduce the incidence of violations of rights at work

2.4. Detecting and notifying indicators of distress

The need to detect signs of distress and crisis in a timely manner is essential in the development and execution of measures intended to prevent conflicts. The social players in general and trade union organizations in particular have an early warning and prevention role to play in order to avoid deterioration of the situation, ending in triggering of a crisis, with all the consequences for workers and other vulnerable strata of society.

However, it should be noted that early warning is only useful and effective when it is followed by substantial and appropriate actions.

Notwithstanding the complex interaction of different underlying factors and the combination of causes of crises which complicate the rapid detection of signs of distress, trade unions are obliged to display vigilance and proactivity by using their analysis capacities to anticipate and take preventative measures. There are several categories of indicators of the risk of conflict and distress (Nyheim and Sislin, 2002):

- ⇒ regional/interstate
- ⇒ strategic and military
- ⇒ monopoly of power
- ⇒ political opposition
- ⇒ ideological factors
- ⇒ social/geographic expansion of the conflict
- ⇒ displacement of the population
- ⇒ violence
- ⇒ exclusion and ethnic tension
- ⇒ economic factors

More precisely, mention may be made of the following examples of indicators, which refer to some of the categories mentioned above (political, social and economic):

- ⇒ **lack of democratic perspective** (for example owing to repeated electoral fraud), transparent management of the economy and human and material resources in countries. This is reflected in a restriction of the capacity of citizens to exercise their civil and political rights and to play their role in the operation of democratic institutions in their countries
- ⇒ **poor governance** characterized by corruption, nepotism, impunity, abuse of power, partiality and arbitrary nature of judicial power, and a lack of transparency in the management of public affairs and in the production of financial accounts
- ⇒ **transition** – imminent or predictable – **to another political or leadership framework**
- ⇒ **seizure, with or without a coup d'état, and maintenance of power by military regimes**, with institutional restrictions and the antidemocratic exercise of power



Sources of information for early warning

Sources of information, national, regional and international, are important and complementary. In a situation of restriction of the freedom of the national press, reliable information can be found more easily in the international press. The Internet is a very powerful medium in this respect. The following may be cited:

- ⇒ the Internet portals of the **United Nations** and specialized agencies operating in the country
- ⇒ the **ECOWAS** early warning system database (**ECOWARN**)⁶
- ⇒ the early warning programme of the **West Africa Network for Peace-Building, WANEP**⁷
- ⇒ the **International Crisis Group**, which produces *CrisisWatch*, a monthly analytical report on the development of conflicts in the world, also containing recommendations⁸
- ⇒ **FEWER**, the Forum on early warning and early response (FEWER), which is a multisector and multidisciplinary network covering Asia, Africa, North and South America and Eurasia. This provides analyses and information early warning in the event of conflict⁹
- ⇒ **ReliefWeb**, which provides information, documents, articles and maps concerning current humanitarian crises in the world¹⁰
- ⇒ **IRIN**, Integrated Regional Information Networks which, in partnership with ReliefWeb, provide daily information and special reports in French, English and Swahili on numerous political, economic and social questions associated with humanitarian problems in Africa and central Asia¹¹
- ⇒ **local, national and international newspapers**, with their Internet portals

⁶ ECOWARN: <http://www.ecowarn.org/>

⁷ WANEP: <http://www.wanep.org/aboutwanep.htm>

⁸ International Crisis group: <http://www.crisisgroup.org/home/index.cfm?!=2>

⁹ FEWER: <http://www.fewer-international.org>

¹⁰ Relief Web: <http://www.reliefweb.int/rw/dbc.nsf/doc100?OpenForm>

¹¹ IRIN: <http://www.irinnews.org/>

- ⇒ **violations of citizens' fundamental rights** forming the basis of a democratic state, such as the freedom of expression, movement, association, etc. Such violations might degenerate into violent or arbitrary repression of all forms of dissident expression and even arrests
- ⇒ **signs of a cultural and social nature** are, among other things, intolerance and religious, ethnic, racial and sexist discrimination, nepotism, tribalism and racism. Also, the abandonment of positive traditional values may give rise to fractures within society, loss of authority of traditionally respected figures and a generalised state of social fragility and instability. Among the positive traditional values under threat, mention may be made of respect for the elderly, the wise and depositaries of knowledge and culture such as griots. **Discrimination at work** is one of the possible dimensions to which trade union organizations must pay particular attention
- ⇒ **marginalization of social strata** such as youth, women and minorities and some other social categories on ethnic, religious or other bases
- ⇒ **flight of capital** and national or foreign skills
- ⇒ **poverty** (even among workers) with consequences for the standard of living: famine, disease, stagnation, deterioration of purchasing power, etc.
- ⇒ **increased unemployment rate** and lack of income and social security safety nets (health insurance, various benefits, pensions), which lower the standard of living of the population. The risk of disruption of social peace increases when unemployment affects in particular young men. In fact, the young unemployed are more exposed to the risk of recruitment into armed forces
- ⇒ **income inequalities and inequalities in the distribution of wealth** originating from the exploitation of mineral, petroleum and other resources. The economic injustice characterized by favours and privileges granted to minority groups may give rise to a feeling of frustration and injustice in some categories of the population.

Failings and deficiencies in the leading role of the state at local, sector and national level with respect to the maintenance and preservation of public order, social peace and values common to all citizens result in insecurity, impunity, urban violence, illicit trafficking in arms and drugs, violations of citizens' fundamental rights and weakening of the values of solidarity, trust and mutual respect.

A combination of this range of factors amplified by unpredictable and unexpected circumstances may be the harbinger of conflicts and may hasten the onset of them.

By detecting these signs and issuing a warning through these networks, while stimulating dialogue on these subjects with employers and the government, trade unions can make government officials, employers and civil society aware of the need to find solutions before the situation degenerates.

By sending workers clear and sincere signals with respect to the risks associated with the current situation and the efforts being made to prevent the worst, trade unions are able to calm feelings and prevent any tensions from degenerating. It is very important that the message passed is transparent without, however, inciting violent opposition.

When signs of distress have been detected, what should be done to convert them into early warning messages? The basic principles for effective communication should

be followed (i.e. producing the desired results), using the most appropriate means to achieve the objectives and reach the recipients of the messages and using the available budget.



Recommendations for trade union organizations so that they can act as early warning agents

Some practical advice is given below as to how to be an effective early warning agent:

⇒ **Prepare an early warning plan** detailing the three components of the system to be established: the information component, the analysis component and the action component (ILO, 2005).

Information component

⇒ **Prepare a list of relevant distress indicators** concerning the national/local situation and the type(s) of crisis on the basis of the list (non-exhaustive) provided above. If necessary, disseminate this list. The indicators need not necessarily be quantitative, but may be descriptive.

⇒ **Identify a list of sources of information** available in the country and at international level, including the necessary data concerning each of the indicators. Ensure that these sources of information are reliable and recognized. This may be first- or second-hand (already processed) information, press articles, international or regional databases for early warning, United Nations reports and reports from specialized institutions, information relating to the labour market, information relating to the national economy and GDP changes.

⇒ **Periodically measure the general perception** of the risk of conflict, which will determine the frequency of data collection and the level of alert.

⇒ **Determine the organizational structure and operation of the system**, for example using a diagram describing the process/flow of activities (information collection, analysis and action) and information between the different components of the system.

⇒ Verify the organizational capacities available and those needed to carry out the collection, analysis and the dissemination of information and **determine who should do what**, i.e. establish a plan of responsibilities.

⇒ **Collect data periodically in** order to measure/define each indicator. The frequency will depend on the existing situation: if it is very unstable, collection will have to be more frequent.

Analysis component

⇒ **Analyse the data and information** collected.

⇒ Develop the capacity to **identify vital factors** in the conflict within a community.

⇒ Identify the spontaneous response mechanisms of the communities affected.

Action component

⇒ **Identify the objectives and recipients** for the information.

⇒ **Prepare and communicate the early warning messages** simply, precisely and in time to the recipients and with the media selected as part of the early warning plan. Exchanges of information will be more frequent when the situation is tense.

⇒ When communicating early warning information, **ensure that the information is accurate, always be precise and quote the sources**.

⇒ Put in place immediate preventative initiatives in collaboration and coordination with other partners.

⇒ **Continue with monitoring activities**.



Example of structural and dynamic indicators of instability: the case of Sierra Leone

Security/political	Socio-economic	Regional/International
<ul style="list-style-type: none"> • Poor governability • Weakness of legal system • Corruption, culture of impunity • Nepotism, favouritism, clientelism, ethnicism • Political assassinations • Erosion of traditional power and authority • Increase in armed robberies • Law and order flouted • Deterioration in security • Indiscipline • Degradation of the value system 	<ul style="list-style-type: none"> • Mass poverty • Economic decline • Unemployment and under-employment • High dependence on diamonds • High illiteracy rate • Money laundering • Brain drain • Lack of basic and economic support infrastructures • Weakness of education and health services • Mass displacement of families • Environmental degradation • Dependence on external financial resources • Street children/youth • Drug and alcohol abuse • Emigration and asylum applications 	<ul style="list-style-type: none"> • War in Côte d'Ivoire and Liberia • Uncertainty of the political situation in Guinea and pre-electoral period in Liberia • Border disputes with Guinea • Proliferation lightweight small-calibre arms (LSCA) in the sub-region • Presence of mercenaries • Cross border criminality • Retreat of UNAMSIL and international parties

Source: ILO 2005

2.5. Mobilizing and conducting awareness campaigns

This section relates to the role of advocate played by the social partners and to the mobilization of political will as an instrument contributing to conflict prevention. This means making people aware and drawing their attention to particular questions by mobilizing them with a view to specific action, if necessary.



Mobilization: *coordinated participation of members of a group who wish to achieve a common objective by together defending their interests and values. Collective mobilization aims at transforming the current situation into a scenario better conforming with the values and interests of a group through the implementation of common initiatives¹².*

Mobilization, advocacy and awareness campaigns constitute the phase following the collection and analysis of information in an early warning effort. This is therefore the "action" component in an early warning system, as defined in Section 2.4. Detecting and notifying indicators of distress.

Mobilizing means combining ones capacities and energy with those of other people with a view to achieving a positive result. This is based on the certainty that "unity brings strength", especially in delicate and general interest situations such as crises and conflicts, when individual action cannot achieve results of sufficient scale.

¹² Source: Bank of interactive resources for economic and social sciences, CRDP [Regional Centre for Pedagogic Documentation, Lyon Academy]. <http://brises.org/notion.php/mobilization-collective/groupes-sociaux/mouvements-sociaux/identite/luttes-sociales/notld/85/notBranch/85/>.

Collective mobilization is a very well known practice among trade union organizations. The forms of collective mobilization they use are multiple and more or less spontaneous and include strikes, meetings, demonstrations or boycotts. The objectives of such mobilizations may concern the desire to influence government or employers choices or to influence public opinion on a particular topic.

It should be noted that, during a crisis or a violent or armed conflict, some actions may aggravate the situation instead of alleviating it in favour of peace and stability. Also, some actions may put the lives of participants in danger. Careful consideration should therefore be given to the possible consequences, costs and benefits before choosing the solution deemed best. The results of a conflict analysis may be useful for this (3.4. Contributing to conflict analysis).

Mobilization of these groups as part of a collective action does not go without saying: agreement must be reached on the objectives and the means of action and a decision reached as to who is going to organize and direct the initiatives.

In addition to their traditional role in the defence and promotion of the material and moral interests of workers, trade unions, by their nature and the composition of their members, take on new responsibilities and become actively involved in conflict prevention. As mass democratic organizations, they have a front-line role to play in the advent of a democratic society respectful of the principles of the rule of law, which is in a position to guarantee social peace and prevent conflicts.



Recommendations for trade union organizations so that they are able to mobilize interest groups

In performing this new mission which is incumbent upon trade union organizations, in addition to the attention to be paid to the global aspects associated with the causes of crises, specific questions are to be taken into account and, for this purpose, the following recommendations may be made:

- ⇒ **Detect, denounce and counter mobilization efforts** made by militias, armed groups and criminal gangs, which generally recruit young men by exploiting their frustrations and weaknesses. Money and other benefits are routinely used to win their trust and support. In order to oppose these harmful events, it would be necessary to offer youth valid alternatives (for example, actions aimed at encouraging youth employment) and promote the values of peace and democracy in their country.
- ⇒ **Establish cooperation, partnership and unity of action** with the players in civil society who share the same values and whose objectives are complementary to those of trade union organizations with a view to respect for fundamental human rights, including the rights of association and the rules and principles of the rule of law.
- ⇒ **Propose measures and initiatives** to take account of the context and the needs of different components of society to find, through dialogue and collective and individual efforts, consensus solutions aimed at preventing conflicts guaranteeing stability and social peace.
- ⇒ **Encourage trade unions to undertake campaigns of support and solidarity at national, regional and international levels** with national, regional and international trade union organizations and the ILO to back and support the leaders engaged in the struggle to prevent conflicts.

Nowadays, the spectre of crisis and conflicts haunts the majority of African countries. This situation affects all the political and social players in the countries and particularly trade union officials. Any behaviour based on inaction, wait-and-see, passivity or fatalism means collective or individual resignation. Searching for and implementing real and appropriate measures for conflict prevention is a collective and non-negotiable responsibility incumbent upon all political and social players in the countries concerned.

It is therefore a duty of one and all, and particularly trade union officials, to mobilize and organize awareness and pressure campaigns with the state authorities and political and social leaders to warn of the potential risks of conflict and the need to take early preventative measures since, as the saying goes, "prevention is better than cure".

This civic process must transcend divisions of a partisan, ethnic or regional nature and involve all components of society; it must also take account of the worries of the potentially most exposed strata of the population in the event of conflict, namely youth, women and other vulnerable groups.

Since the effects and consequences of conflicts are by nature likely to affect neighbouring countries, which has negative repercussions on relations between states, the international community, through the UN and specialized institutions like the ILO, must be the target of awareness and pressure campaigns because of the diplomatic, technical, material and financial support it can provide to these exposed countries.

2.6. Strengthening the capacities of members with respect to the prevention of armed conflicts

In view of the vital role played by workers and their organizations in the promotion of social dialogue, which forms part of the constitutional principles of the ILO, the strengthening of the technical capacities of members and officials at all levels is both a necessity to be taken into consideration and a condition to be met.

One of the topics which should be introduced into training programmes is conflict prevention. Trade union organizations, in addition to their traditional roles, intend to have a greater presence in the management of public affairs, whether economic, social or political.



Recommendations for trade union organizations so that they are able better to promote rights at work

In order effectively to perform the traditional and new roles devolving upon them, trade union organizations should:

- ⇒ **promote the culture and practice of democracy** and transparent management in the operation of their structures
- ⇒ **intensify trade union training** for their members at all levels with a view to strengthening their economic, financial, legal and technical knowledge so as to make them capable and efficient in the process of dialogue and collective bargaining in which they are involved
- ⇒ **introduce training modules and sessions on the prevention** and resolution of crises and armed conflicts, involving specialists in this field
- ⇒ **make their members aware** of the need to adopt **the basic values** of trade union

- involvement, which are solidarity, the struggle for social justice and peace
- ⇒ **become involved in the organization, instruction and mobilization of workers in the informal economy** with a view to expanding their trade union bases and taking account of their worries and demanding their involvement in the development and formulation of economic and social development policies
 - ⇒ **develop specific training and support programmes** for the most vulnerable target groups such as women and youth
 - ⇒ take initiatives to encourage and **create a partnership and cooperation with the other political and social players** so as to promote the principles of solidarity and dialogue, thus guaranteeing stability and social peace
 - ⇒ **seek the technical and financial support** of regional and international trade union organizations, the ILO and other relevant organizations in order to develop and provide adequate training services

2.7. Reducing social tensions

Collective action, with its instruments for the promotion of new ideas and the demand for changes in such and such a field, is of importance in social dynamics. Having said that, trade unions are protagonists for such social changes and modern and contemporary history proves this.

Their collective actions aimed at producing changes in the world of work also include social conflicts, which traditionally put workers and employers into opposition outside the context of work itself, affecting the whole of society. Since a strong collective identity lies at the basis of social conflicts, they come about as a result of the mobilization - by trade union leaders - of one or more groups of workers wishing to act together to achieve a common objective when they are dissatisfied with the current situation (CRDP, 2002).

Social conflicts are "extreme" forms of collective action used when other approaches have not achieved the result and the expected or promised change. In addition to partially or totally achieving the objectives demanded, thanks to social conflicts the groups involved and their members strengthen the cohesion among them and become more influential as a collective whole.

However, even when they are supporting legitimate demands, social conflicts may give rise to tensions and unexpected mechanisms which, unless addressed in time, may degenerate into episodes of more or less serious violence and aggression. It is important to reduce such tensions through mediation at the workplace and on a local and national scale. The form in which the conflict is conducted and actions are implemented by leaders and the group as a whole have an important effect on emergence from the crisis.

It should be recalled that the consequences of conflicts weaken social cohesion and incur direct and indirect material and financial costs for victim countries at local, sector and national levels.

Since the social consequences are multifaceted, the search for and implementation of solutions to resolve the resultant tensions involve identification of the immediate and long-term causes, consideration of victims' needs and the socio-political context of the countries affected. Trade union organizations have a front-line role to play in cooperation with the other political and social players to diffuse tensions, reduce their intensity and achieve sustainable social peace.



