

the Transformer

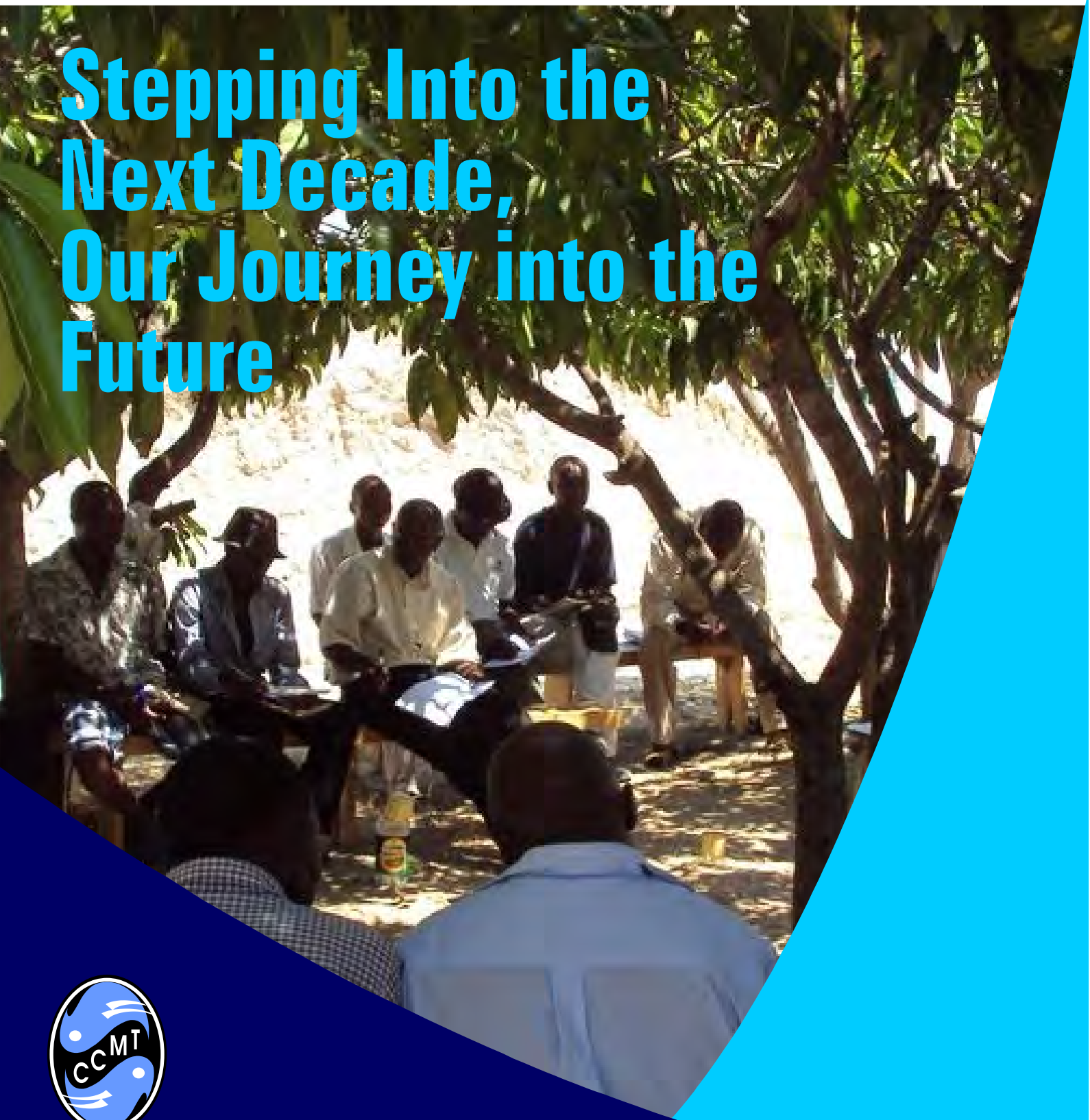
10th Anniversary Edition



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Centre for Conflict Management and Transformation

Stepping Into the Next Decade, Our Journey into the Future



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Editor's note



As we celebrate our 10th anniversary, this edition of 'The Transformer' looks at the developments that have taken place at CCMT since its inception in 2003. From the development of our unique intervention approach which we aptly refer to as 'The eye of the storm', to the strengthening of our research focus and the realization of the power that sensitization has in the success of intervention processes. We also take a look at the innovative M&E tools that were introduced in 2012 and are proving to be highly successful in the documentation of our field work.

We look back with fond memories at our journey so far and look forward to the future as we focus our efforts on the development of our 'Intervention Center', an information hub which will cater for people from all walks of life both in Zimbabwe and the region.

We invite you to celebrate our success with us and share in our vision for the future.



A Tree and its Branches... The Eye of a Storm Reflecting Nature in Project Design

CCMT Director, Stembile Mpofu.

CCMT's unique approach to carrying out interventions was born out of years of experience and learning. The following is an excerpt from an analytical paper.

Introduction

Development work all over the world is plagued by two main challenges, that of ensuring the sustainability of a project beyond the funding life span, and transferring ownership of a project to the communities. While working in the area of peace building in Zimbabwe, CCMT has struggled with these same challenges. This has led to CCMT developing a new approach of implementing community conflict interventions only in response to community requests. CCMT has named the description of this approach 'The Eye'.

Early work with Community Conflict Management Associations

CCMT supported the formation of ten urban Community Conflict Management Associations (CCMA's), made up of between 15-25 volunteers. Each group received training and mentoring from CCMT and became a resource to their communities providing family mediations and later convening dialogues on service provision issues causing conflicts within their neighborhoods.

The Associations enjoyed relative success. However, it became increasingly clear that sustainability beyond the funding life span would be difficult. Despite CCMT's attempts to get the associations to fund-raise and stand on their own, the majority of the association members felt the need to be compensated. This was not an unreasonable aspiration considering the economic hardships being experienced in Zimbabwe. It was clear that the service being provided to the community was needed but was it important enough for the groups to feel moved to do this work just for their community?

Several questions emerged. Firstly, what was the level of relevance of the project? The association members had to weigh up their own individual needs against community needs. Human nature dictates that before an individual embarks on a project, there must be something in it for

him/her. So how important was this conflict transformation work to the association members? What immediate benefit could be derived from this work? Working through these conflicts contributed to the building of a better community. But realistically, this 'better community' was in the future and in order to be inspired by a vision of the future, one needed to see past the present reality, to be a visionary.

