

The Role of Community Mediation in Managing Water-related Conflicts

A practical training guide based on simulation

2026

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1. Guide Introduction

This guide has been developed as a practical training tool within the Sheba youth Project, which aims to strengthen the role of community mediation as a practical approach to managing conflicts within local communities, particularly in environments characterized by multiple actors, overlapping interests, and limited access to formal dispute resolution mechanisms.

The guide is primarily designed for practitioners and community actors rather than as a theoretical or academic reference. It focuses on learning through practice, role testing, and direct interaction among participants through the simulation approach.

This guide takes into account the social and cultural specificities of Taiz governorate and the targeted districts. It also considers the varying educational levels and practical experiences of participants by using simplified language, interactive training methods, and visual and oral tools that reduce reliance on reading and writing. The guide is based on best practices in peacebuilding and community mediation programs and aligns with the project's Terms of reference, particularly with regard to capacity building and preparing participants for community dialogue sessions and mediation summits.

In its current version, this guide focuses on using water-related conflicts as a practical model for training in community mediation, given the prevalence of this type of conflict in the local context of Taiz Governorate and the social and economic complexities it carries, which resemble many other community disputes. This focus does not limit the guide's use to the water sector only; rather, the methodology and tools included can be applied to various types of community conflicts, such as those related to land, services, or shared resources, with appropriate adaptation of scenarios to each context.

This guide is used as a foundational preparatory phase preceding the implementation of community dialogue sessions and mediation summits, ensuring participants' readiness and unifying their understanding of mediation principles, stakeholder roles, and the steps for managing conflicts in a peaceful and constructive manner.

2. The Overall Objective of the Guide

1 What is the idea behind this guide?

This guide is not merely a book for reading, nor is it a theoretical lecture. Rather, it is a practical training tool that helps participants to:

- Practice the roles of mediation committees in resolving conflicts before they escalate
- Experience real roles that exist within the community
- Learn from mistakes without incurring losses.



Mediation here is not presented as something “official” or “complex,” but as a human skill that exists in every community; we are simply organizing and developing it.

This guide, in its entirety, aims to enable participants to:

- Understand the concept of community mediation as a peaceful and participatory tool for managing conflicts within the local community.
- Comprehend the roles of different actors in community conflicts, and distinguish between the role of the mediator, the parties, and the supporters.
- Acquire practical skills in active listening, dialogue management, tension containment, and dealing with differing interests and power dynamics.
- Practice mediation roles in an applied manner through simulation, thereby enhancing self-confidence and readiness to address real conflicts.
- Strengthen the ability to analyze community conflicts and understand their causes and root factors, rather than focusing only on their surface manifestations.
- Develop teamwork skills and consensual decision-making within a safe environment for learning and experimentation.
- Be effectively prepared to participate in community dialogue sessions and mediation summits by unifying concepts and building a shared foundation of understanding.
- Enhance participants’ sense of social responsibility and their role in preserving social peace and cohesion within their communities.
- Enable participants to transfer what they have learned to other conflict contexts, adapting the tools and approaches according to the nature of each dispute.

1.2 Why do we use simulation?

Because:

- People learn more effectively through practice than through words
- Conflicts do not resemble what is written in books
- Safe training is better than painful real-life experience.

Simulation means:

“We experience the conflict as if it were real, but without losing relationships, dignity, or safety.”

Note for the Facilitator:

If a participant asks, “Did this actually happen?” respond:

“It resembles what happens frequently... that is why we practice.”

3. Who is this guide for?

This guide is designed to be inclusive, not elitist.

It is suitable for:

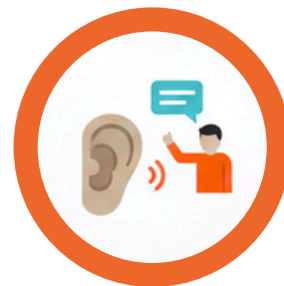
- Traditional mediators (sheikhs – community elders – respected social figures)
- Members of water committees
- Women actively engaged in resolving daily disputes
- Youth with social acceptance
- Local staff who are in direct contact with the community

It does not require:

- A formal certificate
- Advanced literacy skills
- Legal knowledge

It only requires:

- Respect for people
- A willingness to reconcile
- The ability to listen



Note for the Facilitator:

If some participants do not read well, rely on verbal explanation + visuals + role-play.

4. Defining Roles and Diversity of the Simulation Team

Before implementing the simulation scenario, it is essential to emphasize the importance of clearly defining the participating roles, as this directly affects the realism of the exercise, its effectiveness, and its ability to reflect how community conflicts occur in reality.

Community conflicts do not arise in a vacuum; rather, they result from the intersection of multiple roles, differing interests, and varying levels of social and institutional influence.