Recommendations for trade union organizations to reduce social tensions

The following measures are to be recommended for reducing tensions:

- ⇒ **Avoid any approaches which might feed violent disputes** and distance the parties instead of encouraging dialogue.
- ⇒ Even in episodes of social conflict, **act within the bounds of legality**, which will provide a better defence in the event of violation of rights.
- ⇒ **Do not exploit the frustrations** felt by workers and vulnerable strata of society.
- ⇒ **Demand independence** and do not be taken over by political forces and parties, remembering that a trade union organization must be representative of the workers, whatever the political affiliation.
- ⇒ At the same time, **play a warning role concerning the most serious violations**.
- ⇒ **Promote reconciliation, calmness and restoration of a climate of trust** between the different parties in conflict through participative and inclusive social dialogue.
- ⇒ **Become involved in the process of mediation** at the workplace, at local and national levels.
- ⇒ **Work with the technical cooperation organizations** to develop programmes offering prospects of employment and activities generating income for the vulnerable social strata, in particular youth and women.

2.8. Establishing permanent tripartite structures for prevention

In several countries, tripartite players have established institutional spaces where social dialogue, in its many forms, is meant to take place. Such a tripartite structure is established by the three players with a view to formalizing their relations. It generally has a mission statement and articles of association, which set out the objectives, the sphere of action and the operation of the structure.

If such a structure already exists, it may clearly also be used for topics concerning conflict prevention and resolution. For this purpose, an ad hoc cell can be established, with its own mission and its own rules of procedure.

The greatest challenge for tripartite players will be to finance such a platform and guarantee that it will have the staff and the mission of a tripartite platform. The positive actions and initiatives to be recommended to prevent a crisis are as follows:

- ⇒ **Promotion of democracy** and the rule of law on the basis of progress and social justice.
- ⇒ **Preservation of national unity** and territorial integrity and strengthening of relations of friendship and cooperation with neighbouring countries.
- ⇒ **Respect of the laws**, fundamental human rights and international conventions which guarantee the rights of expression, organization and negotiation.
- ⇒ **Promotion of social dialogue** and the values of solidarity, tolerance and mutual respect.
- ⇒ **Promotion of a civic and patriotic spirit** and encouragement of all citizens to take part individually and collectively in the economic and social development of their countries and mobilize to preserve social peace.



Suggested reading and bibliographic references

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Nyheim David and Sislin John, 2002: *Early Warning: Employment and Related ILO Concerns*, Infocus Programme on Crisis Response and Reconstruction, Recovery and Reconstruction Department, Working Paper No. 3 (Geneva, ILO, 2002).

ILO: Labour Legislation Guidelines, Industrial and Employment Relations Department (DIALOGUE). The text of the directives is available in English at:
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ILO, 2009: *2009 report of the Committee of Experts on the Application of Conventions and Recommendations* (Geneva, ILO, 2009).

Peggy Kelly, 2002: *Promoting Democracy and Peace Through Social Dialogue: A Study of the Social Dialogue Institutions and Processes in Indonesia*, Infocus Programme on Strengthening Social Dialogue, Working Paper No. 7 (Geneva, ILO, 2002).



What have I learned?

- ⇒ Why is it essential that trade unions are neutral?
- ⇒ List the fundamental freedoms and say why it is important to respect them.
- ⇒ What are the factors indicating the correct approach to a conflict? What can trade union organizations do when they identify such symptoms of conflict to try to stop them?
- ⇒ Summarize the principle of **tripartism** which governs the operation of the ILO. Why is this so essential to the successful conduct of social dialogue?



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Module 3

Role of trade unions in the resolution of a violent or armed conflict



Learning objectives

- ⇒ **To understand the challenges and priorities as part of an analysis of needs** in a humanitarian and post-humanitarian context.
- ⇒ **To define ones own role in humanitarian and post-humanitarian assistance.**
- ⇒ **To become familiar with the bases for conflict analysis** and to have an idea of the multiplicity of tools available.
- ⇒ **To have an idea of the constraints which**, generally, **hamper social dialogue** during a conflict and to become aware that it is necessary to confront them in order to open up a dialogue.
- ⇒ **To grasp the importance of social dialogue as a tool for conflict management and resolution** and to be able to undertake the analyses needed for the implementation of tripartite structures aimed at conflict prevention and resolution.

3.1. Analysing members' humanitarian and non-humanitarian needs

In a context of armed or violent conflict, new needs - **humanitarian and non-humanitarian** - emerge within the population affected.

Analysis of needs leads to rational decisions in planning interventions intended to meet such needs and also in mobilizing and allocating the resources needs for each activity. This consists in establishing an inventory of the numerous needs of the population and determining the costs of responding to them and also identifying the gaps in the assistance offered.

Humanitarian needs are strictly associated with survival and are the ones which have to be met immediately in order to save endangered lives and prevent an increase in the number of victims. They include food security and nutrition, access to drinking

water, medicines and medical care, sanitation, shelter and protection against violence.

As a general rule, the **difficulties** hindering the capacity analyze and respond to humanitarian needs are mainly **logistic** in nature and are associated with access to the population in need as quickly as possible (question of life and death). The number of people requiring assistance and the geographic dispersion of the families affected, who are sometimes in zones which are difficult to reach, are factors which make the analysis and response effort more complex. The presence of several governmental players, civil society and the international community requires a high capacity for **coordination**, i.e. the capacity to know exactly who is to do what, when, with whom and with what human, financial and material resources. In the typical chaos which succeeds combat or a large-scale episode of violence, it is difficult to coordinate humanitarian activities properly.

The consequences are as follows: aid does not reach all who need it, victims' situation deteriorates, phenomena of corruption occur, there is a feeling of frustration and abandonment among those who consider themselves marginalized and discriminated against.

The specific non-humanitarian needs and global concerns over the medium- and long-term are more complex than the humanitarian needs. These needs concern the political, socio-economic and legal sphere in the life of individuals: the return of peace, stability and security underpinning the resumption of economic and social activities which generate income, employment, the resumption of social services (education, etc.), the social relations and networks of protection, participation in public life and decision-making in the community, human rights, the right that justice should be done for the victims of abuse, the freedom of expression, movement, etc.

The following is a list – non-exhaustive – of the humanitarian data to be collected and/or estimated, the priorities being established on a case by case basis:

- ⇒ **identify victim workers**, the wounded and those in detention
- ⇒ **identify the families of members who have lost their homes and are displaced**
- ⇒ **draw up an inventory of workplaces** and equipment and tools which have been destroyed or damaged
- ⇒ **estimate the number of jobs** lost by means of rapid surveys of members
- ⇒ **estimate the loss of and/or reduction in wages** and income by asking members
- ⇒ **identify migrant workers**
- ⇒ **collect the testimony of workers** whose rights have been violated (right of association and expression, for example), who have been exploited or have been subjected to other forms of injustice and are suffering owing to a deterioration in working conditions. This represents a threat to workers' health and safety.



Recommendations for trade union organizations to be able better to analyze the needs of the populations affected and to respond to them

In order to complete this task, the following recommendations can be made:

- ⇒ **Prepare an emergency plan in advance** so as not to be taken by surprise. This plan should define: the intervention scenario(s), who should do what in such or such another scenario, when, with whom and with what human, financial and material resources.
- ⇒ **Establish an emergency communication plan** at several levels (local, national, regional, international).
- ⇒ **Be honest and transparent** when collecting data and analyzing them. Verify the information so as not to risk making errors or discriminating. Errors of this kind may, among other things, cost membership.
- ⇒ **Be sure not to undertake activities already carried out by others**; in this case, establish partnerships, share responsibilities and tasks.
- ⇒ **Share the information collected** with other players operating in the zones affected.
- ⇒ The needs which emerge from a conflict and which might affect members are thus multiple and multifaceted and the proposed solutions to meet them must be undertaken in consultation with the interested parties themselves. While acknowledging the need to confront the entire range of such needs, **a list of priorities should nevertheless be drawn up** to take account of the nature of the cases and the degree of urgency to be allocated to each of them and a realistic timetable to carry out the initiatives and activities leading to the satisfaction of these needs.



Check list: questions for analysis of the impact and post-crisis needs

Objective 1: evaluate the impact of the crisis on trade union organizations

- ⇒ Who are your members?
- ⇒ How many of them were there before the catastrophe? How many are there today?
- ⇒ In which sectors of activity do you have affiliated unions or members?
- ⇒ How many were there before the crisis? How many are there today?
- ⇒ Have you recorded losses of jobs in these sectors and enterprises? How many? What kinds of jobs have been lost?
- ⇒ What type of activities would your union normally undertake with its members?
- ⇒ To what extent has the catastrophe affected your activities?
- ⇒ How is your union reacting to this situation?
- ⇒ What are the prospects for recovery and/or development of your organization?
- ⇒ What assistance does your organization require in the short term?
- ⇒ What changes are needed in your organization in the long term in view of the current exceptional situation?

Objective 2: effect of catastrophes on local means of subsistence (outline)

- ⇒ What are the main means available to the unemployed to earn a living? (Try to establish different percentages for relevant categories, for example: small farmers, remittance of funds, trading, small industries, salaried work, intermittent work, migrant work. Differentiate by gender, if possible)
- ⇒ What were the consequences of the catastrophe for the entire population and the way in which people earn a living in the region?
- ⇒ Who are the most vulnerable workers? Which groups have been most affected and why? Describe the situation if possible with respect to:

- geographic region
- gender
- job or occupation
- wealth or socio-economic status
- age (young children, elderly people)
- other factors (health or handicaps, ethnic origin, etc.)

Objective 3: possible strategies and role of trade unions in their survival, the resumption of employment and job creation in the process of future reconstruction

- ⇒ What are the immediate priorities to put "people to work"?
- ⇒ What role should be played by the trade unions, in collaboration with the ILO?
- ⇒ What type of support do you require in the rapid recovery phase?
- ⇒ What changes are needed for the longer-term recovery of the populations affected?
- ⇒ What changes are needed to reduce the vulnerability of jobs and income to natural events in the future? (possible questions: changes of direction, strengthening of the active population, training in new skills, new enterprises, improvement of support services, better infrastructures, "stronger" workers' organizations, cooperatives, etc.)

3.2. Taking part in humanitarian assistance and other forms of support

As set out in the preceding chapters, workers form part of the social groups who pay the heaviest price in conflicts.

Through their functions and role, trade unions must not only show moral and material solidarity with their members, but also play an active part in all initiatives and assistance of a humanitarian or other nature aiming to bring relief to victims and their families. This should be considered a priority and a patriotic and civic duty without being political or anything else in nature.

Such assistance and other forms of support may cover specific aspects taking account of particular needs, the relevance of the means and resources available and the capacity for the mobilization of members. Analysis of the impact of the conflict and the emerging needs will enable trade unions to establish priorities for the needs and provide the support needed to respond to them.



Humanitarian aid: *immediate assistance phase in the transition from war to peace and sustainable development the objective of which is to save lives and respond to the immediate basic needs of populations affected by war (for example, food, shelter, medical care and emotional support). This is also called humanitarian assistance.*

Demonstrations of solidarity and participation in humanitarian assistance and other forms of support took place in favour of trade unions in Sierra Leone during the armed conflict of 1990-2000 through the PANAF Project, in Guinea, during the events of 2007 with the organization of an international solidarity conference by the ITUC in Conakry in May 2007 and in Kenya during the Conference on Conflict Prevention held in Nairobi in August 2009 and attended by OUSA and CSI-Africa.

In addition to this specific support, the national and regional central trade unions such as the OUSA and ITUC-Africa and international ones such as the ITUC have always taken part in solidarity campaigns in support of trade unionists who are the victims of conflicts and threats in the conduct of their trade union functions using the platforms offered to them at sessions of the International Labour Conference in Geneva and congresses and meetings throughout the world.

Trade union organizations wishing to contribute to support and humanitarian assistance for victims should do so in association with the other national and international players mobilized for the purpose. For better coordination, all these players should communicate regularly. Examples of initiatives in which trade unions can participate are shown below:

- ⇒ **stimulate mutual aid among the population** and collect funds
- ⇒ **seek support** from international and regional trade union organizations and act as an **outpost** for the acceptance and distribution of aid
- ⇒ **collect and store** food and non-food products **and distribute them** to families in needs
- ⇒ **dispense the appropriate care to the wounded**
- ⇒ **show solidarity with the families** affected (for example, displaced families in camps)
- ⇒ **plead for the release of detainees**
- ⇒ **evacuate people whose lives are under threat**, offering possibilities for political asylum to those who desire it

It should be noted that planning projects on the basis of social dialogue strengthens trust and consensus among local residents. Initiatives over the medium and long term which trade union organizations can conduct include:

- ⇒ **training and reintegration** into the labour market
- ⇒ **advice and employment services** for those who have lost their jobs as a result of the crisis
- ⇒ **implementation of credit programmes**
- ⇒ **social mobilization in support of the reintegration** of displaced people and refugees returning and handicapped workers
- ⇒ **rehabilitation of exploited children**, such as child soldiers and child prostitutes
- ⇒ **education with respect to democracy and peace** so as to promote reconciliation between rival groups and individuals
- ⇒ **speaking against arms** (i.e. in favour of disarmament)
- ⇒ **advocating cancellation of the external debt** of the country affected, if the extent of the crisis justifies it



Recommendations for trade union organizations to be able better to analyze the needs of the populations affected and to respond to them

In order to complete this task, the following recommendations can be made:

- ⇒ **Always operate in association and full coordination** with United Nations and Red Cross agencies, which are responsible for organizing and providing humanitarian assistance. This avoids duplicating of activities and getting in each others' way.
- ⇒ **Behave ethically and do not use** the situation in favour of the trade union: never profit from the needs of the population by offering humanitarian aid or another type of aid on condition of joining the trade union organization.
- ⇒ **Trade unions, which cannot restrict themselves to meeting the specific needs of their members**, must become involved in the search for and implementation of all the measures and decisions resulting from negotiations to end the conflict in order to achieve sustainable peace, lasting reconciliation and effective participation of all the components of society in the democratic management of the country, with institutions guaranteeing observance of the will of the people, citizens' rights and the law. In particular, it should be **considered** that **insecure workers and the unemployed** have perhaps more needs than other categories of workers.
- ⇒ If there is no access to the zone affected, the trade union may **delegate the distribution** of food and non-food goods to the Red Cross or the Red Crescent.
- ⇒ In the planning and execution of interventions, trade unions should take account of the results of **analyses of the conflict** undertaken or of those to be undertaken. Awareness of the context and underlying dynamics are useful in avoiding inappropriate actions which increase tensions and violence (see 3.4. Contributing to conflict).



Two examples of a humanitarian contribution by the ITUC: Gaza (January 2009) and Haiti (January 2010)

Gaza, January 2009

The military incursion into Gaza by the Israeli army gave rise to an emergency humanitarian situation. Following an appeal instigated by the ITUC and trade unions in Jordan and Palestine, the ITUC sent an aircraft carrying three ambulances, various medical supplies, baby milk, rice, wheat and food for children, which were distributed in Gaza by the Red Crescent.

Haiti, January 2010

The ITUC, in cooperation with its American regional organization, the TUCA, launched a trade union appeal for humanitarian assistance for victims of the earthquake in Haiti. The funds collected through this action will be devoted, first of all, to the provision of humanitarian aid through affiliated organizations in the Dominican Republic - CASC, CNTD and CNUS). The three Dominican trade union organizations have opened up their local sections to collect funds and provisions. These are being taken to Haiti by truck with the help of the Haitian affiliate of the ITUC, the CTH.

"Our trade union comrades in the Dominican Republic began to mobilize their humanitarian action immediately after the earthquake and the shipment of materials to Haiti has already begun. In addition to supporting this action, we also anticipate devoting some of the funds collected through the action of the ITUC to the Red Cross humanitarian appeal for Haiti", said Guy Ryder, General Secretary of the ITUC.

Furthermore, the ITUC raised its concern with regard to Haiti's external debt and its impact for future reconstruction efforts. "The need for cancellation of Haiti's debt, with respect both to multilateral loans and to those awarded by individual governments, has now taken on renewed and dramatic urgency in the aftermath of this disaster."

Source: International Trade Union Confederation (ITUC)

3.3. Right of humanitarian intervention by states¹³

The right of intervention is the right of one or more nations to intervene in a country by violating its sovereignty under the terms of a mandate granted by a supranational authority, namely the United Nations. The bases for humanitarian intervention are contained in the 1948 Universal Declaration of Human Rights. In fact, intervention is an obligation imposed on all states to see to it that human rights are respected anywhere in the world. Since December 1988, the concept of humanitarian intervention has also been recognized by international law, even though the fundamental principles require that no international law can be imposed without ratification by the state concerned.



Right to intervene: a right of one or more nations to intervene in a country while violating its sovereignty under the terms of a mandate granted by a supranational authority, namely the United Nations. Intervention is the obligation imposed on all states to ensure that human rights are respected anywhere in the world.

Nowadays, no violation of fundamental human rights, no crime against humanity must remain unpunished and all states devoted to peace, freedom and justice must, in cooperation with regional or international organizations, mobilize to make sure these principles are respected wherever they are violated or under threat. It is their task, their collective responsibility and their credibility is at stake.

However, the reasons behind humanitarian intervention are not only moral but also political and based on national security for neighbouring countries. The humanitarian, political and socio-economic consequences of conflicts affect not only the populations of the victim countries but also have sub-regional repercussions which are a threat to peace and the security of neighbouring countries. So it was in the countries of the Mano River Union with the extension of the Liberian conflict to Sierra Leone and Côte d'Ivoire, and today the risks for Guinea are real.

It is therefore the duty of neighbouring states, sub-regional organizations such as ECOWAS and regional organizations such as the African Union and the international community through the UN to make use of their rights of intervention and assume their responsibilities in order, if possible, to prevent conflict or manage it and envisage solutions to end the crisis and policies appropriate for the post-conflict situation with a view to guaranteeing a return to peace and stability, not only in the country concerned but also in the sub-region.

¹³ Source : http://en.wikipedia.org/wiki/Humanitarian_intervention.