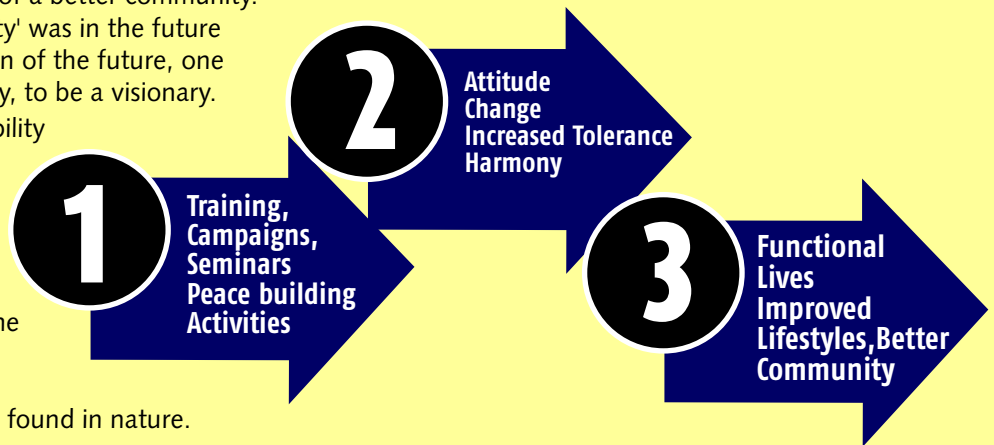
Project ownership and sustainability seemed difficult to achieve. The intangible vision of a better future would not be able to take the associations far beyond the project life span. The organization had to find a way to make the vision become more of a tangible reality. The organization's work needed to have a direct link to the result. A clue was found in nature.

A tree and its branches-Locating a community's energy

As some trees grow they prune themselves. The branches that are lowest no longer receive much sunlight and food so they dry up and fall off. This phenomenon resembles the workings of human society in many ways. Routines and practices that no longer serve any useful purpose are starved of attention and energy until they die and fall away. The self pruning tree holds an important lesson for development work in general and peace building work in particular. If the tree represents the community as a whole, then the branches represent the different aspects that constitute the community for example, institutions like schools, certain cultural practices, behaviours, values or ideologies. The community chooses to put energy into these branches to keep them alive.

When community members are unwilling or unable to take ownership of projects, it is likely that they have chosen not to put precious 'food' and energy into the project. In peace building projects, one possible reason for this may be the way in which projects are designed. The standard approach is to identify a conflict area and then a specific target group that is affected by the conflict. A 'laboratory' is then created in the form of a workshop or seminar to which this group is invited. The issues affecting the group are imported into this laboratory and worked on by applying various peace building theories and concepts. The participants are presented with information, skills, knowledge and sometimes exchange visits. The expectation is that the participants will leave the 'laboratory', take the new skills and use them to change their community and lives for the better.

This assumption made up the cornerstone on which CCMT's project with the associations was founded, as illustrated in the diagram below:



Theory of Change

In the laboratory a new branch will have been grafted onto the tree, but once the participants leave, it is difficult for them to keep it alive. They are expected to go back to their community and apply the lessons learnt to real life. However, old habits that have been years in the making take over and overwhelm the new skills that have been passed on in a typical four day workshop. The benefit of keeping the new branch alive is not immediately apparent to participants and there exists no tangible result from this experiment.

A different approach could be used in the design of peace building projects. Instead of grafting new branches to the tree, we locate where the community's energy is by finding and working on the branches that already exist; in other words those aspects in the community life that they are already putting energy into. A conflict transformation organization would therefore identify where conflicts are already taking place within the community. Communities will have many branches already growing on their tree which they keep alive by feeding positive or negative energy. As a peace-building organization it is likely that our interest will be in the branches that are receiving negative energy generated by, among other things, unresolved conflicts.

To identify these issues one asks the community which branch they feel they need help tending. The organization then works on that specific conflict as opposed to organizing a workshop after which the leaders are expected to go back into their communities and resolve their conflicts. It is likely that the conflict which the leadership is experiencing involves a variety of actors within the community who are influencing it and will be crucial to its resolution. However, they will be in a different mind frame due to not having been exposed to the training. It therefore becomes very important that the organization's work takes place on the specific conflict right where it is happening.

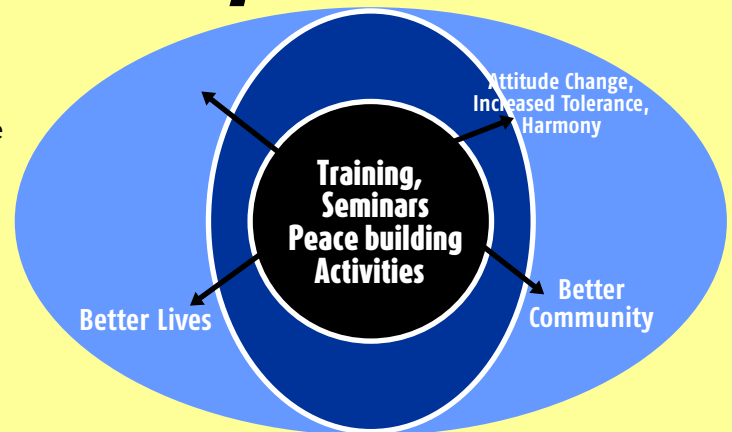
In the eye of the storm-Working directly on conflict issues.

Cyclones, hurricanes and tornadoes can cause devastating destruction. The wind speeds are very high but the center or eye of the storm is characterized by calm weather. Deciding to work directly on a conflict right where it is happening can be likened to moving into the path of such a storm. The community energy that will be flowing will contain all the characteristics of a natural storm, its unpredictability, its anger and its destructive power.

Once in the path of the storm, there is the need to create a still center around which the energy moves; a safe space within the storm where the peace building work can happen. This safe space becomes the eye within the community's storm where learning, skills and knowledge acquisition take place within a real conflict situation.

The process that happens within the eye is an inclusive one and all the parties relevant to the conflict are themselves present or select representatives to take part in the process, whether it's training, dialogue or mediation. The purpose of the process is to work directly on the conflict as identified by the community. As they work on a real life situation, relationships change and perceptions shift. Little by little, as the process develops, not only are the participants being transformed but the specific conflict situation is being resolved and its resolution gives rise to an immediate gain for the community at large. These tangible benefits could be in the form of the implementation of development projects like the building of a school. The process takes place within the eye of the storm, has an immediate benefit and there is no longer any distance between the work and its results, as shown in the diagram above:

The Eye



The 'Eye' approach begins by locating the community's energy and working with an existing branch that is already being 'fed' by the community. The new knowledge, skills and improved relationships will be used to feed an existing branch which embodies a relevant aspect of the community's lives.

After seeing the fruit of their work growing on this branch, the community will be inspired to use the acquired skills to work on other branches that need similar attention. What CCMT has learnt from this experience is that in order for conflict transformation work to be owned and sustained by communities beyond the project or intervention, the work must be situated within issues that are real and relevant to the communities. CCMT is confident that in this way, branch by branch and any community can eventually transform itself. This approach is illustrated in the two stories that follow, **'New Gato: A Community Transformed'** (pg 6) and **'A School Site as a Bone of Contention'** (pg 11)

Please note that this is an excerpt.
To download the full article, please visit: www.ccmt.org.zw

The Power of Sensitization

**Richard Chere, Consultancy Officer,
CCMT**

I remember it quite vividly, like it happened only yesterday. Yet, it was five years ago, in 2007, when I was working for the Social Research Institute. The organization was having difficulties gaining entry into Mashonaland East province to undertake its project activities. Although there were several gatekeepers, one district authority stood out. His name was Mr Shumba, a District Administrator. He would not have any of it. After several attempts, our organization finally settled on a proper sensitization meeting which Mr Shumba, together with other local authorities in that district attended.