The simulation sessions outlined in this guide rely on engaging a diverse team of community actors, whereby each participant represents a real social role existing in the community. It must be emphasized that participants do not represent themselves or their personal positions, but rather specific roles within the conflict context.

The participating categories in the simulation may include – but are not limited to – the following:

- Local mediators (customary or community-based).
- Community committees, **such as:**
 - o Water committees.
 - o School committees.
 - o Service committees or community initiatives.
- Sheikhs, elders, and influential local social figures.
- Women actively involved in managing daily family and community affairs.
- Youth with social acceptance and communication skills.
- Representatives of local authorities and relevant service providers.
- Individuals or groups directly affected by the conflict.

Consideration of Age and Gender Diversity:

- Men aged:
 - ☐ 15–19 ☐ 20–24 ☐ 25–34 ☐ 35–49 ☐ 50 and above
- Women aged:
 - ☐ 15–19 ☐ 20–24 ☐ 25–34 ☐ 35–49 ☐ 50 and above
- Youth (both genders) within the age groups:
 - ☐ 15–19 ☐ 20–24
- Inclusion of less capable or more vulnerable groups whenever possible, provided this does not compromise the safety of the session or the privacy of participants.

Procedural Note:

It is not mandatory to represent all categories in every session; however, achieving the highest possible level of diversity is recommended to serve the learning objectives and reflect community realities.

Roles (Role Cards) – Behavioral Enrichment

Roles are distributed among participants, with each role representing a real person existing within the community.

Core Roles

1. Conflict Parties

- Representative of the first party to the conflict (e.g., the host community)
- Representative of the second party to the conflict (e.g., displaced families)

2. Owner of the Water Source

- Believes the source belongs to him or that he invested effort in it
- Fears damage to the well or depletion of water
- Seeks recognition of his effort and rights

3. Representative of the Host Community

- Feels that the village “belongs to its people.”
- Believes that displacement has altered the balance
- Fears losing control

4. Representative of Displaced Families

- Needs water for survival
- Feels weak and powerless
- Fears eviction or exclusion

5. A Woman from the Community

- Bears the burden of fetching water
- Thinks about children and household needs
- Wants a practical, not theoretical, solution

6. Representative of the Local Authority

- Seeks stability and calm
- Fears escalation of the problem
- May hesitate to take a clear position

7. Mediator / Mediation Team

- Remains impartial
- Listens to all parties
- Guides toward a fair solution

8. External Actors / Donations Officer

- (e.g., charitable actors, civil society organizations, international organizations, private companies)



Note for the Facilitator:

Remind participants:

“You are representing the role, not yourself.”

This reduces sensitivity and emotional reactions.



The Core Role of the Facilitator

The core role of the facilitator in simulation sessions and dialogues includes the following:

- Preparing a safe, neutral, and motivating environment before sessions begin.
- Explaining the objectives and rules of the session in clear, simple language appropriate to the local context.
- Distributing roles and clarifying their nature and boundaries to participants.
- Managing the pace of the session and controlling time without rushing or prolonging unnecessarily.
- Facilitating discussions and ensuring balanced participation from all parties.
- Intervening when necessary to reduce tension or prevent escalation.
- Monitoring group dynamics and preventing exclusion or dominance.
- Maintaining full neutrality and refraining from expressing opinions or proposing solutions.
- Closing sessions in an organized manner that focuses on lessons learned and reflection.

Basic Principle:

The facilitator's success is not measured by resolving the conflict, but by the safety of the process and the quality of learning.

5.2 Proposed Composition of the Facilitation Team

To ensure effective implementation of simulation sessions and dialogues, it is recommended to form a facilitation team consisting of at least:

No.	Position	Role	Proposed Number
1	Workshop/Training Facilitator (Lead)	Lead sessions, manage time, facilitate discussion, link outputs to learning objectives, and ensure the quality of the training process	1
2	Assistant Facilitator	Support the facilitator in group management, documentation, logistical support, and monitoring participant engagement	1

5.3 Minimum Size of the Facilitation Team

A team consisting of one lead facilitator and one assistant is suitable for a one- or two-day training workshop, even with 20–25 participants.

Note:

The size of the facilitation team depends on:

- The number of participants
- The nature of activities (group work / plenary discussion)
- The complexity of the workshop content and simulation sessions

5.4 Core Responsibilities of the Workshop Facilitator and Assistant

First: Preparations Before the Workshop

Workshop Facilitator:

- Adapt the workshop content and tools to the local context and participants' needs.
- Prepare the session plan, objectives, and timing.
- Prepare worksheets, discussion questions, and instructions.
- Clarify the roles of the facilitation team and limits of intervention.

Assistant Facilitator:

- Prepare training and logistical materials.
- Assist in distributing materials and organizing the venue.
- Coordinate with participants before the workshop when needed.