There are numerous criticisms, legal or otherwise, of the right of intervention. Namely: inconsistency in the application of this right, which is generally an action directed by the North towards the South; contradiction with the United Nations Charter, which denies the authorization of the United Nations to intervene in matters falling under the sphere of the national competence of a state (Article 2.7); difficulty in differentiating humanitarian motives from the political or economic motives of the intervening powers; and difficulty in appropriately balancing the right of intervention with respect for the sovereign equality of nations, as demonstrated by several conflicts today in the world.

3.4. Contributing to conflict analysis¹⁴

As mentioned in the first module, conflict analysis is a type of evaluation used to define:

- ⇒ **the profile of the context** where intervention is desired
- ⇒ **the immediate causes** (non-structural factors contributing to the climate of instability) **and structural causes** (those with roots deep in the political, economic and social context) of a violent or armed conflict. Some events may be considered **“triggers”** of a conflict, when they become the pretext for the commencement of hostilities
- ⇒ **the players involved**, their interests, objectives, positions, capacities and relations
- ⇒ **the dynamics**, with the creation of several more or less likely scenarios

Conflict analysis is important to raise awareness of the dynamics of the conflict and its context and – thanks to such awareness – to avoid the implementation of actions which risk precipitating the situation and increasing tensions. There is a large number of tools and methodologies for conflict analysis, depending on:

- ⇒ **the sphere of application of the results:** humanitarian intervention, development, diplomacy and foreign affairs, conflict resolution and peacebuilding
- ⇒ **the purpose of the analysis:** early warning, international and national strategic planning, scheduling and development of projects
- ⇒ **the level of the analysis:** local, national, international
- ⇒ **the potential users of the tool:** providers of funds and bilateral partners; multilateral organizations; the United Nations; the governments concerned and their ministries; NGOs; civil society (including trade unions)
- ⇒ **the methodologies for data collection and analysis:** field surveys, consultations with the parties involved, workshops, key informants, analysis of the existing documentation. The resources needed for the collection of data increase in proportion with the efforts for direct collection in the field.

¹⁴ This section is based on Chapter 2 of *Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: A Resource Pack*, available at : <http://www.conflictsensitivity.org/resourcepack>.

The factors underlying conflicts are multiple and may be political, economic, sociocultural and ideological/moral in origin (2.4. Detecting and notifying indicators of distress). They are interconnected and the aggravation of one of them may trigger conflict and give rise to either sector or global tensions. In addition to these causes, which may be described as "traditional", the consequences of the current international financial crisis contribute to the aggravation of the macro-economic difficulties in a fair number of African states.

Political factors: the political environment prevailing nowadays in numerous African countries is a source of real tensions or latent conflicts which are mainly intra-state, even though some of them involve inter-state dimensions such as in central Africa (Rwanda, Democratic Republic of Congo, for example). Since questions of fundamental rights, individual and collective freedoms and democratic participation are not taken into consideration, the result is autocratic management and abuse of power with consequences of governance by force of arms and not by respect for the principles of transparency and the rule of law, with constitutional freeze and electoral fraud against a background of a desire for perpetual power. In such a context, the populations' living conditions deteriorate, poverty increases, frustrations and a lack of trust grow, ingredients which all feed a real powder keg ready to explode at any moment.

Economic factors: economic factors, although not the only cause of conflict, nevertheless occupy an important position in the triggering of an armed conflict owing to the amplification of the tensions they might produce. The complexity of the issues associated with the control and management of strategic raw materials such as mines, petroleum, gas, etc., and their local, national and international dimensions merit an in-depth analysis. More precisely, the following factors should be taken into consideration:

- ⇒ **Inequality in the distribution of wealth and income** between the different strata of the population with the consequences of aggravation of poverty for the most vulnerable social groups, lack of transparency and accountability in the management of public money.
- ⇒ **Squandering and underpricing of natural resources**, whether mineral, agricultural or forestry, or financial when originating from bi- and multilateral cooperation, which produces an increase in the external debt of the countries concerned.
- ⇒ **Exploitation of natural resources** without passing a share of the income to local communities.
- ⇒ **Drop in national and foreign investments** and reduction in financial transfers from the diaspora to the country of origin.
- ⇒ **Favouritism and nepotism** in the management of human and financial resources, the allocation of loans, jobs, etc.
- ⇒ **Quarrels and fights** in border zones.
- ⇒ **Illicit trafficking and commercial practices** with neighbouring countries.

Sociocultural and moral factors: these are more difficult to identify owing to the diffuse nature of their manifestation. However, they are of real importance owing to their collective and individual dimensions and they are the result of the following attitudes, practices and behaviours:

- ⇒ **Violations of cultural and social rights**, discriminatory practices with respect to youth, women and minorities, and religious intolerance.
- ⇒ **Tribalism, nepotism and racism.**
- ⇒ **Negation of positive values and traditions** such as respect for the elderly and the dead, and behaviour and conduct which offend the sensitivities of populations and are manifested in the consumption of drugs, alcoholism, prostitution, etc.

3.5. Engaging in processes of dialogue

The United Nations policy for post-conflict employment creation, income generation and reintegration states that, "Post-conflict social tensions make it especially important to use social dialogue among key players to secure broad agreement" on the immediate actions to be taken to emerge from crisis and on legislative and institutional policies and reforms (United Nations, 2008).

Since workers and their families are always the first victims of the direct and indirect consequences of armed conflicts, trade unions, owing to their composition and mission – to defend and promote the material and moral interests of their members and vulnerable strata of society -, have to adopt a proactive attitude and become actually involved in the processes of inclusive dialogue with the objective of restoring peace, security and stability.

Trade unions have a major role to play in applying their experiences and credibility to assume the functions of moderators and intermediaries between the different parties in conflict in the search for solutions to restore peace by dialogue and the consultation.

When faced with such a situation, the aim of dialogue is to find various solutions, immediate and long-term, for the situation prevailing during a conflict so as to emerge from it. The objectives will be as follows: to end the conflict, identify the direct and indirect responsibilities of all players, compensate the victims, promote reconciliation and the political, economic and social reconstruction of the country. As regards the traditional mechanisms of mediation, arbitration, formal and informal consultations and negotiations, trade unions have acknowledged experience, which should be put to good use.

As regards the subjects of dialogue, the goal of which is the structural resolution of the conflict, they must remain within the priorities laid down by the trade unions, namely:

- ⇒ **Observance of the principle of the rule of law**, the procedures of democracy and the fundamental standards of the ILO, in particular those on the freedom of association and collective bargaining.
- ⇒ **Development and implementation of an economic and social policy** to promote the creation of decent jobs, social protection, the improvement of living and working conditions, investment, strengthening of the technical and professional skills of workers at all levels.

In order to be credible and enjoy the trust of their members, trade unions should stay outside party political struggles so as to keep their means of pressure on political power fully independent, whatever its intentions.

They should put themselves above party political considerations, favour the greater interests of workers and other hardworking social strata in the country, who always pay a high price in the event of conflict, and refuse any recovery of a political, ethnic or religious nature.

Depending on the context and realities of each country, trade unions should make an inventory of the existing mechanism, worries of the moment, workers' needs, in order to determine the questions to be subjected to dialogue, the possible partners and a timetable for the process.

In this process, which must be dynamic and participatory, they should use their experience and their powers of persuasion to convince and involve all the players, whether military, political or social, so as to reach sustainable, consensual and realistic solutions, the implementation of which is incumbent individually and collectively on all parties.

The instruments and frameworks for consultation are more limited in times of war than in normal times owing to the possibility of security restrictions and restrictions on the freedom of association.

In this procedure, trade unions should emphasize respect for the principles of trade union ethics and the use of the inherent assets embodied by the positive values and traditions of solidarity and tolerance with a view to identifying innovative mechanisms within their scope.



Recommendations for trade union organizations to be able to engage successfully in dialogue with a view to conflict resolution

To achieve this, trade unions must **arouse and obtain the cooperation of the other political and social players**, combine the positive initiatives and take advantage of all their experience with regard to social dialogue, mediation and negotiation. The following principles and instruments are to be taken into consideration:

- ⇒ **Identification of traditional practices**, the regulatory, legal and institutional systems governing the process of social dialogue in the country concerned and formulation of proposed readjustment to take account of the nature, circumstances and needs of the moment.
- ⇒ **Development of a strategy and implementation of innovative mechanisms** for on-going relevance of the process of social dialogue and a synergy of skills, so as to promote effective and sustainable participation by all the players concerned by the ceasefire negotiations, peace agreements, disarmament and the maintenance of peace.
- ⇒ **Organization of working sessions**, consultation, workshops for consideration of the solutions for emergence from conflict and awareness of the advantages of reconciliation and peace, with participants from all social, religious, media and political opinions and, as facilitators, experts whose skills and experience are acknowledged by all.
- ⇒ **Implementation of principles and stages** characterizing the conduct of change according to Kotter's method (1996), which was originally developed to guide the process of change in private enterprises so as to enable them to adapt better and perform better in environments in transformation.
 - analyze the parties involved and determine their interests, their expectations, their power, their attitude with regard to the change proposed (supportive,

restraining or rather sceptical)

- create a feeling of necessity among the parties involved with respect to the change desired and show how this change can act in support of conflict prevention and/or resolution. This stage is essential to obtain the necessary cooperation
- establish a coalition, a group supporting this idea of change and guiding its implementation, convincing the sceptics
- develop a common vision and a strategy to define “where we are going”
- communicate the vision of change to all the parties involved
- grant the “power to act” to those who are supportive of action
- create short-term victories to celebrate successes and small steps forward
- consolidate gains and encourage subsequent changes
- institutionalize the new approaches



Example of the contribution of trade union organizations to the process of conflict resolution: the case of Sierra Leone

Apart from dictatorial political regimes, the causes of conflict in Sierra Leone included unemployment, poverty and social injustice. As regards the effects of conflict, they included in particular the destruction of workplaces, a rise in unemployment, the separation of families and displacement of a large number of people, some being accommodated in special camps and, for trade unions, a loss of members and income.

Trade unions had a front-line role to play with respect to these problems. They decided to advocate democracy but, since the government tended to regard them with suspicion, they had to conduct their activities with other bodies more acceptable to the government, such as women’s associations, student groups, religious bodies and other civic and non-governmental organizations.

For example, they established with these bodies a National Coordinating Committee for Peace (NCCP) and, with International Alert, they organized a workshop on conflict resolution.

The lack of material, financial and human resources constituted a major constraint for trade union action during and after the conflict in Sierra Leone. With resources and adequate external technical support, the trade unions would be able to provide assistance in various forms: help displaced workers living in camps; educate their members with respect to democracy and peace; campaign against the use of arms (in other words, in favour of disarmament); execute specific actions within programmes to reintegrate demobilized combatants.

Source : ILO, 1997

3.6. Confronting the constraints on dialogue

If the process of social dialogue comes up against constraints and difficulties in normal times, the same is even more true during an armed conflict.

The powers of exemption based on restrictions or violations of the principles and fundamental rights in general, on those of the freedom of association and the right of organization and collective bargaining in particular, even though recognized by the constitutions of the countries concerned and often the norm during armed conflicts, are not such as to encourage social dialogue.

The active participation of trade union organizations in conflict prevention and resolution is greatly threatened by the reduction in the freedom of association and organization for workers, which is quite usual during war.

A whole range of political, socio-economic, structural and legal constraints restrict the use of social dialogue as a means for emerging from crisis. The following constraints may be mentioned, among others:

- ⇒ **Suspension of the constitution and declaration of a state of emergency.** The capacity for action is almost non-existent without the support and assistance of the international community.
- ⇒ **Violations of freedoms of association** with their consequences for the operation of trade unions.
- ⇒ **Lack of a democratic tradition**, lack of political will, violations of the rule of law by those in power.
- ⇒ **Weakness of the social partners** and their inexperience in the field of social dialogue.
- ⇒ **Identity issues, partisan attitudes**, lack of interest, clientelism and the reticence of some socio-political groups.
- ⇒ **Lack or insufficiency of support**, aid and assistance of the international community.

Faced with these constraints, trade unions must demand the observance of fundamental rights, including rights of association, and democratic principles, since it is the violation of these rights and principles which lies behind conflict and any solution entails observance of them. The actual measures to be adopted on the subject include the following:

- ⇒ **Establish formal and informal mechanisms** for contact with members so as to record their needs and collect their suggestions for meeting them.
- ⇒ **Join together with other trade union organizations**, despite all the differences which might exist, so as not to lose bargaining power.
- ⇒ **Act at several levels** and coordinate all actions with provincial and local cells, so as to reach the zones where conflict is taking place.
- ⇒ **Put pressure on the political powers** to engage in dialogue with the parties in conflict directly or through mediators.

- ⇒ **Involve all social forces**, religious leaders and the wise in the search for inherent solutions emphasizing the values of solidarity, unity and cooperation between the different components of society in the countries concerned.
- ⇒ **Arouse and obtain the support of the international community** and multilateral and bilateral partners of the country in the search for and implementation of solutions to emerge from conflict.

3.7. Popularizing a culture of democracy and social justice

By their very nature as mass organizations and their transgenerational and non-discriminatory composition, trade unions have a vital role to play in the promotion of a democratic culture since they have numerous assets to apply owing to their practical experience in the subject.

Since a lack of democracy and its consequences in the political and socio-economic management of states is one of the essential causes of crises which generate conflicts, the popularization of a democratic culture is and always will be the unanswerable solution to prevent it. Furthermore, peace will always be in danger if citizens do not enjoy their democratic rights or if the fundamental needs of freedom and prosperity are not met, being inalienable rights of populations in general and workers in particular. Such peace will always be fragile.



Suggested reading and bibliographic references

ILO, 1997: *Trade unions in conflict-affected countries: experiences and roles in peace negotiation, social healing, reconstruction and development*, Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict (Geneva, ILO, 1997).

Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: A Resource Pack. Available at:
<http://www.conflictsensitivity.org/resourcepack>.

Greminger, Mason and Siegfried, 2007: *Mediation and facilitation in today's peace processes: centrality of commitment, coordination and context*, Mediation Support Project of the Centre for Security Studies, International Relations and Security Network (Zurich, 2007).

GTZ 2008: *Private Sector Development in (Post-)Conflict Situations, Guidebook*. (Eschborn, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, 2008).

Kotter John P., 1996: *Leading Change* (Harvard Business School Press, 1996).

United Nations, 2008: *United Nations Policy for Post-conflict Employment Creation, Income Generation and Reintegration*.

Web links:

"*Conciliation Resources*" is an international non-governmental organization operating mainly in West Africa (Sierra Leone, Liberia, Guinea), the Caucasus, Fiji, Uganda, Sudan, the Philippines and Colombia. Its mandate is to offer support, advice and training to communities affected by conflicts and to other national and international players in order to reach peaceful solutions which are viable and sustainable: <http://www.c-r.org/index.php>.

"*Conflictsensitivity.org*" offers access to a virtual library of learning resources and practical tools in the field of conflict analysis and approaches combining awareness of the causes of conflicts with peacebuilding and reconstruction: <http://www.conflictsensitivity.org/>



What have I learned?

- ⇒ What are the humanitarian needs of the populations affected by crises and violent or armed conflicts? List them.
- ⇒ What actions can trade union organizations undertake when a conflict is triggered and its impact has to be assessed? What is their role with the populations affected? What are the errors to be avoided?
- ⇒ Without looking at the glossary, try to give a definition of **humanitarian aid** and **humanitarian intervention**.
- ⇒ What is the purpose of social dialogue in post-conflict situations? What are the causes which risk weakening it?



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Module 4

Role of the social partners and other players in peacebuilding and reconstruction



Learning objectives

- ⇒ To recognize the importance for trade union organizations of **becoming involved in the negotiation of peace agreements**.
- ⇒ **To be aware of the agenda for negotiations** for the development of a peace agreement.
- ⇒ To understand that it is essential **not to terminate efforts at prevention after signing peace agreements**.

4.1. Becoming involved in the processes of negotiation and development of agreements

The negotiation of agreements intended to settle a conflict is a crucial moment for the future of the country/countries concerned. Agreements lay the foundations for the process of political, social, economic and ideological transformations which follow signature and which determine the peace process and its sustainability.

The topics taken into consideration during the negotiations and the results of them concern society as a whole. In its Agenda for Peace, published in 1992, the former Secretary General of the United Nations, Boutros Boutros-Ghali, emphasized that governments and the United Nations cannot alone succeed in negotiating solid peace agreements: this process must involve – among others - civil society, business, traditional and religious authorities. Having said this, trade unions also have a role to play, as institutions of civil society and bearers of the worries and aspirations of a country's society.

It should first of all be recalled that a peace process passes through three phases, namely: pre-negotiation, negotiation and implementation. In order to conduct the

process and achieve results, the parties turn to a mediator whose role is defined in each of the phases (Greminger, Mason and Siegfried, 2007).

In the **prenegotiation** phase, the role of the mediator consists in winning the trust of each of the parties involved in conflict, understanding their respective positions, their specific interests and their assessment of the situation. It is important to satisfy the conditions imposed by this phase to address the actual preparations for the negotiation, including the choice of venue, the objectives, the points to be negotiated, the timetable, the participants (number and list). The mediator has other tools to strengthen his capacity for facilitation and mediation, such as sanctions, arbitration and military peacebuilding operations.

The **negotiation** itself may relate to an analysis of the participants' problems and points of view and to a search for immediate, short- and medium-term solutions likely to restore peace, security, the principles of democracy and the rule of law in order to meet the population's fundamental needs. As regards the actual topics to be included on the agenda for negotiation, refer to section 4.2. Preparing the agenda for negotiations.