A few days after that meeting we received a phone call from Mr Shumba to come and begin working immediately, ironically asking "where have you been all along?" Research activities that followed saw Mr Shumba

becoming 'the champion' of our project. He actively took part in information gathering activities and mobilizing communities and he did this very well. That is when I first witnessed the strength of sensitization. In the two years that I have been working at CCMT, I have experienced more and more the Power of Sensitization. Sensitization is the first of several steps CCMT takes in the approach it uses when working with communities. CCMT does not offer solutions in response to identified conflicts. Rather, CCMT facilitates processes that allow communities to, by themselves, mend relations and develop action plans for community transformation.

In this article, I briefly outline the CCMT approach of which sensitization is an important part. I define sensitization, explain how it occurs and highlight what it helps to achieve.

To sensitize, according to the Oxford Dictionary, is to make someone or something sensitive to or aware of something.

Our comprehensive sensitization entails bringing together people who may potentially benefit from our services, helping them to understand who we are, the approaches we use and services we offer. In a province, this could be the Provincial Administrator, sector ministries, the president's office, District Administrator, councillors and traditional leaders. CCMT sees

sensitization as a process which continues long after the 'big sensitization', as project officers meet new people during the course of project implementation who need to know who we are and what we do.

In a sensitization meeting, CCMT begins by giving the background of the organization, our vision and mission. We also share details of work we have done in other provinces. We then demystify conflict'. Demystification of conflict is very important as there is lack of a clear

understanding of what it entails and people often react negatively whenever we say "**we do conflict management.**" I'm sure you will agree with me that Zimbabwean communities accentuate this much more given their undesirable experiences with different forms of conflict, some of which have been violent in nature. As such, the communities generally launch into an avoidance style of responding to conflict, which can be summed up by the examples of what we have been told in other areas. "Conflict! What conflict? I don't see any war around here".



The sensitization meeting ends with a Q&A session. Participants will have come to a meeting with varied questions. Other stakeholders genuinely need some explanations. Some will be playing devil's advocate by purposefully trying to be difficult. We never go unprepared and try to anticipate the questions beforehand.

Research Institute, Mashonaland East and Mr Shumba are fictional: This has been done for reasons of anonymity.

Some of the questions we face, and to which we effectively respond are:

- > Do you deal with political conflicts? How?
- > How do you ensure that women and youths benefit from your processes?
- > What academic qualifications do you have? (Here, I am reminded of what one particular client seeking our consultancy services asked, "Does any one of you have a PhD? You will be dealing with professors on this assignment so you need to 'speak at the same level.'")

Sensitizations have particularly helped us to:

1. Demystify conflict and the work that we do

As pointed out earlier, people usually have negative impressions when they hear the word conflict and they also form misperceptions about CCMT as an organization. Conflict, they will understand during the sensitization, happens in our day to day lives, in homes, communities, at work. Most importantly, they come to appreciate that conflict is necessary for development if, of course, it is managed well and dealt with constructively. That, we believe, is what leads to CCMT becoming inundated with requests for intervention following a sensitization meeting.

2. Gain entry into province and districts

It can be very frustrating for an organization to be denied entry into a district or a province if it has mobilized all the resources necessary and is ready to do the work. The Research Institute I talked about at the beginning of this article had among other essentials, purchased vehicles and hired staff on relatively long contracts. If it had not sensitized, one can imagine what could have gone to waste and the trouble the organization could have faced had it been flatly denied entry into its targeted district. Most worrisome, would be the failure to fulfil the organizational mission and no organization wants that to happen.

3. Gain stakeholder support of our work

Sensitization is one of the biggest contributors to gaining stakeholders support of CCMT's projects. Once a provincial, district or community leader has understood the possible benefits of effective conflict management, that leader will support project activities. This support comes in different forms: mobilizing participants to training or dialogue sessions; attending the meetings himself/herself; referring other communities and in some instances the ability to also contribute financially by, for example, meeting part of venue costs.

Gaining support of the people one works with is very important as it shows commitment and is an indicator of sustainability. Failure to properly sensitize the people you work with or you will potentially work with can have unpalatable consequences. It means, even though your work is good and needed by the community, some authorities continue to speculate on the kind of organization you are, giving you all sorts of labels and sniffing on your every activity and this is not healthy! It also means that you do not gain the support of key people in the area where you are operating. Eventually, it threatens the existence

of the organization. If there is nothing to hide, you need to come out and show yourself. In short, you need to sensitize!



New Gato: A Community Transformed

Margaret Chaikosa
Project Officer, CCMT

The Research Process

In 2009, CCMT carried out research in the Midlands province. The purpose of the research was to get an understanding of the types of conflicts occurring in the province, trends, causes and assessing available structures and systems being used to resolve conflicts. The research was done in three districts namely Chirumanzu, Vungu and Tongogara. Various conflict issues were highlighted in the research findings, some of which were issues surrounding schools: non-payment of school fees; poor relationships between teachers and the community; inequitable teacher incentives; poor relationships between the teaching staff and school authorities.

Provincial Sensitization

Following the research and in accordance with its approach to interventions, CCMT undertook a process to sensitize the provincial leadership. This included the Provincial Administrator, District Administrators from 8 districts in the Midlands, CEOs from the 8 councils in the province and other sector ministries such as the Ministry of Education, Justice and others. The outcome of the sensitization process was the realization that conflicts were present in communities. CCMT was welcomed into the province and districts and given the go ahead to carry out interventions into conflicts that were affecting communities in the region.

District School Heads Sensitization

Following the provincial and district sensitization, CCMT arranged a sensitization process with heads of schools in the Tongogara district. The meeting was held at the Sungano Motel in Shurugwi and among the participants were the DEO (District Education Officer), council staff, the Public Service Commission and school heads. During the three day process, school heads confirmed the existence of conflicts in schools and the negative effects they had on the children. It was during this process that one school head, Mr Hlalanini of New Gato Primary School in the same district approached CCMT project officers and invited them to come and assist in the issue of non payment of levies at his school.

The Consultation Process

The identification of major stakeholders into the issue was conducted by CCMT staff. Following that process consultations to get a deeper understanding of the issues were carried out with the parties to the conflict.

The Intervention Stage

Following the consultations the intervention process began. It consisted of:

- Three dialogue meetings, held with relevant stakeholders and parties to the conflict
- Training of community members including an exchange visit to a community which had previously dealt with conflict.

New Gato: The Story

Named after a magnificent stretch of mountains, New Gato lies in region 4 of the water distribution and climate assessment area. It is in Midlands Province, Tongogara district, ward 5 under Banga Chieftainship.