Second: During Workshop Implementation

Workshop Facilitator:

- Open and close each session with clear guidance.
- Manage time and ensure smooth transitions between activities.
- Facilitate discussions and ensure everyone participates.
- Monitor group dynamics.
- Manage sensitive discussions in a constructive manner.

Assistant Facilitator:

- Support small group work.
- Monitor groups' adherence to time.
- Document key points and observations.
- Assist participants when needed without influencing the discussion.

Third: Reflection and Learning Sessions

Workshop Facilitator:

- Lead structured reflection sessions at the end of each activity or at the close of the day.
- Link discussions to workshop objectives and key learning questions.
- Stimulate collective thinking through open-ended questions (e.g., What did we learn?

What were the challenges? How can this be applied in practice?).

Assistant Facilitator:

- Record key outputs and lessons learned.
- Compile feedback and suggestions for improving future workshops.
- Support the preparation of session summaries.

5.5 Boundaries and Controls of the Facilitator's Role

The facilitator adheres to the following guidelines:

- Full neutrality and avoidance of influencing participants' opinions or decisions.
- Non-interference in the content of discussions except to ensure fairness and respect.
- No imposition of solutions or correction of behavior unless there is abuse, exclusion, or a threat to participants' safety.
- Allowing a reasonable degree of tension or disagreement as a natural and constructive part of learning.
- Not making decisions on behalf of participants or speaking in their name.

5.6 Summary Table: Roles of the Facilitator and Assistant (Quick Overview)

Task	Workshop Facilitator	Assistant Facilitator
Time management	✓	✓
Managing session flow	✓	
Facilitating discussions	✓	
Supporting group work		✓
Monitoring interaction and participation	✓	✓
Documentation and recording outputs		✓
Managing sensitive discussions	✓	
Logistical and organizational support		✓
Contributing to reflection and learning	✓	✓
Intervening in decision-making	✗	✗

5.7 General Principles for Responding in Sensitive Dialogues and Conflicts

A. Core Principles:

- **Do No Harm:** Dialogue or learning activities must not deepen divisions or expose any participant to psychological, social, or security risks.
- **Support Without Imposing Solutions:** The facilitator's role is to create a safe space for dialogue and enable participants to think collectively without imposing positions.
- **Flexible Tension Management:** The facilitator has the right to temporarily pause the dialogue or suggest a short break if tension escalates.
- **Neutrality and Respect:** Maintain neutrality and prevent any inflammatory, exclusionary, or offensive language.
- **Responsible Documentation:** Document observations in a general and non-personal manner, taking into account the sensitivity of information.

B) Quick Intervention Guide in Dialogues and Conflict Management

If you notice this...	Appropriate Facilitator Action
Ambiguity or overlap in roles	Clarify roles and dialogue rules and link them to the session objective
Resistance to dialogue rules	Reaffirm the agreed rules in a neutral tone
Escalation of tension or polarization	Temporarily pause the discussion or divide participants into smaller groups
Exclusionary or offensive language	Immediate intervention and redirection of the discussion
Withdrawal or sudden silence	Follow up individually and confidentially and offer flexible options
Dominance by one party	Rebalance speaking time
Shift to political or security issues	Redirect discussion to the agreed community-related issues

The facilitator is a central element in the success of simulation sessions. Their role goes beyond managing time or distributing roles; it includes safeguarding the training process, ensuring its psychological and social safety, and achieving learning objectives without causing harm to participants.

The facilitator is not a party to the conflict, not a decision-making mediator, and not a governing authority, but rather an organizer, motivator, and process observer.

The core role of the facilitator includes:

- Preparing a safe and neutral environment before the simulation begins.
- Explaining the session objectives and rules in clear and simple language.
- Distributing roles and clarifying their nature to participants.
- Managing the pace of the session and controlling time without rushing or prolonging unnecessarily.
- Intervening when necessary to reduce tension or prevent escalation.
- Encouraging balanced participation and preventing dominance by any party.
- Maintaining full neutrality and refraining from expressing opinions or proposing solutions.
- Closing the session in an organized manner focused on lessons learned.

Basic Principle:

The facilitator's success is not measured by resolving the conflict, but by the safety of the process and the quality of learning.

6. Facilitator Guide for Using the Simulation Manual and Managing Risks

This section aims to support the facilitator in using the simulation guide effectively and to enable advance preparation and management of unexpected situations that may arise during simulation sessions and community dialogues. This ensures the psychological and social safety of participants, preserves the quality of the training process, and achieves learning objectives without causing harm.