In addition to the above aspects, it is useful to emphasize the parties' obligation to respect the agreements emerging from the negotiations, adhere to them, become involved in the **implementation** of them and promote a culture of dialogue and sustainable and consensual conflict prevention. Furthermore, the results of negotiations must include the implementation of a mechanism for control and monitoring of the application of the agreements signed, under the guidance of an impartial authority.

4.2. Preparing the agenda for negotiations

It is important to take account of a number of elements in the decision-making process concerning peace. This involves in particular social investment, including the promotion of employment, the active role of trade unions and the participation of the state in dialogue with the other social players, the culture of peace, displacements and other affects of conflicts on women and children.

The choice of questions to be raised during peace negotiations must take account of the context, victims' needs, the priorities of the social partners and other players, the means and resources available.

These questions may include:

- ⇒ **restoration of the authority of the state** (elections, new constitutional structures, restoration of institutions)
- ⇒ **search for backers and players who have committed crimes** and violations of fundamental human rights and bringing them before the competent courts
- ⇒ **restoration of security**, peace and the citizens' freedom of movement
- ⇒ **demobilization and disarmament of ex-combatants and reintegration of them** into economic activities generating income
- ⇒ **return of refugees and reintegration of them** into social and economic life

- ⇒ **national reconciliation**, a culture of peace and tolerance among all components of society
- ⇒ **respect of fundamental rights** and democratic principles and guarantee of the independence of justice and restoration of the legal system
- ⇒ **sharing natural wealth and the income from it**

The measures intended to draw the attention of the parties involved and make them aware of these questions include:

- ⇒ **awareness and information campaigns** for the social partners and organization of formal and informal meetings with other players in order to encourage exchanges of points of view and analyses on what is required to confront the consequences of crises and conflicts
- ⇒ **indication of the role of the social partners**, their duties as citizens and the collective and individual advantages which peace brings
- ⇒ **need to promote unity of action** among the social partners and to combine their initiatives

During these exchanges of points of view, it is important to:

- ⇒ **indicate the advantages and dividends of peace** and underline the challenges to be met when faced with the conditions in a post-conflict situation
- ⇒ **make an inventory of losses** of human lives, record the wounded and refugees, assess the material and financial damage and **emphasize the importance of the human and financial resources to be mobilized for the reconstruction** of the state and the rehabilitation of infrastructures

4.3. Restoring working relations

Working relations form one of the sectors most affected by crises and armed conflicts. The current international financial crisis is contributing to a deterioration in such relations, both at the workplace and in local communities, with consequences of disruptions to the labour market, which gives rise to unemployment, under-employment, a fall in worker output and the productivity of companies and services and weakens the social protection system.

Another aspect of the ravages of crises and conflicts – and by no means the least – is manifested in violations of the freedoms of association with, as a corollary, the weakening of trade union activities.

The policies and mechanisms to be implemented to facilitate the restoration of working relations must be subject to negotiations between equals or tripartite negotiations and must cover the following subjects:

- ⇒ **complete re-establishment of freedoms of association**, respect for labour law texts such as the Labour Code, legislation with respect to social protection, collective agreements, etc.

- ⇒ **development and adoption of a policy with the objective of the creation** of decent jobs in the public and private sectors and management of human resources based on skills and performance
- ⇒ **strengthening of workers' capacities** with the organization of professional training sessions and retraining
- ⇒ **implementation of mechanisms and systems to compensate** workers who are victims of conflicts

The implementation of economic and social rehabilitation and physical reconstruction policies requires specialists, qualified teachers and competent workers.

4.4. Contributing to the development of reconstruction programmes

The socio-economic infrastructures thanks to which populations have access to education, health, water, electricity, transport and communications are among those which suffer damage, or destruction, during crises and conflicts. Owing to their role and the essential services they provide, these infrastructures must be subject to rehabilitation and reconstruction programmes, the development and implementation of which are a priority.

This type of initiatives makes it possible, on the one hand, to consolidate stability and encourage a return of citizens' trust with respect to the social partners and other players involved in the peace process and reconstruction and, on the other hand, to resume economic activities while ensuring a fair distribution of the country's wealth.

The participation of trade unions in the development and implementation of these programmes in cooperation with employers and other players in civil society and democratic organizations is one of the facets of the mission incumbent upon them owing to the fact that workers and their families are the first beneficiaries of the immediate results expected of the programmes in question.

4.5. Taking initiatives to prevent conflicts and guaranteeing the application of them

Many conflicts settled through an agreement concluded between the belligerents have resumed. This should not discourage people currently developing peace agreements, but rather encourage them to find out the causes of such failures in order to avoid repeating the errors committed by others. If, in many cases, conflicts have resumed, it is because their deep structural causes were not addressed during the process of resolution.

Even the most complete and inclusive peace agreements may fail if, in parallel, the parties do not deploy any long-term efforts fundamentally to transform society, ideology, economy and the general political framework. This of course involves titanic efforts and trade union organizations can only make a modest contribution. However, if all the parties involved, governmental and non-governmental, take part, the chances of success will then be increased. The greatest challenge will consist in putting in place action platforms and strengthening the institutional capacities with a

view to achieving the required objective, which is not always possible to the extent desired, in light of the lack of resources.

We again come back to prevention. This time, we are in post-conflict situation, with a more precise vision of the country's problems, but also with a heritage of suffering and hostility prevailing between some groups of fellow citizens, which may give rise to a certain rejection and difficulty with reintegration. This is why this type of prevention is more correctly called "peacebuilding". Monitoring the application of peace agreements, to detect any problems and destabilization factors, is also one of the preventative actions.

The conditions and factors to be taken into account in identifying preventative initiatives include in particular:

- ⇒ **observance of the principles of democracy**, the rule of law and good governance
- ⇒ **observance of freedoms of association** and fundamental human rights
- ⇒ **satisfaction of populations' fundamental needs**: security, education, health, water, electricity, transport, communications, etc.
- ⇒ **access to a decent job** and social protection
- ⇒ **promotion of equality between men and women and youth**

Assessment of the damages and losses suffered on the human, material and financial levels, on the one hand, and the costs of reconstruction on the political, socio-economic and financial levels, on the other hand, clearly show how much it is necessary to do everything possible to take initiatives to prevent conflicts and guarantee the application of them.

It follows from the analysis of crises and armed conflicts that, in the majority of cases, it is the poor who pay the greatest price. This is why the social partners and other players, whose role and mission consist in preserving peace and stability and promoting democracy and economic and social development, must adhere to all the preventative initiatives emerging from consultation and inclusive and consensual dialogue and make them viable.

In formulating these preventative initiatives, account must be taken of the multiplicity and simultaneous nature of both long-term and immediate causes. Even if conflicts form part of the process of change in societies and countries, it is imperative that the social partners and other players make efforts to promote a culture of active prevention when faced with risks of conflict.

Trade unions have an essential role to play in formulating, implementing and monitoring these initiatives, since workers and their families are among the first to benefit from them. They must demonstrate vigilance and perspicacity to detect and combat in good time all forms of injustice, all anti-democratic behaviour and practices in the management of the state likely to generate tensions and give rise to conflicts.

4.6. Constructing regional partnerships for peacebuilding

As indicated in the preceding chapters, conflicts not only weaken peace at national level, but may also have repercussions at sub-regional, regional and international levels. Peacebuilding is therefore both a national and a world responsibility and requires in particular regional partnerships owing to the vulnerability of regions due to geographic proximity and interethnic and cultural relations. It is therefore necessary to initiate and construct associations with the social partners and other players in neighbouring countries with a view to creating a dynamic of solidarity and cooperation capable of building peace and stability in the region concerned. The existence of governmental structures and non-governmental organizations at regional level, the main role of which is to promote peace, cooperation and regional integration, may be an asset to be applied to this process.

As examples, ECOWAS may be mentioned for West Africa at governmental level, OTUWA for trade unions, the FWAEA for employers and the African Conference for the Defence of Human Rights (RADHO) for human rights. These organizations which benefit from the cooperation of international institutions have implemented consultation mechanisms with a view to strengthening their cooperation in their respective spheres of competence, taking account of the priorities of the West African region, of which peacebuilding figures in the front line.

It is in this context that each of these institutions organizes meetings at regional level and bilateral visits to hold exchanges of experiences, harmonize their points of view and agree an action programme. As examples, mention may be made of the ECOWAS initiatives and decisions for peacebuilding in Liberia, Sierra Leone and Côte d'Ivoire and those aimed at managing the crisis in Guinea and preventing conflicts. As regards trade union organizations, mention may be made of the visits made by those of Senegal to their counterparts in Guinea during the events of 2007 and the exchanges of experiences between trade unions in the region at international trade union meetings and during annual sessions of the International Labour Conference (ILC) held in June in Geneva.



Suggested reading and bibliographic references

ILO, 2002: *The fundamental conventions of the International Labour Organization*, Infocus Programme for the Promotion of the Declaration (ILO, Geneva, 2002).

ITUC, 2009: *Annual report on violations of trade union rights*, International Trade Union Confederation (ITUC).

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Amnesty International, 1999: *UNIVERSAL JURISDICTION. 14 principles on the effective exercise of universal jurisdiction*, Amnesty International (London, June 1999).
Downloadable from: <http://www.amnesty.org/en/library/asset/IOR53/001/1999/en/dd42b888-e130-11dd-b6eb-9175286ccde2/ior530011999en.pdf>

Priscilla Hayner, 2007: *Negotiating peace in Sierra Leone: Confronting the justice challenge*, Henry Dunant Centre for Humanitarian Dialogue (Geneva, 2007).



What have I learned?

- ⇒ What is a peace agreement and what are the three phases of its development? What can it be used to define?
- ⇒ What are the important questions to be raised during the negotiation of a peace agreement? Quote a few.
- ⇒ What should be ensured after a conflict? What are the preventative measures to be taken?



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Facilitators' Guide

Timetable: training course for trade union organizations

 Day 1	Day 2
0830	Registration of participants
0900	<p>Welcome and official opening</p> <p>Session 1: Presentation of participants and facilitators</p> <p>Session 2: Exploration of participants' expectations (Activity 1)</p>
1030	Summary of preceding day
1045	<p>Session 6: Key principles to be borne in mind. Interactive presentation and card of principles (Activity 5a)</p> <p>Ensuring that gender and age are taken into account (Activity 5b)</p>
1245	Coffee break
1400	Coffee break
1400	<p>Session 2 (cont): Presentation of objectives, working methods, teaching materials and course timetable.</p> <p>Session 3: Conflict prevention and resolution glossary (Activity 2)</p>
1245	Lunch
1400	<p>Session 7: Conventions and rights at work: awareness and respect of them. Interactive presentation (by ILO and HCHR) and Activity 6</p>
1530	Lunch
1545	<p>Session 4: Main social and economic consequences of armed conflicts (interactive presentation).</p> <p>Problems to be confronted by workers during violent or armed conflict (Activity 3).</p>
1530	Coffee break
1545	<p>Session 5: Why become involved in conflict prevention and resolution? (Activity 4)</p> <p>Informal assessment and close</p>
1545	Session 8 (cont): Activity 8
 Day 3	Day 4
0900	Summary of preceding day
1030	Summary of preceding day
1045	<p>Session 9: Mobilizing, advocating and running awareness campaigns (part of early warning). Interactive presentation and Activity 9</p>
1030	Coffee break
1045	<p>Session 12: Content, objectives and forms of dialogue to facilitate conflict resolution. Presentation and Activity 13</p>
1245	Coffee break
1400	<p>Session 9 (cont): Activity 9</p> <p>Session 10: Analysis of humanitarian and non-humanitarian needs, and response. Interactive presentation and Activity 10</p>
1245	Lunch
1400	<p>Session 11: Analysis of conflicts and practical tools. Presentation and Activity 11</p>
1530	Lunch
1545	<p>Session 11(cont): Activity 12</p>
1530	Coffee break
1545	<p>Session 13: taking account of the worries of trade union organizations in negotiations for peace agreements. Interactive presentation and Activity 14</p>
1530	Coffee break
1545	<p>Session 14: Summary of key principles to be borne in mind and development of a road map (Activity 15)</p>
1545	Session 15: Formal evaluation and close

Day 1 of the training course

Timetable

	
0900	<p>Welcome and official opening (30 minutes)</p> <p>Session 1 Presentation of participants and facilitators.</p> <p>Session 2 Activity 1 - Exploration of participants' expectations.</p>
1030	Coffee break
1045	<p>Session 2 (cont) Presentation of objectives, working methods, teaching materials and course timetable.</p> <p>Session 3 Activity 2 - Conflict prevention and resolution glossary.</p>
1245	Lunch
1400	<p>Session 4 Interactive presentation of the main social and economic consequences of armed conflicts.</p> <p>Activity 3 - Problems to be confronted by workers during a violent or armed conflict.</p>
1530	Coffee break
1545 to 1700	<p>Session 5 Activity 4 - Why become involved in conflict prevention and resolution conflicts?</p> <p>Informal evaluation and close.</p>

Instructions for facilitators

Session No 1	Presentation of participants and facilitators.		
🕒 30 minutes	You require: <ul style="list-style-type: none"> ▪ Badges. ▪ Markers. 		
General objective: establishing good working relations.			
Specific objectives	Content	Methods	Activities
<p>1.1. To present yourself and your neighbour.</p> <p>1.2. To break the ice and establish initial contact between participants.</p> <p>1.3. To identify the organizations present and participants' roles.</p>	Names, organizations, roles, leisure activities.	Presentation in pairs then before the whole group.	<p>Presentation and dynamics to break the ice:</p> <ul style="list-style-type: none"> ▪ Participants form pairs with their neighbours. ▪ Each participant is given a badge and a marker. ▪ The facilitator asks participants to ask their neighbours: <ul style="list-style-type: none"> ○ <i>What is their name, forename and surname?</i> ○ <i>In which organization do they work?</i> ○ <i>What is their role within their organization?</i> ○ <i>What are their favourite leisure activities?</i> ▪ If the participants in pairs already know one another, they can add some information on their first meeting and/or a joint activity. ▪ Participants have 5 minutes to ask one another questions and exchange information. ▪ They write their names and their organizations on the badge. ▪ Each participant (and facilitators) present their neighbours.

Advice for facilitators:

- Rule for seating of participants: do not sit next to colleagues in the same organization.
- It is desirable that facilitators and resource people take part in this activity so as to integrate and promote a climate of "equality" in the group.
- The facilitator may change the questions depending on the context and the local culture. For example, instead of a question on favourite leisure activities, he may ask a question about the participant's family.
- As the presentations take place, the facilitator may sprinkle comments with a touch of humour so as to help in creating a good climate for communication in the group.

Session No 2		Expectations, methods and timetable.		
🕒 1 hour (60 minutes)		You require: <ul style="list-style-type: none"> ▪ 10 cards of one colour and 10 cards of another ▪ Instructions for Activity 1 (one copy for each participant) ▪ Brochure ▪ Training Manual 		
General objectives: <ol style="list-style-type: none"> 1. To verify agreement between individual expectations and the learning objectives. 2. To identify the objectives, timetable, working methods and teaching material for the course (Training Manual). 				
Specific objectives	Content	Methods	Activities	
1.1. To match individual expectations with regard to the content of the course.	1.1. Expectations of participants on the content.	1.1. Group activity.	Activity 1. Exploration of expectations for the content (30'). <ul style="list-style-type: none"> ▪ The facilitator organizes small groups (5 groups of 5-7 people each). Different arrangements can be used to arrive at this (see advice below). ▪ The facilitator distributes the sheet for Activity 1 and four cards of two different colours (e.g.: two red cards and two green cards). ▪ The facilitator writes on the board the two questions to be answered by the group: <ul style="list-style-type: none"> ○ <i>What do I expect of these training days?</i> ○ <i>What is my contribution to the training days according to my experience?</i> ▪ He explains to the participants that each answer (1 or 2) corresponds to a colour, i.e. they should answer, for example, question 1 on the red cards and question 2 on the green cards. ▪ The participants consider the questions individually and then as a group (10 minutes). ▪ They write the group answers on the cards and stick them on the board or on the wall, putting the expectation cards in one column and the contribution cards in another. ▪ The facilitator quickly reads the answers in a low voice and the groups them by subjects/objectives (3 or 4), placing the expectations and the contributions linked to the same subject parallel. 	
1.2. To verify agreement between individual expectations and the learning objectives.	1.2. Objectives according to the description of the days (brochure).	1.2. Presentation by facilitator.	Activity 1.: Presentation of objectives (5'). <ul style="list-style-type: none"> ▪ The facilitator asks the participants to glance at the description of the workshop (ref. brochure) and concentrate on the objectives. ▪ On the basis of the subjects identified when sorting the participants' expectations, the facilitator reads and explains the learning objectives. He identifies the expectations which the course might meet and those which it cannot meet. 	
2. To identify the objectives, timetable, working methods and	2.1. Timetable for training days.	2.1. Presentation by facilitator.	Presentation of the timetable, methods and teaching material (10'). <ul style="list-style-type: none"> ▪ The facilitator briefly explains the relationship between the objectives, 	

teaching material for the course.			<p>content and activities planned for the three working days.</p> <ul style="list-style-type: none"> ▪ He explains that the majority of the time will be devoted to topics associated with prevention, which seems more relevant to the national context. ▪ He presents the Manual and relates it to the content of the workshop.
	2.2. Expectations for workshop.	2.2. Whole group activity and presentation of working methods by the facilitator.	<p>Exploration of expectations of procedure and methods (15').</p> <ul style="list-style-type: none"> ▪ The facilitator asks the participants (who continue to work in small groups) to consider and collectively answer three questions: <ul style="list-style-type: none"> ○ <i>What should I do to learn?</i> ○ <i>What should the facilitator do for me to learn?</i> ○ <i>What should my friends do for me to learn?</i> ▪ The facilitator writes each question on a large sheet which he sticks up and on which he notes the verbal answers of each group. ▪ The facilitator explains the relationship between the expectations identified and the dynamic and interactive working methods planned for the days.