New Gato Primary School is in the middle of this community. The ramshackle school can be spotted from a distance. Draw closer, and you will find that its walls are cracked; with each blowing wind coats of fading blue paint are strewn in all directions. The doors are broken and the window panes smashed. Children dressed in casual clothing line up to go into their classrooms, carrying tattered books in their hands. Some schoolgirls tell us that the classrooms are.....cont p7



New Gato: the story cont...

not secure enough to leave their books inside because some have no doors and some have no locks.

The school head is worried about the state of the school. According to him, it seems no one cares about the school. "The parents are in different", he explains. Inside the classrooms, there are faded chalkboards and wall paint. The white ants feed from the roofing planks. The school is in a dilapidated state. Behind the school is a vast wetland, fenced but with tall grass. There is no sign of tillage or planted crops. This is a clear sign of neglect and lack of cooperation. The school head invites the parents whose children are pupils of the school, the village heads, school development committee and CCMT to come and talk about non-payment of school fees.

When all the stakeholders come, different issues are highlighted as reasons that are contributing to the parents' nonpayment of fees.

These include:

- * **Lack of interest by parents in their childrens' education**
- * **Unavailability of local markets for agricultural produce**
- * **General poverty**
- * **Children orphaned by HIV/AIDS**

What comes straight into one's mind is the question, 'why is this happening to this community?' A blanket of conflicts covers the community. No one seems to care or hope for positive development in their lives. What then lies in the future for the next generation?

Is there anyone really thinking about the root causes of all this? What really is the core problem?

In the early stages of the dialogue meetings, one can read lots of uncertainty on the faces of participants. Some of those attending the meetings expected assistance for the payment of fees, some food handouts, some expect establishment of links to markets where they can sell their produce. After all, this is a donor meeting. CCMT project officers explain that CCMT is not a donor. The organization is here to help the community identify the root of the problem which is causing parents to be in conflict with the school. In doing so, CCMT also wishes to impart its specialist knowledge and skills. The dialogue process, a new phenomenon to the community, is



received with a lot of mistrust. Community members can be seen coming to the meeting in groups. The school head is also unsettled and can be seen running up and down. Anxiety is taking the lead role. As the process goes into full swing, there are different feelings which come to the surface. More light is shed on the issues and people are wanting to share their perceptions of the problem. The community begin to identify with the problem and in so doing so are taking ownership of the

process. Key members of the community who will continue with the dialogue process are identified. The Banga chieftainship is represented. The village headmanship is also represented. The villagers are there being parents of children who learn at New Gato. The councillor represents the political leadership and the Rural District Council.

Two more dialogue meetings are held. The process uncovers quite a number of conflict issues which are affecting the community. The wetland project, an initiative that was funded and developed following an exchange visit to Australia by community members, has been stalled by power wrangles between the leadership. It's sad to see such a promising project lying idle and not benefitting the community.

a remarkable percentage improvement. The money is used to repair doors, window panes, roofing planks and to buy soccer and netball uniforms. The doors have been painted and now have locks. The pupils can now leave their books in the classroom at the end of the day.

The relationship between the school head and the parents has improved. Parents can now openly communicate with the school on issues affecting them and the pupils. Those parents who have delayed paying fees for their children, can now talk to the school head to seek extensions or grace periods. The chairperson for the village heads requests for a training session to be held for all village heads. The objective of the training is to equip village heads with conflict management skills in their own capacity as community leaders who deal with conflicts regularly. An exchange visit is planned with the community to Chikukwa in Chimanimani where the two communities share constructive community building initiatives and practices. What a successful team building trip! Differences and misunderstandings are ironed out. Relationships are mended and plans are shared amongst the group. There is an air of excitement as the community begins to make plans for the future.

It turns out that four years ago, an organization had initiated a project to construct a toilet at a local clinic in the community. The project was abandoned uncompleted. The villagers take it upon themselves to complete the project at their own expense, time and labour. The Wetlands project is revived. Parents who genuinely cannot afford to pay levies are working in the fields in return for their children's education. Some are grandparents, left to take care of their orphaned grandchildren. What a remarkable arrangement that brings hope to all. The entire community of New Gato is looking forward to a better future for themselves and

generations to come. New Gato is a community full of hope and energy, ready to go to greater heights!.

The school could also be benefitting from the wetland because it's very close to it. The dialogue process brings a sigh of relief to the school head, the SDC committee, the pupils, the community leaders and the New Gato community. Parents begin to understand that levies need to be paid in order for the school to be developed and maintained. Levies are now being paid to the school and there's quite



Co facilitation : As means of passing on conflict transformation skills to communities and ensuring sustainability of processes

Xavier Mudangwe
Project Officer, CCMT

It is not a surprise that many a times when there is talk about project planning, implementation and evaluation, the issue of sustainability becomes very topical. Sustainability refers to the ability to endure or maintain a status. In CCMT's case it refers to the ability of a community to carry on a project, a process or processes emanating from us, the external actors' efforts or influence. Long after a project has lapsed or long after an organization has left the community, the goal of sustainability would be that the community continues benefitting from the change that was once initiated by the project. Specifically, for our work, it refers to how a community continues to constructively manage conflicts and live in peace after a CCMT intervention. In the dialogue processes facilitated by CCMT, one of the means through which CCMT aims to ensure sustainability is to have identified stakeholders co-facilitate the CCMT process.

That way CCMT hopes to increase some key factors for sustainability in our area of work: ensuring the local ownership and participation, transferring knowledge, skills and experience, and increasing the relevance to local actors.

In this short article I will elaborate on CCMT's use of co-facilitation as a way of passing on conflict transformation skills and striving towards sustainability. When CCMT is requested to assist in conflicts that affect large parts of a community, the organization responds by

facilitating a dialogue process. Dialogues bring together conflicting parties and other stakeholders to the conflict. The purpose of dialogue is to create safe spaces where community conflicts can be discussed freely (without fear), solutions explored and identified. This is done through the application of dialogue principles of inclusivity, learning, equality, non violent communication and humanity which allow for constructive deliberations. Besides exploring and identifying solutions to conflicts, dialogues also provide a platform for repairing and building of broken relationships. Parties to the conflict are sensitized about the process and the different roles stakeholders may be



required to play depending on the nature and dynamics of the conflict. One of these roles is to co-facilitate in the process with officers from CCMT. As co-facilitators they are expected to learn and experience the constructive and violent-free handling of potentially destructive conflict issues in the comfort of knowing that CCMT project officers are ready to jump in to assist. Through working with CCMT staff in all the

processes, the identified community members are expected to learn some essential principles about handling conflict and acquire knowledge on how to conduct the same processes in the absence of CCMT. The method adopted by the organization after the realization that capacity building through training alone was not very effective in passing skills to community members. Trainings are in most cases theoretical and singular events which often do not give participants sufficient or meaningful opportunity to have practical experience on how to deal with the conflicts that they face in their communities.

Co-facilitators are also given an opportunity to confront challenges that come with dealing with conflict, for example dealing with emotions, rage and group dynamics. During dialogue meetings the co-facilitators are given sessions or roles to facilitate. The co-facilitator can be assigned the task of asking probing questions, summarize discussions, explain concepts or the process. These roles ensure the co-facilitators get a feel of how it is to facilitate a meeting and dealing with people's emotions, feelings and positions. This is also done with the support of CCMT officers who will be assisting the co-facilitators.