Advice for facilitators:

- In order to stimulate interaction and communication between the participants and closeness to the facilitators, it is desirable to arrange the chaises in a U facing the wall where the facilitator will give his presentations and possibly project slides in the form of a PowerPoint presentation or using a board;
- Also, tables and chairs should be arranged in the same room or in several rooms (if available), the tables and chairs in working "islands", pushing two or four tables together if necessary and arranging the chairs in a circle around each table (5 islands for 30 participants) .
- The use of PowerPoint will intentionally be very moderate so as not to create dependence with respect to this learning tool – which is unusable in certain contexts (e.g. lack of electricity) - and to encourage the participants (future trainers) to be more creative. The facilitator will explain this aspect of the training when he presents the working methods.
- The facilitator should also show how each session is a logical step leading to the next session: there is a learning logic/route and this logic should be explicit. This could also be illustrated with a map! The **learning card** will stay up on the wall throughout the entire seminar. When a skill has been acquired, the facilitator attaches a flag.
- These are the things expected to be delivered during the four days of training:
 - card of fundamental principles for trade union organizations
 - set of early warning indicators
 - mandate, structure and operation of an early warning cell and support for conflict prevention
 - list of questions for an evaluation of needs and the impact of a conflict
 - a road map to show the knowledge and capacities learnt as part of daily trade union activity
- To form groups, the facilitator may:
 - Distribute sweets of 5 different colours.
 - Propose that participants allocate themselves a number from 1 to 5 and then all the "1s" form one group, the "2s" another, etc.

Session No 3		Conflict prevention and resolution glossary.	
🕒 1 hour (60 minutes)		You require: <ul style="list-style-type: none"> ▪ 30 cards of one colour and 30 cards of another ▪ Markers ▪ Large sheets (the same size as those on the boards) ▪ Adhesive tape ▪ Instructions for Activity 2 (one copy for each participant) 	
General objective: To lay the conceptual bases for a good understanding of the content of the workshop.			
Specific objectives	Content	Methods	Activities
To establish the bases of a common language for trade union organizations with respect to conflict prevention and resolution, and to put this into context with regard to the national situation.	The glossary can be found at the end of the training manual.	Group activity and sharing	Activity 2: Glossary (60') <ul style="list-style-type: none"> ▪ The facilitator puts 30 cards of one colour and 30 cards of another colour (for example: 30 blue cards and 30 yellow) in a basket (or a box). Each card has a word (term or acronym) or a definition corresponding to a term or acronym (for example: all the terms or acronyms on the blue cards and all the definitions on the yellow cards). ▪ Each participant chooses two cards from the basket, one of each colour. ▪ The facilitator asks one of the participants to read his blue card (words) and the rest of the group to read their yellow cards (definitions) to find the one which corresponds to the term in question. ▪ When the correct definition is found, the two cards are put up on the wall. ▪ This continues until all the participants have been involved.

Advice for facilitators:

- If the participants have difficulties in finding the solution, it is not up to the facilitator to “give” the correct answer, he should ask questions so as to make the participants think and guide them to find the answers.
- In order to prepare for future involvement of the participants as co-facilitators of the seminar with representatives of the government and employers, the facilitator will explain the strategies used to establish rapport and create good working relations.

Session No 4		Main social and economic consequences of armed conflicts	
⌚ 1 hour and a half (90 minutes)		You require : <ul style="list-style-type: none"> ▪ training manuals, each participant should have their own ▪ Instructions for Activity 3 (one copy for each participant) ▪ Ten cards of one colour and ten cards of another, for each of the groups ▪ A large sheet for each of the groups ▪ markers 	
General objective :			
Specific objectives	Content	Methods	Activities
1. To have a general idea of the possible consequences of a conflict and the causal links between them.	1. Overview of all the economic and social consequences of violent and armed conflicts (section 1.2. of the training manual). Presentation of an example: the case of South Kivu in the DRC	1. Interactive presentation	Interactive presentation by the facilitator (15'). <ul style="list-style-type: none"> ▪ The facilitator makes a presentation based on the content of section 1.2. of the training manual. ▪ He explains to the participants that the consequences and their scope depend on the way in which the conflict is conducted (example: the weapons used – bombs or not -, the combat strategy - violence on civilians, etc.). ▪ He shows a diagram on a board with an example of the causal links between the consequences of a conflict. The example is taken from the evaluation conducted in South Kivu (DRC). ▪ He explains that the diagram resembles a tree, the roots of which are the causes and the branches are the consequences.
2. To distinguish between cause and effect and identify the specific impact of the general consequences of conflicts on workers.	2. Causal relations between the consequences and specific impact on workers	2. Group activity and sharing	Activity 3. Identification of the impact on workers (75'). <ul style="list-style-type: none"> ▪ The facilitator organizes small groups (for example 5 groups of 5-7 people each). Different methods could be used to arrive at this (see advice below). ▪ The facilitator distributes to each group the sheet for Activity 4, along with ten cards of one colour (e.g. blue) and ten cards of another colour (e.g. yellow), a large board sheet and markers. ▪ The facilitator writes on the board the question the group will have to answer (see below). ▪ He tells the participants to refer to section 1.2. of the training manual. They should read each of the consequences contained in the list and, for each of them, they should ask: <ul style="list-style-type: none"> ○ <i>What types of effects could this consequence have for workers and their families?</i> ▪ Of the general consequences, they should only select those they consider the most significant with respect to workers (max. 5) and write them on the blue cards (for example). ▪ Then, for each of the individual consequences, they should ask: <ul style="list-style-type: none"> ○ <i>What types of effects could this consequence have for workers and</i>

			<p><i>their families?</i></p> <ul style="list-style-type: none">▪ The participants consider the question individually and then as a group (15 minutes).▪ Then they write the effects on workers on the yellow cards (20 minutes).▪ They stick the answers on the board sheet, showing the causal links with a line drawn with the marker (10 minutes).▪ Two groups of volunteers will show the result of the work and the facilitator will moderate debate and provide minutes (15 minutes).
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Session No 5		Why become involved in the prevention and resolution of armed conflicts?		
🕒 1 hour and a half (90 minutes)		You require : <ul style="list-style-type: none"> ▪ report on the 1997 ACTRAV seminar, <i>Trade unions in countries in conflict: their experience and role in peace negotiations, social calming, reconstruction and development.</i> ▪ Instructions for Activity 4 (one copy for each participant) ▪ Instructions for the host ▪ Cards of several colours ▪ Tablecloths made from coloured paper ▪ Water-based markers ▪ A vase of flowers for each table ▪ A wall to display the groups' results 		
General objective: To put in context the added value and the challenges for trade union organizations in conflict prevention and resolution, thus laying the bases for a better understanding of the topics to be addressed throughout the workshop.				
Specific objectives	Content	Methods	Activities	
1. To stimulate the group's thoughts so as to recognize the importance and challenges for trade union organizations to play a role in the prevention and resolution of violent and armed conflicts. This forms the bases for the days.	1. The challenges for trade union organizations in the prevention and resolution of violent and armed conflicts.	1. Group activity (World Cafe) and sharing	Activity 4. (90'). <ul style="list-style-type: none"> ▪ The facilitator organizes small groups (5 groups of 5-7 people each) and has them sit around tables in Cafe style. Different methods could be used to arrive at this (see advice below). ▪ The facilitator distributes to each group: <ul style="list-style-type: none"> ○ <i>the sheet for Activity 4</i> ○ <i>the report for the 1997 ACTRAV seminar (see heading above)</i> ○ <i>cards of several colours</i> ○ <i>markers</i> ▪ The facilitator writes on the board the four questions which the participants will be invited to consider and exchange points of view: <ul style="list-style-type: none"> ○ <i>What are the consequences of conflicts for the operation of trade union organizations ?</i> ○ <i>Why should trade union organizations become involved in conflict prevention and resolution?</i> ○ <i>What is the role trade unions should play?</i> ○ <i>Do you have any examples taken from your own life to share?</i> ▪ The participants have fifteen minutes to read from page 4 to page 7 of the ACTRAV report, <i>Trade unions in countries in conflict (1997)</i> ▪ They will then engage in four rounds of conversation according to the instruction sheet; they change table each time and the host will stay put. ▪ At the end of each round, the facilitator will invite one or two groups to present their ideas. The final results will be displayed on the wall at the end of the day. 	
Advice for facilitators: <ul style="list-style-type: none"> ▪ For the fourth round of conversation, ensure that, at each table, there is at least one person with experience to share. 				

Instructions for participants

Instructions for activity No 1 Exploration of participants' expectations, methods and timetable	
 Objectives	<ul style="list-style-type: none"> ▪ To verify agreement between individual expectations and the learning objectives. ▪ To match individual expectations with regard to the content of the course.
 Working methods	<div style="background-color: #8B4513; color: white; padding: 2px;">1. Exploration of participants' expectations for the content (30')</div> <p>In small groups</p> <ul style="list-style-type: none"> ▪ Each group must answer the following two questions (which are written on the board or panel): <ol style="list-style-type: none"> 1. <i>What do I expect of these training days?</i> 2. <i>What is my contribution to the training days according to my experience?</i> ▪ Consider the questions individually (3 minutes) and then as a group (7 minutes). ▪ Each group should write its answers on the cards. ▪ Each answer (1 or 2) corresponds to a colour, i.e. they should answer, for example, question 1 on the red cards and question 2 on the green cards. ▪ Stick the cards on the board or on the wall, putting the expectation cards in one column and the contribution cards in another. <p>Plenary</p> <p>The facilitator quickly reads the answers in a low voice and the groups them by subjects/objectives (3 or 4), placing the expectations and the contributions linked to the same subject parallel.</p> <div style="background-color: #8B4513; color: white; padding: 2px;">2. Exploration of expectations of procedure and methods (15')</div> <ul style="list-style-type: none"> ▪ Continue to work in small groups to consider and collectively answer these three questions: <ol style="list-style-type: none"> 1. <i>What should I do to learn?</i> 2. <i>What should the facilitator do for me to learn?</i> 3. <i>What should my friends do for me to learn?</i>
 Time	45'

Instructions for activity No 2
Conflict prevention and resolution glossary



To establish the bases of a common language for trade union organizations with respect to conflict prevention and resolution, and to put this into context with regard to the national situation.



Plenary

- As the facilitator passes by with the basket containing blue cards (terms or acronyms) and yellow cards (definitions corresponding to a term or acronym), each participant should choose two cards from the basket, one of each colour.
- Each in turn, the facilitator will ask you to read your blue card (words) and the rest of the group to read their yellow cards (definitions) to find the one which corresponds to the term in question.
- For each correct definition found, the facilitator will stick the two cards on the wall.

This continues until all the participants have been involved.



60'

Instructions for activity No 3
Problems confronting workers during an armed conflict



Objectives

To assess and learn to recognize the negative effects of conflicts on workers.



Working methods

In small groups

- Referring to section 1.2. of the training manual, each group should read the consequences contained in the list on the page indicated by the facilitator (10').
- Of the general consequences, they should only select those they consider the most significant with respect to workers (max. 5) and write them on the blue cards (for example) (10').
- Then, for each of the individual consequences, they should ask:
What types of effects could this consequence have for workers and their families?
- The participants consider the question individually and then as a group (15 minutes).
- Then they write the effects on workers on the yellow cards (15 minutes).
- They stick the answers on the board sheet, showing the causal links with a line drawn with the marker (10 minutes).

Plenary

Two groups of volunteers will show the result of the work (15 minutes: 5 minutes each plus 5 minutes for questions and answers).

 **Time**

75'

Instructions for activity No 4

Why become involved in the prevention and resolution of armed conflicts (World Cafe)



To put in context the added value and the challenges for trade union organizations in conflict prevention and resolution, thus laying the bases for a better understanding of the topics to be addressed throughout the workshop.



- Decide which of you is going to be the “host” throughout the four cycles of conversation. The host will stay at the same table, while the others will change table for each cycle of conversation. The “itinerants” will bring key ideas, topics and questions to their new subjects for discussion.
- Individually, read from page 4 to page 7 of the ACTRAV report entitled *Trade unions in countries in conflict (1997)* (**max.10'**)
- Once reading is finished, start a discussion lasting a maximum of **15'** with the colleagues sitting at your table so as to try to answer the question written on the board or panel:
1. What are the consequences of conflicts for the operation of trade union organizations?
- During the discussion, do not forget to note, scribble and draw the key ideas on the tablecloth. Finally, note the main idea on a coloured card.
- At the end of the discussion, the host stays put while the others change table. Thus, the host welcomes the new arrivals and shares with them the essential ideas, topics and questions from the first discussion.
- The guests should try to link the ideas originating from preceding discussions together – listening attentively and making use of everyone’s contributions.
- This exercise is to be carried out four times, each time engaging in a different discussion with different people.
- The second, third and fourth cycles of discussions will be devoted respectively to the following questions, written on the board or panel:
2. Why should trade union organizations become involved in conflict prevention and re?
3. What is the role trade unions should play?
4. Do you have any examples taken from your own life to share?
- At the end of each cycle of discussion, the facilitator will ask one of the groups to make a presentation on the main message emerging from the discussion.

 **Time**

90'

Day 2 of the training course

Timetable

	
0900	<p>Summary of preceding day</p> <p>Session 6: Key principles to be born in mind. Interactive presentation</p> <p>Activity 5a – Draw up a card of principles for trade union organizations</p> <p>Session 6 (cont): Ensure that gender and age are taken into account. Interactive presentation</p> <p>Activity 5b – Draw up specific principles on gender</p>
1030	Coffee break
1045	<p>Session 7: Conventions and rights at work: awareness and respect of them. Interactive presentation (by ILO and HCHR)</p> <p>Activity 6 – Review/familiarize with national legal texts</p>
1245	Lunch
1400	<p>Session 8: Detect indicators of distress and become involved in early warning.</p> <p>Activity 7 – Detect signs of distress in a practical case</p>
1530	Coffee break
1545 to 1700	<p>Session 8 (cont)</p> <p>Activity 8 – Round Robin on early warning and application of it by trade union organizations</p> <p>Informal evaluation and close</p>

Instructions for facilitators

Session No 6		Key principles to be borne in mind	
🕒 1 hour and a half (90 minutes)		You require: <ul style="list-style-type: none"> ▪ Script for two stories ▪ Instructions for Activity 5 (one copy for each participant) ▪ A large board sheet ▪ Markers ▪ Cards in two colours 	
General objective: To develop common bases and principles to guide the action of trade union organizations			
Specific objectives	Content	Methods	Activities
1. To stimulate thought and reach agreement on 10 key principles for trade union organizations in the country in the prevention and resolution of armed and violent conflicts	1. General principles guiding the action of trade union organizations	1. Tell a story and group activity	Activity 5a. Draw up a card of principles for trade union organizations (60') <ul style="list-style-type: none"> ▪ Before starting to tell the story, the facilitator explains to the participants the aim and structure of the activity and reads the instructions contained in the sheet. The participants should pay attention to the content of the stories presented so as to have the elements to formulate principles of good behaviour which trade union organizations should implement to make an active contribution; They may take notes. ▪ the facilitator tells a story about post-election violence in Kenya or the case of Ireland (10 minutes). ▪ The facilitator organizes small groups (5 groups of 5-7 people each). ▪ He distributes to each group: <ul style="list-style-type: none"> ○ the instruction sheet for Activity 6 ○ three cards of one colour and two cards of a different colour ○ markers ▪ The facilitator writes on the board the definition of "key principle/guide": "a rule or a standard or a condition to be met with respect to a certain action or the general behaviour of an individual or a group". The facilitator asks the participants: what does that mean in practice? In other words: <p style="margin-left: 20px;"><i>What principles of good behaviour should be implemented by trade union organizations so as to make a contribution to the prevention and resolution of armed and violent conflicts?</i></p> ▪ The participants have 30 minutes to think, share the ideas collected during the telling of the story, reach agreement and select just three of these ideas. They write them on the five coloured cards. ▪ The facilitator collects the cards and arranges them on a board, organizing them according to topic and similarities. ▪ In plenary session, the facilitator will moderate the interventions to select just 10 of the 20 proposals.

<p>2. Draw up principles to include the dimension of gender in daily actions</p>	<p>2. The dimension of gender in trade union activities and conflict prevention and resolution</p>	<p>2. Tell a story and group activity</p>	<p>Activity 5b. Draw up specific principles on the dimension of gender (30')</p> <ul style="list-style-type: none"> ▪ The facilitator introduces the dimension of gender. In so doing, he asks the participants what that means for them and why it is being mentioned. ▪ A participant tells a story on subjects affecting men and women differently in the life of a trade union organization and in their role in peacebuilding (10 minutes) ▪ In groups, the participants consider how the dimension of gender can best be included in the daily actions of a trade union organization. ▪ Each group selects three ideas and writes them on a coloured card (one idea per card) ▪ The facilitator collects the cards and sticks them a board or panel. ▪ The participants vote for 5 principles among those listed.
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Advice for facilitators:

- The message to be conveyed: it is essential to follow the principles and behave fairly in order to avoid problems. The principles are also used to monitor behaviour.
- The activity is quite complex in the sense that it requires concentration and it requires extrapolation of the content (the principles) which are not explained in the story.
- During the conduct of the activity, the facilitator encourages the participants to refer to their own experience and life.
- As regards the dimension of gender, the facilitator will stress the fact that "gender" does not mean woman. There are questions concerning men as such. For example, young unemployed men are a risk and instability factor in so far as they may react to the frustration through violence.
- Arranging all the cards on the same board, the groups will lose the feeling of attachment to the fruit of their considerations and will be less bothered when some ideas are abandoned.
- The facilitator writes the fundamental principles on a final large format sheet, which will stay in the training room throughout the workshop.

Session No 7		Conventions and rights at work: awareness and respect of them	
⌚ 2 hours (120 minutes)		You require : <ul style="list-style-type: none"> ▪ Texts of the ILO guidelines concerning the eight fundamental conventions ▪ Texts of national laws ▪ Instructions for Activity 6 (one copy for each participant) ▪ A large board sheet ▪ Markers ▪ Coloured cards in two colours 	
General objective: To acknowledge the importance of the law and its application to provide for the proper operation of trade union organizations and an active role in conflict prevention and resolution			
Specific objectives	Content	Methods	Activities
1. To acknowledge the links between the respect for fundamental conventions and conflict prevention and resolution.	1. Sections 2.1., 2.2. and 2.3. of the training manual	1. Interactive presentation	Interactive presentation on the fundamental conventions (30') <ul style="list-style-type: none"> ▪ The facilitator prepares aboard on a large format sheet: the first column contains a list of the fundamental conventions, the second leaves room for showing the conventions which have been ratified; the third leaves room for comments with respect to violations. ▪ The facilitator (or an ILO specialist in guidelines) presents the subject on the basis of Sections 2.1., 2.2. and 2.3. of the training manual, supplementing the content with his experience and his personal knowledge. ▪ He stresses the reasons why it is important to guarantee the freedoms of association and the independence of trade unions as part of conflict prevention and resolution. In order to clarify these links, the facilitator may refer to the examples of Somalia and other countries where trade union activities are paralysed. <i>Message : If trade union organizations are weak before a conflict: (1) they cannot ensure that political conflicts are avoided = they have a very limited role in prevention; (2) they will be even weaker during a conflict - also owing to a fall in membership and enrolment and owing to restrictions on freedoms - and they will not be able to participate in and promote a rapid resolution → workers will suffer</i> ▪ He also describes international bodies, established within the ILO and mandated to monitor the correct application of the guidelines by member countries and violations. ▪ In plenary session, the facilitator moderates an exchange of information and a discussion based on the following questions: <ul style="list-style-type: none"> ○ <i>Of the fundamental conventions, which have been ratified by [NAME OF COUNTRY]?</i> ○ <i>Which bodies are mandated to ensure that the conventions are respected and disagreement settled?</i> ○ <i>What is the procedure used by trade unions to detect and notify</i>

			<ul style="list-style-type: none"> o <i>violations to the competent bodies?</i> o <i>As regards the legal texts referring to the eight conventions, how do trade union headquarters inform their local cells of the essential content and implications for trade union activities?</i> ▪ The facilitator produces a graphic representation of the complaint procedure and the settlement of disputes, and of the monitoring bodies
2. To familiarize with the texts of national laws and learn how to detect their weaknesses	2. Texts of laws	2. Group activity and sharing	<p>Activity 6. Review/familiarize with the national legal texts (90')</p> <ul style="list-style-type: none"> ▪ The facilitator organizes eight small groups. ▪ He distributes to each group: <ul style="list-style-type: none"> o <i>The text of one of the eight fundamental conventions with a summary of the ILO guidelines</i> o <i>Instruction sheet for Activity 6</i> o <i>Three cards of one colour (e.g. green) and three of another (e.g. red)</i> o <i>Markers</i> ▪ The facilitator writes on the board the questions which the participants have to answer: <ul style="list-style-type: none"> o <i>What weaknesses (omissions, contradictions) are there in the national legal texts with respect to the ILO guidelines on the fundamental conventions? (red cards)</i> o <i>What amendments are needed to overcome the omissions and eliminate the contradictions identified? (green cards)</i> ▪ The participants have <u>40 minutes</u> to consider individually and in groups and complete a maximum of three cards for each of the questions ▪ They stick the cards on a board sheet, with the omissions and contradictions in one column and the desired amendments in the other. ▪ The facilitator will ask four groups to make a 10-minute presentation each. All the results will be displayed in the walls of the room. ▪ The facilitator gives reports on the basis of the ILO guidelines and shows the web page where participants can obtain a better knowledge of national laws and recognize their weaknesses.

Advice for facilitators:

- The facilitator for this session should ideally have legal training.
- The facilitator must ensure that the **links are very clear** between conflict prevention and resolution and the observance of freedoms of association and the conventions.
- It is highly likely that the question relating to the violation of conventions will result in a long discussion, with many interventions by the participants. The facilitator must ensure that the time assigned to the session is not exceeded.
- The facilitator must ensure that there is rotation of the groups presenting the plenary session with the results of their work.
- In order to prepare the groups for a study of the legal texts, the facilitator could prepare a space for voluntary registration of the participants (a board for each convention with a limited number of lines where the participants can write their names).

Session No 8		Detect indicators of distress and become involved in early warning	
🕒 2 hours and a half (150 minutes)		You require: <ul style="list-style-type: none"> ▪ Document on early warning in Sierra Leone contained in Volume III of the ILO-HEI study ▪ Instruction sheet for Activity 7 (one copy for each participant) ▪ Instruction sheet for Activity 8 (one copy for each participant) ▪ A large sheet ▪ Markers ▪ Coloured cards in two colours (e.g. red and yellow) 	
General objective: To acknowledge the importance of early warning systems in conflict prevention and resolution and understand how trade union organizations can make a contribution			
Specific objectives	Content	Methods	Activities
1. To acknowledge the usefulness and know how to identify the elements of an early warning system.	1. Sections 2.4 of the training manual	1. Interactive presentation	Interactive presentation on early warning (30') <ul style="list-style-type: none"> ▪ Before starting the session, the facilitator prepares a list of categories of possible indicators on the basis of section 2.4 and displays them on the board. ▪ The facilitator introduces the subject by reminding the participants of the meaning of early warning (see Glossary), its usefulness and its limits. ▪ he explains each of the categories shown in the list and gives examples. ▪ He explains the elements of an early warning system: information, analysis, action. ▪ He explains the essential stages to implement an early warning system: choice of indicators, identification of sources of information, definition of measurement methods, determination of roles and responsibilities, determination of addressees, tools and media for the dissemination of information. ▪ He shows sites which supply useful information for early warning: International Crisis Group, ECOWAS, WANEP, IRIN, CIA World Factbook, etc.
2. To put into practice the concepts learned on early warning by identifying the signs of distress in the case of Sierra Leone	2. Signs of distress a practical case	2. Group activity and sharing	Activity 7. Detect signs of distress in a practical case (60') <ul style="list-style-type: none"> ▪ The facilitator organizes five groups and gives instructions for the activity to follow, along with an introduction to the case study on the Sierra Leone. ▪ He distributes to each group: <ul style="list-style-type: none"> ○ <i>Text of the case study on Sierra Leone</i> ○ <i>Instruction sheet for Activity 7</i> ○ <i>A large format sheet</i> ○ <i>Markers</i> ▪ The participants have <u>fifteen minutes</u> to read the case study individually and underline the elements they believe to be indicators of distress. ▪ In groups, the participants share the results of their individual thoughts and reach agreement on how to formulate indicators, so that they can be used

			<p>in any context (25').</p> <ul style="list-style-type: none"> ▪ They write them on the coloured cards (e.g. yellow) (one indicator on each card), grouping them by category. The name of the category will be written on a card of a different colour (e.g. red). ▪ The facilitator will ask a group to read to him the categories chosen and write them on a large format sheet. He will ask the other groups whether they have found the same categories and whether they agree with those proposed by the first group. Amendments will be proposed and introduced if the participants deem it necessary. The final results will be displayed on the large board on the wall. ▪ Next, the facilitator will ask the first group to read the indicators found for each of the categories and he will display the cards on the board beneath the heading of the corresponding category. ▪ Finally, he will ask the other groups if they agree and why; they will have the opportunity to combine and propose amendments.
3. To consolidate understanding of early warning with respect to practicalities with the assistance of an expert and to have the opportunity to put the case of [NAME OF COUNTRY] and trade union organizations into context.	3. Structure, operation, limits and challenges of a real early warning system	3. Round Robin	<p>Activity 8. Round Robin on early warning and application of it by trade union organizations (60')</p> <ul style="list-style-type: none"> ▪ Split the participants into groups of the same size according to the number of experts leading the discussion sessions. Each discussion is a "workshop". ▪ Briefly present to the participants in each group the subjects covered by the different experts (<i>e.g. case studies relating to different countries or the constituent elements of an early warning system and the importance of "early action" to give direction and usefulness to early warning</i>). ▪ Explain to participants what you expect of them during the collective consideration; tell them to note all their ideas on board sheets. ▪ Start the first session and then, two minutes before the end of the session (according to the time you have determined), warn them that the session is nearly over and ask them to finish the sentences they have started to write on the board. ▪ Ask the participants to change places and make sure they do so. Use a microphone if your voice is weak or there are too many groups: do not forget anyone! ▪ In each workshop, the first thing the participants have to do is to work on what was done by the preceding groups. This is essential: since there is nobody to present to them the work done by the preceding groups, it is up to them to "rearrange" and interpret what they find written on the board – an important stage in giving direction to this work! Next, they are going to add, supplement, correct, explain, give examples. The idea is that they add what is, in their view, missing and not repeat what has already been written. ▪ Let the participants work on different aspects in the different workshops,

			<p>until they return to the workshop where they were at the beginning.</p> <ul style="list-style-type: none"> ▪ During the last session, ideally, you should let them work again on the first aspect, so that they can review the comments and ideas, write summaries and target priorities. ▪ Next, in plenary session, have the participants note the knowledge acquired and the ideas of each person in the room. Allow three minutes for each group / workshop. You can also draw a circle on the board and stick up all the notes and then place it between the chairs – or move between the groups (according to the size of the groups and the layout of the room.). ▪ At the end, the participants will have a list of points summarizing the fundamental characteristics for the correct operation of an early warning system.
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Advice for facilitators: Preparation of the Round Robin

- Determine how many aspects (or case studies) you wish to discuss and differentiate them; clearly, you should consider that each session must be led by one or more expert(s), as mentioned above. Divide the number of participants by this figure in order to determine the average number of participants per group. Ideally, a group will include 5 to 8 participants and the debate will cover 4 to 7 aspects.
- Write each aspect on a board and write a heading on a brightly coloured card which you stick on the board (they must not be covered by the sheets, even if they are turned over); set out enough chairs for each group in front of each board.
- Make a plan. Allow about 15' (max.) for the first session, 8 ' for the last session and gradually reduce the time allowed for each intermediate session; and allow two minutes after each session to allow for rotation (e.g. 15 – (2) – 12 (2) – 12 (2) – 10 (2) – 8).
- If you wish (this is strongly recommended), you can end the Round Robin as follows: each group goes back to its starting position. The participants work again for 15' and review the comments and ideas produced by the other groups and prepare a short presentation of 3'.

Instructions for participants

Instructions for activity No 5a Draw up a card of principles of good behaviour in order to make a better contribution as a trade union organization to the prevention and resolution of armed conflicts	
 <p>Objectives</p>	<p>To stimulate thought and reach agreement on 10 key principles for trade union organizations in the country in the prevention and resolution of armed and violent conflicts</p>
 <p>Working methods</p>	<p>Individually</p> <ul style="list-style-type: none"> ▪ Listen to the story told by the facilitator. If you wish, you can take notes (individually). Listen while bearing in mind the definition of the "principle of good behaviour": <p style="margin-left: 20px;"><i>a rule or a standard or a condition to be met with respect to a certain action or the general behaviour of an individual or a group</i></p> <p>In groups</p> <ul style="list-style-type: none"> ▪ In groups, discuss the story and share ideas while examining the following question: <p style="margin-left: 20px;"><i>What <u>principles of good behaviour</u> should be implemented by trade union organizations so as to make a contribution to the prevention and resolution of armed and violent conflicts?</i></p> ▪ After an initial collective consideration, during which each of you will be able to express your ideas, select just 3 principles and note them on a coloured card. <p>Plenary</p> <ul style="list-style-type: none"> ▪ When the facilitator calls your group, one of you (the spokesperson) will read the 3 principles you have chosen and the facilitator will stick the cards on a board. ▪ Plenary, discuss the results.
 <p>Time</p>	<p>30'</p>

Instructions for activity No 5b
Principles on how to include the dimension of gender in daily activities

 <p>Objectives</p>	<p>To draw up principles to include the dimension of gender in daily actions</p>
 <p>Working methods</p>	<p>Plenary</p> <ul style="list-style-type: none"> ▪ Listen to the definition of “dimension of gender” explained by the facilitator and keep it in mind. ▪ During a discussion led by the facilitator, express your thoughts on the subject of what “dimension of gender” means to you. ▪ Listen to the story told by one of the participants. <p>In groups</p> <ul style="list-style-type: none"> ▪ Consider how the dimension of gender could be better included in the daily actions of a trade union organization (max. 10’). ▪ Select three ideas each and write them on a coloured card (one idea per card) (max. 10’) <p>Plenary</p> <ul style="list-style-type: none"> ▪ The facilitator collects the cards and sticks them on a board or panel. ▪ Each in turn, vote for the principle which seems to you to be the most relevant of those listed (max. 10’).
<p> Time</p>	<p>30’</p>

Instructions for activity No 6
Comparison of national legal texts with the ILO's 8 fundamental conventions

 Objectives	<p>To become familiar with national legal texts and learn to detect their weaknesses with respect to the ILO's fundamental conventions.</p>
 Working methods	<p>Individually</p> <ul style="list-style-type: none"> Go through the texts and the ILO's fundamental conventions which the facilitator has distributed to your group (15'). <p>In groups</p> <ul style="list-style-type: none"> Discuss this question and reach agreement on a response to the following questions (30') while taking notes: <ol style="list-style-type: none"> <i>What weaknesses (omissions, contradictions) are there in the national legal texts with respect to the ILO guidelines on the fundamental conventions? (red cards)</i> <i>What amendments are needed to overcome the omissions and eliminate the contradictions identified? (green cards)</i> On the red cards, write a maximum of three responses to the first question and, on the green cards, write your responses to the second question (15'). Use one card per response. Stick the cards on a board sheet, with omissions and contradictions in one column and the desired amendments in the other. At the request of the facilitator, make a 10-minute presentation (3 groups will be asked). All the results will be displayed on the walls of the room.
 Time	<p>90'</p>

Instructions for activity No 7
Detect signs of distress in a practical case



Objectives

To put into practice the concepts learned on early warning by identifying the signs of distress in a case study



Working methods

- Form five groups and listen to the facilitator’s instructions. He will read you a case study on Sierra Leone.
- Individually**
- Read this case study and note the elements which seem to you to be indicators of distress.
- In groups**
- Exchange your ideas and reach agreement on what indicators of distress are, whether in Sierra Leone or elsewhere (25’).
 - On coloured cards, note the indicators you have identified by common accord (one indicator on each card).
 - Group the indicators by common categories and write the name of these categories on cards of different colours.
- Plenary**
- A group will be appointed by the facilitator to read the categories chosen and write them on a large sheet. The other groups will then be able to intervene if they do not agree. If you wish, you will be able to propose amendments, which will then be stuck on the wall.
 - Next, the first group should read the indicators corresponding to each category. The facilitator will then stick the cards on the board for each category.
- In groups**
- Back in groups, you will discuss and reach agreement on what indicators of distress are and you will be able to make amendments.