The practical experience in facilitating conflict transformation training begins with the identified co-facilitator sitting with experienced CCMT officers to analyze the dynamics of the conflict. During this process the co-facilitator(s) gets a chance to learn how to analyze conflicts through the use of different practical conflict analysis tools. During the same process the co-facilitators will also be exposed to anticipating challenges that would have been highlighted in the analysis process and making plans of addressing them constructively. This process then marks the commencement of the planning for the intervention process. The planning process allows the co-facilitators to learn how to structure their meetings as a way of addressing priority issues raised in the conflict analysis process.

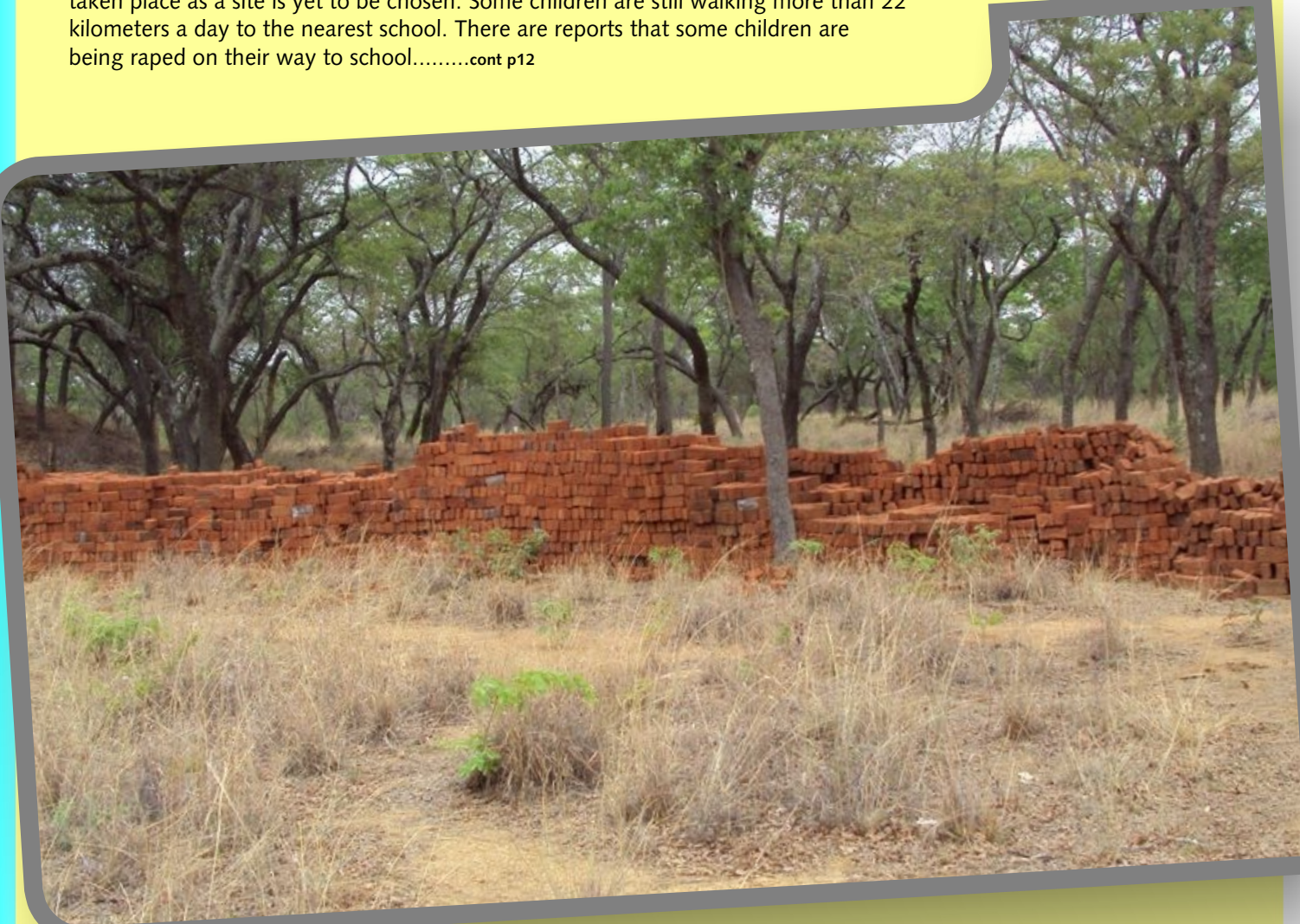
For conflict transformation processes to be effective, it is important to be clear on the objectives and the agenda for each meeting or activity. Apart from that, it is also important to be clear on activities and instruments that will help build relationships or encourage dialogue between the conflicting parties and other stakeholders in between meetings. In this way co-facilitators learn how to plan and learn different activities and instruments to be used in different conflict situations.

One important factor in facilitating conflict transformation processes is having the confidence to stand in public and accept responsibility for the delicate process. This is important as it helps build the confidence and trust of the parties to the conflict in the process. However the confidence cannot be built in training as the focus will be on understanding concepts and theories. Instead, confidence is based exposure and experience. With co-facilitation the exposure and confidence will be built as there will be an opportunity to facilitate on conflict cases, get a feel of group dynamics in a given community and test concepts and theories. The co-facilitation approach ensures a sense of ownership, thereby ensuring sustainability of the process when CCMT eventually leaves the community. Involving people who are a part of a problem situation in the process of resolving the issue ensures that they own the solutions that come out of it. This ensures sustainable peace; increases legitimacy and communities are motivated to use the same methodology in the event that they face similar problems.

A School Site As a Bone of Contention

Chiedza Zororo and Farai Mazikana

Three different locations have been pegged as potential sites for a new secondary school. However, five years later all three plots lie vacant and redundant. No building has taken place as a site is yet to be chosen. Some children are still walking more than 22 kilometers a day to the nearest school. There are reports that some children are being raped on their way to school.....cont p12



The former councillor had selected the three potential sites and the current councillor has selected some additional sites for the school. The community is divided into two camps: One camp is in favour of the sites chosen by the former councillor, the other camp supports the current councillor. Both belong to different political parties. Conflict is rife in the community and relationships between the leaders are broken. What can be done? Following a sensitization process, the respective Rural District Council (RDC) in a province of Zimbabwe requested the Centre for Conflict Management and Transformation (CCMT) to assist them in resolving this conflict. The RDC had partnered with an international development NGO which had already helped with providing funds for a new primary school in the area. Because the community managed to complete that project within stipulated deadlines, the NGO pledged to provide further resources to build a secondary school as well. This time, however, the community was divided. During an intervention planning meeting, CCMT identified district leaders and other stakeholders and it was agreed that

consultations on the issue be held in the community to get a deeper understanding of the conflict. Consultations with the Chief revealed that he was suspicious of the process. He thought he had already resolved the issue through the Ward Assembly and was not sure what these "conflict people" (CCMT) wanted to do. The Headman, on the other hand, was of the opinion that the Ward Assembly was not representative and was not held at a central venue.