 **Time**

60’

Instructions for activity No 8
Round Robin on early warning and application of it in trade union organizations

 <p>Objectives</p>	<p>To consolidate understanding of early warning with respect to practicalities with the assistance of an expert and to have the opportunity to put the case of [NAME OF COUNTRY] and trade union organizations into context.</p>
 <p>Working methods</p>	<ol style="list-style-type: none"> 1. The Round Robin consists of several sessions of discussions with several experts in the subject. In this particular case, the main subject is the operation of early warning systems and a number of experts will present relevant case studies to you. 2. The facilitator will put you into groups and assign to your group a sequence of workshops in which you should take part. Go to the first session, where the first expert will give you a presentation. 3. You may, as participants, ask the expert questions during the presentation. 4. Note all the ideas collected during the discussion on board sheets. 5. When the facilitator asks you, change places and go to the next workshop according to the plan assigned to you. An expert will give you another presentation and involve you in a new discussion. Remember to follow the indications given by the facilitator and not to take part in the same workshop twice! 6. When changing workshops, you will find in the next one the work done by preceding groups, i.e. the ideas noted on the board. You should "rearrange" and interpret what you find written on the board – an important stage in giving direction to this work! 7. Next, add, supplement, correct, explain, give examples. The idea is that you add what is, in your view, missing and not repeat what has already been written. 8. Once you have been to all the workshops, return to the workshop where you were at the beginning. During the last session, ideally, you should work again on the first aspect, so as to review the comments and ideas, to write summaries and target priorities. 9. Next, in plenary session, the facilitator will note the knowledge acquired and the ideas of each group. <p>At the end of the session, you will have a list of points summarizing the fundamental characteristics for the correct operation of an early warning system.</p>
<p> Time</p>	<p>60'</p>

Day 3 of the training course

Timetable

	
0900	Summary of preceding day Session 9: Mobilizing, advocating and conducting awareness campaigns (part of early warning) Activity 9 - Mandate, structure, and operation of an early warning cell
1030	Coffee break
1045	Session 9 (cont) Session 10: Analyzing humanitarian and non-humanitarian needs and response. Interactive presentation Activity 10 - Preparation of a list of questions to evaluate the effects on members and their needs following a crisis
1245	Lunch
1400	Session 11: Analyzing conflicts and practical tools. Interactive presentation
1530	Coffee break
1545 to 1700	Session 11(cont) Activity 11 – Analysis of the conflict in Sierra Leone Activity 12 – Analysis of the recent (or past) crisis in [NAME OF COUNTRY] Informal evaluation and close

Instructions for facilitators

Session No 9		Mobilizing, advocating and conducting awareness campaigns	
🕒 1 hour and a half (90 minutes)		You require: <ul style="list-style-type: none"> ▪ Instructions for Activity 9 (one copy for each participant) ▪ A large sheet ▪ Markers ▪ Coloured cards in two colours (e.g. red and yellow) 	
General objective: To learn how to put into practice the concepts learned the day before with respect to early warning			
Specific objectives	Content	Methods	Activities
1. To clarify/consolidate the concepts and practices of mobilization and advocacy	1. Section 2.5. of the training manual	1. Interactive presentation	Interactive presentation on mobilization, advocacy and awareness campaigns (30') <ul style="list-style-type: none"> ▪ Option (a) <ul style="list-style-type: none"> ○ Before starting the session, the facilitator writes the words "mobilization", "advocacy" and "awareness campaigns" each on a large format sheet stuck on the wall. ○ The facilitator introduces the subject by asking participants to define: the general meaning, the purpose and types of actions relating to "mobilization", "advocacy" and the "awareness campaigns". He continues by focusing on the three aspects one-by-one. ○ He writes down the suggestions given by participants. Finally, he gives reports. ▪ Option (b) <ul style="list-style-type: none"> ○ Moderate the development of a concept card. In this case, it must be stated for which of the three words ▪ Message 1 : "mobilization", "advocacy" and "awareness campaigns" constitute the action following the collection and analysis of information in an effort at early warning. This is the "action" component of an early warning system. ▪ To conclude, he explains that mobilization, advocacy and awareness campaigns are based on communication with its fundamental principles, approaches and tools. The link between "communication" «mobilization», "advocacy" and "awareness campaigns" should be clear. ▪ He shows the participants what a communication plan is and how it is structured by proposing an example to be completed together in a

			<p>plenary session (he can write the structure of a communication plan on a large format sheet):</p> <ul style="list-style-type: none"> o <i>Why = purpose of communication</i> o <i>To whom = interlocutors/parties involved</i> o <i>What = subject of the message (based on the early warning indicators)</i> o <i>How: activities to be implemented</i> o <i>When: the right time</i> <ul style="list-style-type: none"> ▪ Message 2: A communication plan helps to keep the parties involved appropriately informed and to ensure that they behave/do what is expected of them. He describes how to plan how to get the right message to the right people at the right time.
<p>2. To define the mandate, structure, and operation of an early warning cell in [NAME OF COUNTRY]</p>	<p>2. Legal texts</p>	<p>2. Group activity and sharing</p>	<p>Activity 9. Mandate, structure, and operation of an early warning cell (90')</p> <ul style="list-style-type: none"> ▪ The facilitator organizes five groups and reads the instructions for the activity to follow. ▪ He distributes to each group: <ul style="list-style-type: none"> o <i>Instruction sheet for Activity 9</i> o <i>Large format sheet</i> o <i>Markers</i> o <i>List of points summarizing the fundamental characteristics for the correct operation of an early warning system (result of Activity 9)</i> ▪ The facilitator writes on the board the questions to be answered by the participants, imagining having to set up an early warning system involving more than one trade union and/or with employers and civil society (i.e. a Forces Vives system, hosted on their website: <ul style="list-style-type: none"> ▪ Justification: <i>Why set up an early warning system in [NAME OF COUNTRY]?</i> ▪ Mandate: <i>What is the main function to be performed by the early warning system?</i> ▪ Contributors: <i>Which decentralized organizations and structures should be involved in such a project so as better to achieve the objective/mandate?</i> ▪ Structure: <i>What is the organizational structure allowing all those involved, even decentralized, to contribute effectively?</i> ▪ Operation: <i>How could the components of the system and the information flow (from the source to analysis to action) be represented graphically (i.e. with diagrams)?</i> ▪ The participants have <u>ten minutes</u> to think individually and review Section

			<p>2.5. of the training manual and take notes with respect to the questions.</p> <ul style="list-style-type: none"> ▪ In groups, the participants share their points of view resulting from their individual thoughts and reach agreement on the responses to give to the four questions. ▪ They write them on the sheet (or several sheets). The graphic representation of operation can be made on a separate sheet. ▪ Finally, the facilitator will ask three groups to put the results of their work together and provide reports and conclusions.
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Advice for facilitators:

- This is a subject with which trade unionists are very familiar. This is why it is desirable that the facilitator ensures that the presentation of the subject in the first part of the session is effectively “interactive”. He should see that the participants intervene to develop together a definition appropriate to the context and to the way in which trade union organizations work.
- Examine the possibility of moderating the production of a concept card on the words “mobilization”, “advocacy” and “awareness campaigns”.
- The development of a concept card is far more complex than option a. The facilitator should choose the method with which he is most comfortable.

Session No 10		Analysis of the needs and consequences of a conflict, and humanitarian and non-humanitarian interventions	
🕒 1 hour (60 minutes)		You require : <ul style="list-style-type: none"> ▪ Instructions for Activity 10 (one copy for each participant) ▪ A large sheet ▪ Markers 	
General objective: To establish the role and the possibilities for action of a trade union organization in evaluating needs in a humanitarian and post-humanitarian context			
Specific objectives	Content	Methods	Activities
1. To become familiar with analysis of needs through a practical case	1. Evaluation of the effects on members and their needs	1. Tell a story	Telling an ITUC story on recent experience in Haiti (40') <ul style="list-style-type: none"> ▪ The facilitator introduces the session by stating that this is a post-disaster context, but that the main thrusts are the same as in a post-conflict scenario. ▪ The ITUC delegate tells the story of the ITUC intervention in Haiti, the purpose being to assess the effects of the January 2010 earthquake on trade union members and on the trade union as an institution. ▪ Meanwhile, the facilitator takes note of the most important messages, to be used when summing up. ▪ The content of the story should cover: <ul style="list-style-type: none"> ○ <i>Reasons justifying the deployment of an ITUC mission from Brussels</i> ○ <i>Composition of the mission</i> ○ <i>Conduct of the mission (its activities)</i> ○ <i>Difficulties encountered</i> ○ <i>Subject of the assessment (what did the ITUC assess?)</i> ○ <i>Results of the assessment</i> ○ <i>Follow-up to the assessment (what does the ITUC intend to do to meet the needs)</i> ○ <i>Sharing information (why, with whom, how)</i> ▪ Next, the facilitator orchestrates a question-and-answer session. ▪ To conclude, the facilitator summarizes the most important messages and writes on a large sheet: <ul style="list-style-type: none"> ▪ The key information to be collected/known with respect to the effects of a conflict/natural catastrophe on trade union organizations ▪ The key information to be collected/known with respect to the impact of a conflict/natural catastrophe on members and their immediate needs over the long term.

<p>2. To determine the content of an assessment of needs and effects</p>	<p>2. Assessment of the effects on members and their needs</p>	<p>2. Group activity and sharing</p>	<p>Activity 10. Preparation of a list of questions to assess the effects on members and their needs after a crisis (40')</p> <ul style="list-style-type: none"> ▪ The facilitator organizes five groups and instructs the participants. ▪ He distributes to each group: <ul style="list-style-type: none"> ○ <i>Instruction sheet for Activity 10</i> ○ <i>A large format sheet</i> ○ <i>Markers</i> ▪ Each group writes a maximum of ten questions to obtain the information listed in the preceding session (see board). ▪ The facilitator asks each group in turn to read the questions and give reports.
<p>3. To assess the role of trade union organizations in the humanitarian phase and in reconstruction</p>	<p>3. Humanitarian and reconstruction response: Section 3.2. of the training manual and cases</p>	<p>3. Interactive presentation</p>	<p>Interactive presentation: examples of humanitarian and resolution interventions</p> <ul style="list-style-type: none"> ▪ The facilitator presents examples of action by trade union organizations, clarifying the links between such actions and their mandate: <ul style="list-style-type: none"> ○ <i>Humanitarian interventions</i> ○ <i>Interventions during conflict settlement</i> ○ <i>Interventions during structural conflict resolution</i>

Session No 11		Analysis of conflicts and practical tools	
🕒 2 hours (120 minutes)		You require: <ul style="list-style-type: none"> ▪ Text of the case study on analysis of the conflict in Sierra Leone (extract from the document giving the results of the Truth and Reconciliation Commission) ▪ Instructions for Activities 11 and 12 (one copy for each participant) ▪ A large sheet ▪ Markers 	
General objective: To learn to put into action the concepts learned with respect to the analysis of conflicts			
Specific objectives	Content	Methods	Activities
1. To have an overview of the analysis of conflicts and practical tools	1. Analysis of conflicts and practical tools	1. Interactive presentation	Interactive presentation on conflict analysis conflicts (30') <ul style="list-style-type: none"> ▪ The facilitator introduces the subject by reminding the participants of the meaning of conflict analysis, its outcomes and difficulties. ▪ The facilitator explains the methods for collecting information and presents a list of conflict analysis tools and sources of information. ▪ The facilitator orchestrates a question-and-answer session.
2. To put into practice the concepts learned during the interactive presentation.	2. Application of conflict analysis	2a. Group activity and sharing	Activity 11. Analyse of the conflict in Sierra Leone (60') <ul style="list-style-type: none"> ▪ The facilitator introduces the Activity 10 and the case study on Sierra Leone. ▪ He forms four groups and gives each of them: <ul style="list-style-type: none"> ○ <i>Text of the case study on Sierra Leone (extract from the document giving the results of the Truth and Reconciliation Commission)</i> ○ <i>Instruction sheet for Activity 10</i> ○ <i>Coloured cards</i> ○ <i>Markers</i> ▪ The facilitator writes the following questions on a sheet. Each of the four groups should consider the four questions: <ul style="list-style-type: none"> ○ <i>What is the profile of the context in Sierra Leone? Describe it in a maximum of four sentences.</i> ○ <i>What are the trigger, the immediate and structural causes?</i> ○ <i>Who are the players involved?</i> ○ <i>What are the dynamics and scenarios?</i> ▪ The participants have <u>fifteen minutes</u> to read the case study individually and underline the elements they consider important. ▪ In groups, they work to answer the questions assigned to them. ▪ The facilitator asks each group to make a plenary presentation of the results of the work.

		2b. Plenary activity	<p>Activity 12. Analysis of the recent (or past) crisis in [NAME OF COUNTRY] (30')</p> <ul style="list-style-type: none">▪ The facilitator introduces Activity 12 by reading the instructions.▪ He asks the participants to do the same exercise for [NAME OF COUNTRY] in plenary session, describing:<ul style="list-style-type: none">○ <i>The profile of the context</i>○ <i>The trigger, the immediate and structural causes</i>○ <i>The players involved</i>○ <i>The dynamics and scenarios</i>▪ He writes the answers on sheets.
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Instructions for participants

Instructions for activity No 9 Mandate, structure and operation of an early warning cell	
 Objectives	<p>To define the mandate, structure, and operation of an early warning cell in [NAME OF COUNTRY].</p>
 Working methods	<p>Individually</p> <ol style="list-style-type: none"> 1. This activity should be undertaken on the assumption of the establishment of an early warning system involving more than one trade union and/or with employers and civil society. 2. Review Section 2.5 of the training manual and the list of points of the fundamental characteristics of the correct operation of an early warning system produced during Activity No. 8. 3. While reading, take notes with respect to the following questions: <ul style="list-style-type: none"> ▪ Justification: what makes an early warning system necessary in [NAME OF COUNTRY]? ▪ Mandate: what should the early warning system's priority be? ▪ Contributors: which organizations and structures should be involved with this project so as to achieve its objectives? ▪ Structure: what is the structure allowing all those involved to contribute effectively? ▪ Operation: how could the components of the early warning system and the information flow be represented graphically? <p>In groups</p> <ol style="list-style-type: none"> 1. In groups, share the fruit of your individual considerations and reach agreement on the responses to give to the four questions. 2. Write the responses on a sheet. Note on a separate sheet the graphic representation of the operation of the early warning system. <p>Plenary</p> <ol style="list-style-type: none"> 3. Three groups will put the results of their work together and provide reports and conclusions.
 Time	90'

Instructions for activity No 10
Preparation of a list of questions to assess the effects on members and their needs after a crisis.

 Objectives	<p>To determine the content of an assessment of needs and effects.</p>
 Working methods	<p>Individually</p> <ol style="list-style-type: none"> 1. Review the board produced by the preceding session. <p>In groups</p> <ol style="list-style-type: none"> 2. Reach agreement on a maximum of 10 questions to obtain the information listed in the preceding session. Note them on a large format sheet. <p>Plenary</p> <ol style="list-style-type: none"> 3. In turn, read the questions and give reports on your group discussions. 4. At the end of the session, you will have a questionnaire to assess the effects on members and their needs after a crisis.
 Time	<p>40'</p>

Instructions for activity No 11
Analysis of conflicts in Sierra Leone

 <p>Objectives</p>	<p>To put into practice the concepts learned during the interactive presentation.</p>
 <p>Working methods</p>	<p>Individually</p> <ol style="list-style-type: none"> 1. Read individually the instructions for Activity 11 and the case study on Sierra Leone. When reading the case study, underline the important elements. <p>In groups</p> <ol style="list-style-type: none"> 2. In groups, consider one of the four questions assigned by the facilitator: <ul style="list-style-type: none"> ▪ What is the profile of the context in Sierra Leone? Describe it in a maximum of four sentences. ▪ What are the trigger, the immediate and structural causes? ▪ Who are the players involved? ▪ What are the dynamics and scenarios? 3. Write your answers on the large format sheet provided by the facilitator. <p>Plenary</p> <ol style="list-style-type: none"> 4. Make a plenary presentation of the results of your work and answer questions from the other participants.
 Time	<p>90'</p>

Instructions for activity No 12 Analysis of the recent (or past) crisis in [NAME OF COUNTRY]	
 <p>Objectives</p>	<ul style="list-style-type: none"> ▪ To have an overview of the analysis of conflicts and practical tools. ▪ To put into practice the concepts learned during the interactive presentation.
 <p>Working methods</p>	<ol style="list-style-type: none"> 1. Do the same exercise for [NAME OF COUNTRY] as for Sierra Leone (see preceding activity), during a plenary session, describing: <ul style="list-style-type: none"> ▪ The profile of the context. ▪ The trigger, the immediate and structural causes. ▪ The players involved. ▪ The dynamics and scenarios. 2. Write the answers on sheets.
 Time	30'

Day 4 of the training course

Timetable

	
0900	<p>Summary of preceding day</p> <p>Session 12: Content, objectives and forms of dialogue to facilitate conflict resolution. Interactive presentation.</p> <p>Activity 13 – Propose a strategy of dialogue to emerge from a crisis/conflict resolution</p>
1030	Coffee break
1045	<p>Session 13: Worries of trade union organizations in the negotiation of peace agreements. Interactive presentation.</p> <p>Activity 14 – Preparation of a timetable for hypothetical agreements</p>
1245	Lunch
1400	<p>Session 14: Summary of fundamental principles.</p> <p>Activity 15 - Production of a road map</p>
1530	Coffee break
1545 to 1700	<p>Session 15: Formal evaluation and close</p>

Instructions for facilitators

Session No 12		Content, objectives and forms of dialogue to facilitate conflict resolution	
⌚ 1 hour and a half (90 minutes)		You require: <ul style="list-style-type: none"> ▪ Instruction sheet for Activity 13 ▪ Large sheet board (<i>flip-chart</i>) ▪ Markers 	
General objective: To develop a working plan for trade union organizations (central and decentralized levels).			
Specific objectives	Content	Methods	Activities
1. Content, objectives and forms of dialogue for conflict resolution	1. Sections 3.5. and 3.6. and examples	1. Interactive presentation	Interactive presentation (30') <ul style="list-style-type: none"> ▪ The facilitator presents the subject on the basis of Sections 3.5. and 3.6. of the training manual. ▪ He gives examples of intervention by trade union organizations. ▪ He mentions the possible constraints and asks participants for their ideas. ▪ He asks what the similarities are with the case of [NAME OF COUNTRY]. ▪ He moderates the discussion.
2. To put into practice by applying the concepts	2. Sections 3.5. and 3.6. and examples	2. Group activity	Activity 13. (75') <ul style="list-style-type: none"> ▪ The facilitator forms five groups. ▪ He reads the instructions for Activity 13 and distributes sheets to each participant. ▪ He then distributes the case study, illustrating a real armed conflict situation with repercussions for workers (if relevant, the country of origin of the participants). ▪ He writes the following 6 questions on a board: <ul style="list-style-type: none"> ○ Objectives of dialogue sessions: <i>what are the objectives to be achieved</i> ○ Content of dialogue: <i>what are the subjects to be covered which are of importance for trade union organizations?</i> ○ Approach: <i>what type of approach might be used to encourage change and a transition to a peaceful solution? (see Kotter's 8 stages)</i> ○ Interlocutors: <i>who should participate and with what role?</i> ○ "Golden rules" of dialogue: <i>what has to be taken into consideration for the success of the sessions, i.e. to achieve the objectives set?</i> ○ Difficulties and problems: <i>what are the main problems (max. 3) which might arise, and how should they be confronted?</i> ▪ The participants should respond in groups, taking note of the responses on

			<ul style="list-style-type: none"> large format sheets. One or two groups will be invited to present the results of their work.
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Session No 13		Worries of trade union organizations in the negotiation of peace agreements	
🕒 90 minutes		You require: <ul style="list-style-type: none"> Instructions for Activity 14 	
General objective:			
Specific objectives	Content	Methods	Activities
1. To understand what a peace agreement is.	1. Peace agreements, Sections 1.1., 4.1., and 4.2.	1. Interactive presentation	Interactive presentation (30') <ul style="list-style-type: none"> The facilitator explains what peace agreements are, what they are for, who participates in negotiations, what is the typical content. He gives examples. He explains that peace agreements are only a small step towards peace: conflict settlement, but that often they are not observed and conflict resumes.
2. To recognize elements of importance to trade union organizations in a peace agreement	2. Agenda for peace agreements	2. Group activity and sharing	Activity 14. Preparation of an agenda for hypothetical agreements (60') <ul style="list-style-type: none"> The facilitator forms groups and reads the instructions for the activity. He writes the following question on a board: <ul style="list-style-type: none"> <i>In the hypothetical case of a crisis or conflict triggered in your country (or a past situation you have experienced), what points would you like to raise as part of the negotiation of peace agreements?</i> He asks the participants to discuss in groups and, with the help of their personal experiences and knowledge, to answer the question. In plenary session, ask each group to present and justify their answers.