A consultation meeting was also held with the Village Heads who first denied that there was a conflict. They too said that the issue had been resolved. However, eventually they all agreed that CCMT's intervention process could go ahead. Dialogue meetings were held, providing the community with a space in which they could discuss their issues and vent their anger and frustrations. The dialogue approach emphasizes the building and restructuring of relationships as a long term process involving 15 to 20 people. One of the challenges faced by the intervention team (composed of CCMT staff and district leaders) was having to contend with a tight deadline: It was important for the district to decide on a site within a month in order to meet the funding requirements. What further compounded the problem was that instead of a small group, there were about 150 community members attending the meetings, making it difficult to moderate the discussions.



Following three dialogue meetings, there was still no resolution. This led the Chief to suddenly stand up in frustration at one meeting and ask the community if they wanted him to make a decision, as he felt they were going round in circles. The community members who appeared to have a deep respect for their Chief gladly agreed. However, CCMT advised the Chief that he made a lone decision.

This would not end the conflict, due to there being no consensus. The Chief was instead advised to consider the arguments of the people as well as the technical information that had been provided by the physical planning department. The Chief took this into account when he finally chose a site for the community. Following his declaration, CCMT recognized the need for a relationship building process involving Chief, Headman, former councillor, current councillor and two community members. At first it seemed as if the process would fail.

On the first day, the Chief did not turn up at the agreed venue and the Headman only came after lunch. Participants were anxious and speculated on the various reasons why the two leaders had not arrived, particularly given the bitter nature of their relationship. However, much to the facilitator's relief, on the second day the Chief was there in the morning and the workshop could finally begin. It included team building activities, training in conflict transformation as well as evening dialogue sessions in which leaders could express their feelings. It turned out that the current councillor was angry because, in his view, various government departments had contributed to the conflict. The Headman, on the other hand, felt disrespected by the Chief who had openly criticized him in front of community members. He wanted the Chief to explain why he had chosen site A and neglected the decision he had made at the Ward Assembly. He also wanted the former councillor to stop addressing the community on developmental issues and give the current councillors space. The Chief felt that the Headman did not understand the Chief's role and if the Headman had grievances he should have come to him personally and not speak in the workshop. When all of these feelings came out in the open, the group was able to discuss them frankly and work on them. From this point began the relationship building process. The Headman was invited to the Chief's homestead to discuss issues of concern and map a way



forward for the school as well as mend their relationship. This had never happened before. Previously, the Headman would make it a point to discuss issues with the Chief whenever they bumped into each other, whereas the normal protocol would have been for the Headman to go to the Chief's house officially. The workshop ended with participants agreeing to stand as a united front and explain to the community why site A was chosen.

A workshop was then held with community members to come up with a work plan. This revealed all the steps that would be taken to ensure that the school was built. Unfortunately, when the village leaders went back to the NGO that had pledged funds, they discovered that this international organization was no longer able to finance the school's construction but could instead provide reading materials. The council took the initiative to seek alternative support and a local mining company and local business have now agreed to fund the new school. So after five years of stalemate, there was finally consensus on the site, meaning that the community can progress with plans to build the school. Relations between the various leaders although not perfect, are being restored and this will undoubtedly impact the community positively. Where the future will take this community, remains to be seen. However, to get to the present stage has been a great achievement in itself.

Developing future talent through our internship programme

Since 2006, CCMT has run an internship programme which has turned out to be a great asset to the organization. Over the years we have seen many interns come and go. Most are second or third year university students undertaking degrees in specialist subject areas such as Peace-building and Governance, Communications, Research and Finance. Our interns become an integral part of the organization and whilst we are always sad to see them go, we cherish and appreciate the time that we get to spend with them. We immensely enjoy getting to know them whilst benefitting from the specialist knowledge that they bring with them from their studies. In exchange they gain valuable experience which we hope will complement and enrich their education. We strongly believe in nurturing future talent, after all these are potentially the peace builders of the future!

Meet some of our interns past and present....



Collen K Zvandasara

Graduate,
Midlands State University

Programme:
BSc (Hons) Local Government Studies

"I applied for an internship at CCMT after hearing about the programme from one of my lecturers. I started my internship in March 2011 and completed it in February 2012. My internship days at CCMT proved to be days of learning and development. The work of conflict resolution enabled me to view things differently. It gave me skills in conflict facilitation and dialogue moderation as well as basic experiences like presentation skills and confidence. To add to this the staff at CCMT are very friendly.

"I was never treated as a newcomer or outsider and worked with everyone in the organization. I got so many experiences from these guys, everyone was my tutor. Based on my experience at CCMT, I can say that my career aspirations are mainly centred now on development work that benefits the marginalised and the poor, with particular focus on conflict resolution and peace building. In the next few years I see myself as a conflict transformation practitioner."



Charity Mupasiri

3rd Year Student,
Bindura University of Science Education

Programme:
BSc (Hons) Peace and Governance

"I began my internship at CCMT on the 14th of May 2012 and the duration was 10 months. The most important aspect of undertaking an attachment programme is to be able to translate the theory acquired from the University into meaningful practice offered by the organization. I felt I was able to do this at CCMT, although I found at times that theory does not always precisely match the practical applications.

The working environment was not hostile at all. The team helped me realize that I was an important figure who was able to contribute something significant to the organization. The supervisor and project officers would leave me to accomplish certain tasks without the aid of anyone. When I had completed these tasks and sent them to the project officers, I realized that I largely contributed to decisions on many issues. I learnt and appreciated the spirit of team work at CCMT as it results in easier sharing of workloads with workmates, since there is a pool of knowledge from team members.

I would like to thank all the CCMT staff for their warm welcome with special mention going to the Director, Programs Manager and project officers. CCMT is one big family and everyone was so friendly and welcoming. I did not feel like the odd one out and quickly blended with the rest of the staff members."



Miriam Sithole

**3rd Year Student,
Midlands State University**

**Programme:
Bachelor of Commerce (Accounting)**

"I started my internship in August 2012 and will be finishing in July 2013. My experience at CCMT has been pleasant so far. In a number of ways my internship has enhanced my learning, for instance attending meetings, workshops and coaching from the supervisor and day to day interactions with my workmates. The performance appraisal assessment has helped me to shed more light on my strengths and weaknesses which I am working tirelessly to address.

To a great extent my expectations have been met because I have had an opportunity to apply my theory into practice, though I have found most of my theory to be irrelevant to real life situations at hand. My teammates have proved beyond reasonable doubt to be very co-operative and helpful. My supervisor has also been very helpful in as far as my work related learning is concerned.

I would recommend other students to do an internship because it helps students to have a know how of real life situations before going back to college for their final year."



Takura Mahanzu

**3rd Year Student,
Bindura University of Science Education**

**Programme:
BSc (Hons) Peace and Governance**

"During my time at CCMT, I learnt that conflict transformation work needs collective co-operation from all relevant stakeholders to attain positive results. I learnt how to budget and report according to donor requirements, using different templates and monitoring tools. It is of importance to note that theory is essential in actual work. However, there is a difference between theory and practical experience; sometimes one has to improvise during implementation.

CCMT has nurtured me personally and enhanced my code of conduct with colleagues and clients. Field experience has given me room to engage with conflict issues, acquire knowledge on the procedures taken prior to the intervention processes and understand conflict dynamics.

I'm planning to pursue a master's degree in International Relations after I complete my current studies. I'd like to one day carry out Peace Building work internationally under the arm of The United Nations."

The Mbare Chapter... a look at what's happening now.

Interview with Martin Matamba

The formation of ten urban Conflict Management Associations in 2004 signaled the early beginnings of CCMT's operations. Ordinary community members were equipped with skills to deal with day to day conflicts that ordinary people experienced. On the 1st of July 2011, the Associations became officially independent of CCMT and are continuing to function on their own, driven by dedicated volunteers. Martin Matamba, a conflict transformation practitioner with the Mbare Conflict Management Association tells us about an intervention that their association is currently working on.

Can you give the background to the story?

Mbare is a very big area with a large population. Our challenge was that there was a water problem in many of the constituencies resulting in a cholera outbreak. This resulted in boreholes being drilled. Some were drilled by UNICEF, some by the Constituency Development Fund (CDF). Schools and churches also drilled their own boreholes.

How did the intervention come about?

We got together with the authorities and other interested NGOs like ZIMPRO and OXFAM and started looking into service delivery issues that required intervention. We ended up having the boreholes issue as the most essential as water is paramount to our livelihoods and people.

Was the identification of the boreholes issue done in just one session?

We did this in pre-planning meetings. They were not dialogues. The meetings were designed to discuss the issues using dialogue techniques. We use the dialogue circle and because people remain seated it puts everyone in an equal position. People get to speak more when they think we are at par. There is no one standing in front with a flip chart writing and there is no-one being called the leader and choosing who should speak.

What were the key issues surrounding boreholes?

The main issue was around the vandalism of the boreholes. There were other issues involving school boreholes. For example, one school, St Peters drilled their own borehole and opened it up to the public. However, the machine ended up breaking down through constant use. Parents were asked for contributions to fix it but they were not forthcoming so public access was denied. We invited the bursars and teachers from this school to the dialogue meetings and they now have come to an agreement with parents about the use of the borehole. They have a timetable in place for when they can come into the school and access the borehole.



Who did you bring to the table for the dialogues and how did you get them talking on the issue?

The District Administrator, the police, NGOs working in Mbare, churches, schools and the residents association. We invited them to the first dialogue meeting and had around 70% representation of stakeholders.

People were hesitant at first as they thought it was a political meeting. But as we moved to the second dialogues we would always explain that this was an apolitical process. We gave them our flyers and we would continuously emphasize our values. People started talking and contributing effectively and truthfully. We also invited the Environmental Health Department to come to a dialogue session where we were discussing the issue of boreholes that had become contaminated by sewage. They took samples from those boreholes and they are still working on the findings which we hope to use to condemn some of the boreholes.

How many dialogue meetings have you had to date?

We have had 8 meetings.

Have there been any other developments that have come out of this intervention?

The District Administrator for Harare (Central) invited us to a meeting where he was talking to the (DO) about an issue whereby standard procedure was not being followed in the drilling of boreholes. One newly drilled borehole only worked for two days before breaking down because these steps had not been taken. It was a meeting of only about 10 people but we were a part of it which was really something for us. During that meeting we were able to present our file with pictures we had taken of those boreholes in Mbare. As part of the intervention we conducted a borehole profiling where we compiled information on the location of the boreholes, installation year, security, repairs and maintenance. We did this for 17 boreholes.

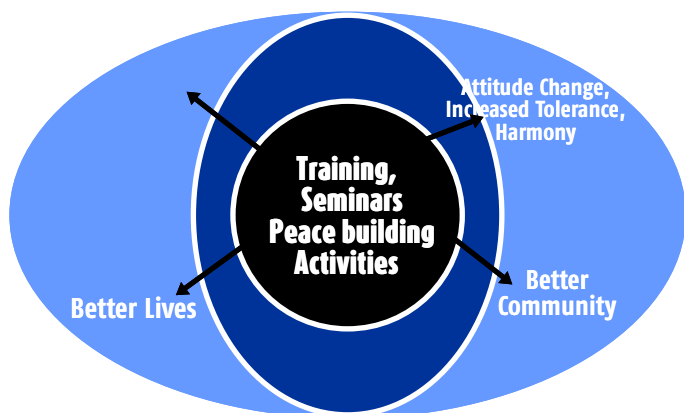
Where are you now with the process?

We are now going higher up to approach political leaders. We have managed to meet the MP for Mbare and are discussing with him ways in which we can serve the people so that they don't die of disease. It is estimated that 500,000 people come in

and out of Mbare. So if health issues are not taken care of, disease will spread. It is great that we are managing to work within existing structures. We have recently become a member of the government's Risk Reduction Committee which is chaired by the District Administrator.



The Future of CCMT



CCMT is now working to lay the ground for what we believe is the future of peace building work in Zimbabwe and the wider region. In preparation for this future focus we are developing our M & E practices, embedding a culture of research and sourcing books and other resources for our 'Intervention Centre.'

Find out more about each aspect of our 'futuristic' focus...

Research Focus

by Debra Mwase

CCMT's interventions have for years been informed by research. In 2004, the organization conducted a research on the possibility of a community based national reconciliation process in Zimbabwe which was published under the title 'Now That We Know.' This research informed CCMT's project design for urban Conflict Management Associations which built the core of CCMT's programming in the years 2004-2009. Further research carried out in 2009 in rural Midlands brought out the fact that conflicts in communities went beyond personal differences and petty jealousies but were rooted in structural and policy issues that have not been dealt with over the years and needed to be dealt with at community level. Instead of creating new structures, like the associations within the community and at national level, CCMT began working on request with district and community leaders as well as traditional leaders and affected community members.

The current intervention work which has been informed through continuous learning from the lessons and experiences drawn from the field has enabled CCMT to deepen its knowledge base and understanding of the conflict issues at hand. Field experiences have shown that political violence in Zimbabwe goes beyond party politics but lies in deeper social and economic conflicts that have not been addressed. These become violent when the political environment opens the space for actions with impunity. Some of the conflict issues identified in CCMT's interventions that will be further researched in 2013 and 2014 include:

- * Competing parallel governance systems within the local government structure
- * The poor service delivery which has resulted in the collapse of the education and health systems, among others.
- * Inequitable and non transparent allocation of relief goods and development initiatives.

The Research component is an integral part of CCMT's approach, its intervention and advocacy strategy. Research is intended to facilitate CCMT's strive towards relevant policy change and will form the basis of CCMT's development towards being a source of robust and reliable information for communities, partners, the public and government.