Session No 14		Road map: what are the next stages?	
🕒 90 minutes		You require: <ul style="list-style-type: none"> ▪ Instruction sheet for Activity 15. ▪ Large sheet board (<i>flip-chart</i>). ▪ Markers. 	
General objective: To develop a working plan for trade union organizations (central and decentralized levels).			
Specific objectives	Content	Methods	Activities
1. To summarize and review the key principles to be borne in mind	1. Fundamental principles	1. Activity in plenary session	Activity Plenary (15') <ul style="list-style-type: none"> ▪ The facilitator asks the participants if they remember the fundamental principles identified during the first/second day and he writes the answers, filling in the gaps. ▪ He asks whether they are still in agreement or whether they wish to add/delete any principles on the basis of what they have learned during the four days of training.
2. To define a road map agreed by the parties involved and identify functions.	2. Working plan and activities	2. Group activity and sharing	Activity 15. Development of a road map (75') <ul style="list-style-type: none"> ▪ The facilitator forms five groups. ▪ He introduces the activity, asking the participants to answer the following question, in groups: <ul style="list-style-type: none"> ○ <i>What conflict prevention and resolution functions may be reasonably (without great investments) included in the daily activity of trade union organizations, given the current context? How?</i> ○ <i>Propose a working plan/road map for the next stages, including: 2010-11 objectives, activities, managers.</i> ○ <i>What type of support is asked of the ILO?</i> ▪ The participants in groups reach agreement on the answers to the three questions (bulleted list) and note the answers. ▪ The facilitator asks the groups to present their ideas in turn. ▪ Next, he asks the participants to express their points of view and give their opinions on all the proposals. ▪ The participants ask questions. ▪ Finally, the facilitator arranges the ideas, noting them on a sheet entitled: "Working plan for trade union organizations". ▪ The facilitator gives final recommendations, summarizing the key content of the training. He can use the learning card.

Session No 15	Assessment and close
🕒 80 minutes	You require: <ul style="list-style-type: none"> ▪ Self-assessment questionnaires (on learning) ▪ Workshop assessment questionnaire ▪ Large sheet panel (<i>flip-chart</i>) ▪ Markers
General objective: To assess participants' level of satisfaction.	
Assessment activity	
1. Informal assessment of the activity, giving participants the opportunity to express their opinions on this subject.	Informal assessment (20') <ul style="list-style-type: none"> ▪ The facilitator prepares two large sheets with two figures: one smiling, the other sad. ▪ He asks two questions: <ul style="list-style-type: none"> ○ <i>What has been done well?</i> ○ <i>What could have been done better?</i> ▪ He asks the participants to answer the first question and then the second and to justify their answers. ▪ As the participants intervene, he writes their important remarks on the sheets.
2. Formal assessment of the activity, using assessment questionnaires	Formal assessment (20') <ul style="list-style-type: none"> ▪ The facilitator distributes the assessment questionnaires and explains how to complete them. ▪ The questions must relate to the different dimensions of the training: objectives, content, methods and learning strategy, human resources, logistics, etc.
3. Self-assessment	Self-assessment (20') <ul style="list-style-type: none"> ▪ The facilitator distributes the assessment questionnaires and explains how to complete them.
4. Close	Close (20') The facilitator ends the activity by expressing his point of view and explaining the subsequent stages (certifications?).

Instructions for participants

Instructions for activity No 13 Propose a strategy of dialogue to emerge from a crisis / conflict resolution (case study)	
 <p>Objectives</p>	<ul style="list-style-type: none"> ▪ To become familiar with the content, objectives and forms of dialogue to facilitate conflict resolution. ▪ To put into practice by applying the concepts.
 <p>Working methods</p>	<p>Individually</p> <ul style="list-style-type: none"> ▪ Read the case study provided by the facilitator, illustrating a real armed conflict situation with repercussions for workers (if relevant, the country of origin of the participants). <p>In groups</p> <ul style="list-style-type: none"> ▪ Answer the following 6 questions on a board: <ul style="list-style-type: none"> ○ Objectives of dialogue sessions: <i>what are the objectives to be achieved?</i> ○ Content of dialogue: <i>what are the subjects to be covered which are of importance for trade union organizations?</i> ○ Approach: <i>what type of approach might be used to encourage change and a transition to a peaceful solution? (see Kotter's 8 stages)</i> ○ Interlocutors: <i>who should participate and with what role?</i> ○ "Golden rules" of dialogue: <i>what has to be taken into consideration for the success of the sessions, i.e. to achieve the objectives set?</i> ○ Difficulties and problems: <i>what are the main problems (max. 3) which might arise, and how should they be confronted?</i> <p>Plenary</p> <p>One or two groups will be invited to present the results of their work.</p>
 <p>Time</p>	<p>75'</p>

Instructions for activity No 14
Preparation of an agenda for hypothetical agreements

 <p>Objectives</p>	<p>To recognize elements of importance to trade union organizations in a peace agreement.</p>
 <p>Working methods</p>	<p>In groups</p> <ol style="list-style-type: none"> 1. Form groups and read the instructions for Activity 14. 2. Discuss in groups and, with the help of your personal experiences and knowledge, answer the following question: <ul style="list-style-type: none"> o <i>In the hypothetical case of a crisis or conflict triggered in your country (or a past situation you have experienced), what points would you like to raise as part of the negotiation of peace agreements?</i> <p>Plenary</p> <ol style="list-style-type: none"> 3. Present and justify your answer.
<p> Time</p>	<p>60'</p>

**Instructions for activity No 15
Development of a road map**

 <p>Objectives</p>	<ul style="list-style-type: none"> ▪ To summarize and review the key principles to be borne in mind. ▪ To define a road map agreed by the parties involved and identify functions.
 <p>Working methods</p>	<ol style="list-style-type: none"> 1. Split the participants into five groups. 2. Introduce the activity by asking the participants to answer the following question, in groups: <ul style="list-style-type: none"> ▪ <i>What conflict prevention and resolution functions may be reasonably (without great investments) included in the daily activity of trade union organizations, given the current context? How?</i> ▪ <i>Propose a working plan/road map for the next stages, including: 2010-11 objectives, activities, managers.</i> ▪ <i>What type of support is asked of the ILO?</i> 3. Ask the participants to reach agreement on the answers to these three questions and note their answers. 4. Ask the groups to present their ideas in turn. 5. Ask the participants to express their points of view and give their opinions on all the proposals. 6. Let the participants ask questions. 7. Arrange the different ideas, noting them on a sheet entitled: "Working plan for trade union organization" .» 8. Give Recommendations final recommendations, summarizing the key content of the training, if necessary using the learning card.
<p> Time</p>	<p>90'</p>

Self-assessment sheet (pre- and post-workshop)

The questions contained in this assessment sheet refer/are relevant to the content of the training package.

The facilitator will invite the participants to complete this self-assessment sheet before starting the workshop in order to:

- Identify and become aware of knowledge and capacities already in the possession of the participants with respect to the role of trade union organizations in conflict prevention and resolution.
- Have a general idea of the content proposed throughout the workshop.

At the end of the learning process, the participants should complete the questionnaire again in order to:

- Become aware of the extent to which they have learned new concepts and practical skills.



Instructions

a) Answer the multiple choice questions, indicating the level of knowledge and practical skills you think you have.

The scale runs from **1** (no knowledge and no practical skills to answer questions and/or implement actions) to **4** (you have a lot of knowledge on the subject and you have no problems in answering questions and implementing the actions indicated).

No knowledge No practical skills	Low level of knowledge and practical skills	Good level of knowledge and practical skills	Very high level of knowledge and practical skills
1	2	3	4

b) Answer the "open" questions to explain your point of view better.

	1	2	3	4
Module 1: Armed conflicts and their consequences in the world of work				
1. Knowledge of the terminology and basic concepts concerning conflict prevention and resolution and peacebuilding.				
2. Capacity to describe the multiplicity of the social and economic consequences of armed conflicts, including the impact they have on social dialogue and trade unions.				
3. Set out the fundamental principles to be borne in mind with respect to the role of trade union organizations in conflict prevention and resolution.				
4. Give at least three reasons why trade union organizations should be involved in the prevention and resolution of violent and armed conflicts.				

	1	2	3	4
Module 2: Role of trade unions in the conflict prevention and early warning				
1. Set out the importance of observance of fundamental rights and freedoms of association in a structured effort to prevent conflicts				
2. Describe the factors indicating the onset of a conflict				
3. Knowledge of the composition and operation of early warning systems for conflict prevention				
4. What can trade union organizations do when they identify symptoms of conflict to try to prevent it?				
	1	2	3	4
Module 3: Role of trade unions in the resolution of violent or armed conflict				
1. Knowledge of the content, methods and tools to conduct an analysis of needs in a humanitarian and post-humanitarian context.				
2. Knowledge of the content, methods and tools to conduct an analysis of conflict.				
3. Describe the constraints which, generally, hamper social dialogue during a conflict.				
4. What actions can trade union organizations undertake when a conflict is triggered and its impact is going to have to be assessed? What is their role with respect to the populations affected? What errors are to be avoided?				
	1	2	3	4
Module 4. Role of the social partners and other players in peacebuilding and reconstruction				
1. Define a peace agreement and its objective and set out the phases in the development of it.				
2. Describe the importance for trade union organizations of becoming involved in the negotiation of peace agreements.				
3. Plead for efforts at prevention not to cease after the signature of peace agreements.				

4. What are the important questions to be raised by trade union organizations during the negotiation of a peace agreement? Mention some.

Timetable: One-day tripartite seminar

Tripartite platforms and actions for the prevention and resolution of violent and armed conflicts

	Day 1
0830	Registration of participants
0900	Welcome and official opening Session 1: Presentation of participants and facilitators Session 2: Exploration of participants' expectations (Activity 1)
1030	Coffee break
1045	Session 3: Presentation of objectives, working methods and seminar timetable. Session 4: Interests and role of tripartite players in the prevention and resolution of armed conflicts. Interactive presentation and Activity 2 Session 5: Establishment of a tripartite platform for conflict prevention in [NAME OF COUNTRY], as part of a national platform for social dialogue (Activity 3)
1245	Lunch
1400	Session 5 (cont): Establishment of a tripartite platform for the prevention of conflicts in Guinea, as part of a national platform for social dialogue (Activity 3)
1530	Coffee break
1545	Session 5 (cont): Establishment of a tripartite platform for the prevention of conflicts in Guinea, as part of a national platform for social dialogue (Activity 4) Assessment and close

Glossary

Peace agreements	Contract concluded between the belligerents with a view to preparing the conditions favourable for peace and establishing the responsibilities of everyone in the process of emerging from crisis. Generally, peace agreements provide for the implementation of particular mechanisms to guarantee observance of the agreements and the execution of the negotiated measures and action.
Early warning	Early warning is an integral component of prevention which consists in producing and disseminating information and analyses to help decision-makers to adopt preventative measures in good time.
Conflict analysis	Process aimed at understanding the immediate and structural causes of a conflict, identifying the parties involved, understanding the positive or negative relationships between them and the dynamics supporting or hampering the process of conflict resolution and peacebuilding.
Analysis of gender ¹⁵	Systematic effort to identify and understand the roles and needs of women and men in a given socio-economic context. This analysis involves the collection of statistics broken down by gender, identification of differences associated with gender in the division of labour, access to resources and control of them, identification of the practical and strategic needs of women and men, identification of constraints and opportunities specific to women and men, and also evaluation of the institutional capacities to promote gender equality.
Conflict	A conflict is the pursuit of antagonistic and incompatible (political) objectives by two or more individuals or groups. It can be conducted peacefully or by means of force and violence. In this manual, the term "conflict" is used with a political rather than social connotation.
Armed conflict	(international or non-international): process of violent confrontation between two or more antagonists, with involvement of government and non-government armed forces. International law sets out the criteria for defining a conflict.

¹⁵ ILO, 2001: *ILO Generic Crisis Response Modules*, Recovery and Reconstruction Department (Geneva, ILO, 2001).

Violent conflict	Reference is made to violent or mortal conflict when disagreements and incompatibilities are resolved using physical violence, even unilaterally (for example, genocide against unarmed civilians).
Peacebuilding	Any actions intended to prevent a resurgence of conflict once it has been resolved or to prevent the escalation of violence when a conflict is just emerging.
Cycle of conflict	A conflict is a dynamic situation, characterized by an intensity which varies with time, with a phase of escalation of tension which is transformed into violence and a phase descending towards peacebuilding. The cycles may be recurrent.
Democracy	Political regime in which power is held collectively by the people and is exercised on the basis of a system of representation emanating from the people themselves.
Development	Integrated process in which all the dimensions of a given reality - economic, social, political, cultural - are on the way to achieving their objectives to the best of their potentials, controlling the dynamics of the process and ensuring that all benefit from the resources and services produced. Development means that human beings are engaged in improving their capacities and thus expanding their possibilities for choice and improvement in their quality of life.
Social dialogue	Process which includes all types of negotiation, consultation or simply exchanges of information between governments and social partners (trade union organizations and employers' organizations).
Right to intervene	Right of one or more nations to intervene in a country while violating its sovereignty under the terms of a mandate granted by a supranational authority, namely the United Nations. Intervention is the obligation imposed on all states to ensure that human rights are respected anywhere in the world.
Labour law	All the legal rules governing relations between employers and workers. This covers several aspects of the professional career of a worker, such as training, the execution and the breach of an employment contract. Also, it guarantees the observance of freedoms of association, the protection of vulnerable workers and safety at work.
Social exclusion	Expression used to describe a particular situation in which people are not in a position to take part in their communities decisions or influencing them.
Conflict management	The objective of conflict management is to contain the

	violence and combat within certain geographic and intensity limits so as to prevent the conflict expanding and becoming even more violent and deadly .
Labour market	System comprising employers considered to be purchasers and workers considered to be sellers, the objective of which is to find a match between supply of and demand for employment and to set the salaries.
Mobilization	The term "mobilization" means coordinated participation of members of a group who wish to achieve a common objective by together defending their interests and values. Collective mobilization aims at transforming the current situation into a scenario better conforming with the values and interests of a group through the implementation of common initiatives ¹⁶ .
Means of existence	Means of existence comprise the capacities, assets (reserves, resources, claims and access to different types of capital) and activities needed to support life.
Displaced persons	People who have fled or been forced to leave their homes owing to war – civil or otherwise –, natural catastrophes or other forms of crisis, but who remain within the borders of their country of origin.
Conflict prevention	This includes all the measures and actions aimed at reducing the risk of appearance or reappearance of armed conflicts and violent confrontations within a society.
Recovery/ revival/relaunch	Phase which overlaps and follows that of humanitarian operations and which prepares and accompanies development in the transition from war to peace and sustainable development. It aims to repair and/or construct basic infrastructures, improve the conditions of life and revitalize local economies with a view to reintegration and establishment through AGRs, rapid impact projects, professional training, short-term job creation, etc.
Refugee	Person outside their former country of residence. They have fled the country and does not wish to return for fear of being persecuted for political, racial, religious and/or nationality reasons.
Conflict settlement	This stage of conflict resolution consists in negotiating and signing a formal agreement putting an end to the conflict and determines the conditions to be observed and the procedures to be followed by the signatories. Ideally, a

¹⁶ Source: Bank of interactive resources for economic and social sciences, CRDP [Regional Centre for Pedagogic Documentation, Lyon Academy]. <http://brises.org/notion.php/mobilization-collective/groupes-sociaux/mouvements-sociaux/identite/luites-sociales/notId/85/notBranch/85/>.

	mediator – a person outside the conflict - is responsible for conducting the negotiations with the adversaries.
Rehabilitation	Phase aimed at re-establishing (provisionally) the provision of basic services during humanitarian operations in the transition from war to peace and sustainable development.
Reintegration	Reintegration is the process by which the ex-combatants acquire civilian status and obtain a job and sustainable income. Reintegration is essentially a social and economic process of indeterminate duration, which takes place mainly in communities at local level. It forms part of the general development of a country, is a national responsibility and often requires long-term outside assistance.
Conflict resolution	Conflict resolution is a process which includes short- and long-term initiatives intended to put an end to violence and combat and to remedy the structural causes of violent or armed conflict by transforming it into a managed conflict based on peace.
Humanitarian aid	Immediate assistance phase in the transition from war to peace and sustainable development the objective of which is to save lives and respond to the immediate basic needs of populations affected by war (for example, food, shelter, medical care and emotional support). This is also called humanitarian assistance.
Decent work	The concept of decent work sums up workers' aspirations: ability to undertake productive and reasonably remunerated work, with safe conditions at the workplace and social protection for their families, improved prospects of personal development and social integration, freedom to express their concerns, to join trade unions and take part in decisions with consequences for their existence, and equality of opportunity and treatment for all women and men.

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