M & E as an organizational adventure and challenge

by Philipp Heintze

Every person associated with a donor-funded NGO is aware of the constant challenge that is posed by the requirements of Planning, Monitoring & Evaluation (PM&E). PM&E with its associated elements of Reporting and Learning intends to guide and enable informed decision-making and continuous improvement for an organization and its staff members.

At CCMT the integration of PM&E has been going on for years and has been seen as an organization challenge. The intention was to not only meet donor requirements but also realise the value of a functioning PM&E system working for the better of the organization. When we began thinking about formalizing the PM&E system, what was in place then, could be described as a system based on an oral exchange. As valuable and well functioning such a personal approach had been, the need for a more formalized approach became clear as the organization began taking on more complex cases for intervention with which came the increasing need to document



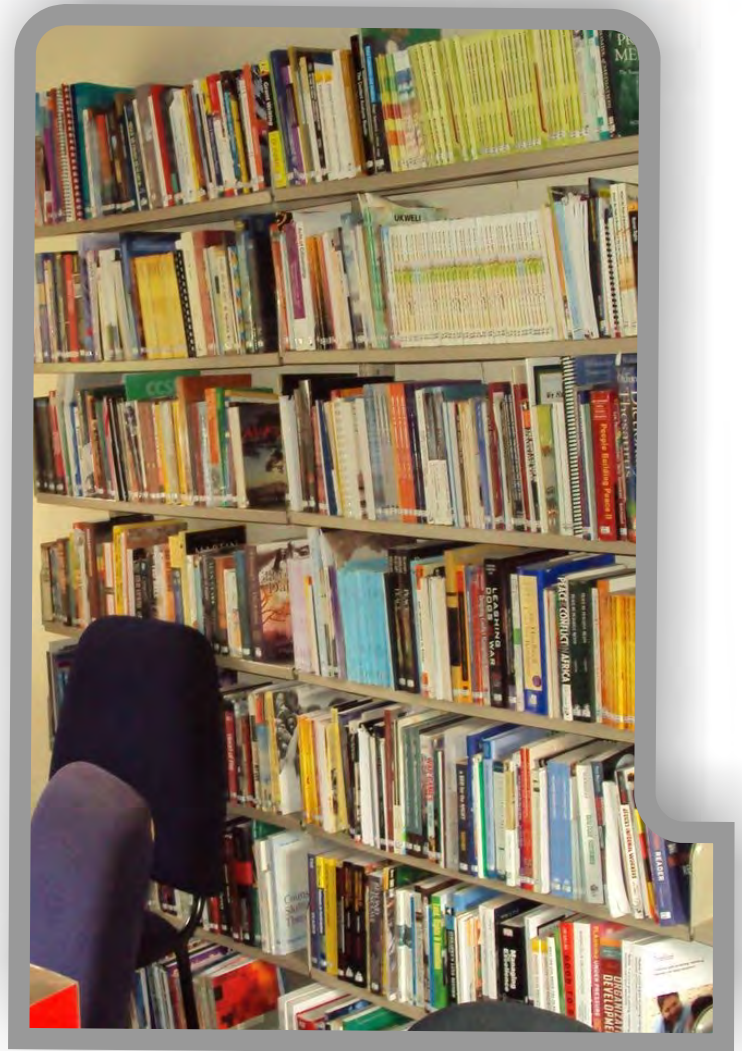
experiences, success stories and lessons drawn. The intended framework was also expected to deliver valuable information on emerging issues and themes for other interventions and further research. The first attempts of a systematic PM&E framework were based on collecting data from the field with the help of paper forms and regular written reports by project officers. Rather quickly, the number of forms and the reporting expectations grew to become an additional and unpopular burden on project officers who were used to writing short and simple reports about their work. As a result, a system was in place that did not yet deliver what its crafters had intended. More time and experience was needed for the internal learning curve. Crucially, the organization learned that PM&E can only work if there is a shared understanding of its purpose and its value. Last year in 2012, the game changing steps were finally taken as the data collection tools were being refined and the field officers engaged actively in their improvement and utilization. CCMT has now in place a systematic way of collecting data and utilizing the process to support its work and the officers in the field. At the same time, meeting the PM&E donor requirements has been taken care of. What do we do differently now? We ask the right questions at the right time and we record the responses for our analysis and learning. Field officers feel strengthened by the PM&E framework as it helps to identify and address challenges that they face as a team.

With the year 2013 we have now taken PM&E another few steps further. The importance of planning and therein, planning for results, has begun to influence the work culture at CCMT and how we manage our current projects. Moreover, the data collection is now systematically organized through a tailor-made CCMT database. As a result, we are confident that the service we can provide to the communities is improving and that in the future our reporting and our derived lessons will be instrumental for CCMT continuing to develop on its strategic path.

Building information resources for the future

by Fortunate Monga, CCMT Librarian

CCMT has a Resource Centre which currently houses 1126 materials. The collection is made up of books (paperback and hardback), CDs, DVDs, VCDs as well as research papers. There are also press cuttings used for reference purposes. The library intends to acquire and purchase significant works for coverage of the best and most important resources in the area of peace-building. The collection is still growing as we are soliciting for more materials. We gather these materials through purchases, donations, gifts, repackaging as well as exchanges. The library accepts donations and exchanges of books that are in good physical condition and in 2012 we received 200 books from Book Aid International. Also, some donations came from staff members who support the development



of the Resource Centre.

The tools used to organize knowledge in the Resource Centre are the UNESCO Thesaurus for classification and ABCD for cataloguing. The circulation system in use is automated and is user friendly. It currently provides borrowing services to CCMT staff and colleagues from partner organizations.

Looking to the future...

CCMT's strategic vision involves establishing an 'Intervention Centre,' which will serve the purpose of bringing together representatives from various levels of society to dialogue on issues related to policy formulation and implementation. The Resource Centre will be an important part of the Intervention Centre as it will become the outlet for information acquired through CCMT's monitoring and evaluation system and thematic research. It is envisioned that it will be accessed by, among others, government officials seeking information on transformation of conflicts similar to those they may be experiencing within their departments or ministries, practitioners in the peace building and conflict transformation field and the development sector in general, individuals and students. The Resource Centre has an exciting future ahead as an information hub for issues related to conflict transformation in Zimbabwe and beyond.

The Work That I Longed to Do

By Margaret Chaikosa



This is the work yes
This is the job yes
Never an opportunity
Never by coincidence

I have been longing to do this type of work
I have been in different types of work
Never did I get satisfaction
Never did I feel motivated

Now I am there
Right in the middle of them
I live with them
I eat with them
I interact with them
And I understand them

They are different
They have different issues
They have different needs
They have different expectations
I understand them

Yes it is community work
Yes peace building work
Yes the work that I longed to do
I understand it, I like it, I do it.

Get the conflict issue from them
Consult with them
Plan with them
Discuss with them
Have them own the process

They discuss their issues
They become aware of their needs
They become aware of their conflict
They come up with solutions
Yes to their conflict

Mine is to guide
Mine is to facilitate
Mine is to direct
Mine is assist with the plan
Yes that's the work
The work that I longed to do.



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