6.1 Guidelines for Using the Simulation Guide

The facilitator adheres to the following guidelines when using the simulation guide:

- Read the guide in advance and fully understand the scenario, roles, and session sequence.
- Avoid reading the texts verbatim in front of participants.
- Rely on verbal explanation, role-play, and visual tools whenever possible.
- Clearly emphasize that the simulation is a training exercise, not a trial or an evaluation.
- Continuously remind participants that they are representing hypothetical roles, not their real identities.
- Use simplified language that takes into account participants' educational levels and cultural context.

6.2 Categories of Potential Risks During Simulation and Dialogues

Simulation sessions may encounter several natural risks or challenges. Preparing for them is a fundamental part of the facilitator's role.

Table (1): Risk Categories and Response Strategies

Risk Category	Possible Indicators	Immediate Response Actions (During the Session)	Preventive Measures (Before Implementation)
Participant confusion or lack of role clarity	Repeated questions, hesitation, deviation from the scenario	• Pause the activity temporarily for clarification	
• Re-explain the role in a calm and neutral tone			
• Process facilitator intervenes to support the participant	• Conduct a clear pre-session role briefing		
• Allow space for questions			
• Emphasize that the session is a safe space for experimentation			
Non-compliance with instructions or rules	Ignoring time limits, disrupting the group	• Gently redirect	
• Remind participants of rules and objectives			
• Quiet side intervention by the facilitator	• Explain rules at the beginning		
• Provide visual reminders of rules and time			

Risk Category	Possible Indicators	Immediate Response Actions (During the Session)	Preventive Measures (Before Implementation)
Agree in advance on time management mechanisms			
Emotional escalation or tension	Anger, frustration, withdrawal, intense argument	Temporarily pause the dialogue	
Suggest a short break			
Use supportive and non-escalatory language	Clarify values of respect and confidentiality		
Use culturally and gender-sensitive language	Design sensitive roles carefully		
Power imbalance within the group	Anger, frustration, withdrawal, intense argument	Temporarily pause the dialogue	
Encourage quieter participants indirectly			
Redistribute speaking roles	Encourage role rotation		
Monitor power dynamics in advance			
Breaking out of role or loss of engagement	Off-topic discussion, loss of focus	Re-engage using elements of the scenario	
Briefly remind participants of activity objectives	Use visual materials and local maps	Link the scenario to the local context	
Logistical or technical problems	Delays, missing materials, venue issues	Clearly announce any changes	

Risk Category	Possible Indicators	Immediate Response Actions (During the Session)	Preventive Measures (Before Implementation)
Quickly reorganize time	Prepare backup materials		
Assign a facilitator responsible for logistics			
Use of offensive language or sensitive violations	Stereotyping, exclusion, verbal abuse	Immediate intervention and enforcement of respect	
Protect the affected participant			
Turn the situation into a learning opportunity	Provide prior briefing on sensitive issues		
Use respectful local terminology			
Design inclusive roles			

6.3 Managing Specific Risks During Simulation

1. Increased tension or anger:

- Pause the exercise temporarily.
- Remind participants of the agreed rules.
- Suggest a short break if needed.

2. Direct accusations or verbal abuse

- Stop the statement immediately.
- Reframe the language from accusation to problem description.
- Reinforce the principle of mutual respect.

3. Participant withdrawal or silence

- Do not force the participant to continue.
- Communicate with them gently and individually.
- Provide a safe space without pressure.

4. Mentioning real conflicts, names, or sensitive locations

- Immediately stop the discussion.
- Redirect the conversation to a general hypothetical framework.
- Remind participants of the purpose and limits of the simulation.

6.4 Basic Principle for the Facilitator

The safety, dignity, and respect of participants come first. These are more important than completing the exercise or reaching the end of the scenario.

7. What Will Participants Learn? (Applied Enrichment)

By the end of this training, participants will learn:

At the level of understanding:

- That conflict has causes and is not merely anger
- That each party has genuine concerns
- That the solution is not always about “pleasing everyone,” but about reducing injustice.

At the level of skills:

- How to open a mediation session
- How to stop escalation before it explodes
- How to listen without bias
- How to guide people toward agreement

At the level of behavior:

- Patience
- Self-control
- Respect for differences
- Thinking in terms of the public interest



Note for the Facilitator:

Ask participants:

“Which skill do you feel you need the most?” **This opens an important discussion.**

8. Safety and Sensitivity Rules During the Simulation

Before starting any simulation, these rules must be agreed upon collectively. These rules are not merely procedural; they protect everyone.

Basic Rules:

1. We do not mention real individuals' names.
2. We do not mention specific villages or sensitive locations.
3. We do not accuse; we describe the problem.
4. Everyone has the right to speak.
5. The session may be paused if tension escalates.

These rules make the simulation psychologically safe.



Note for the Facilitator:

If anyone violates the rules, stop the session immediately and remind participants of the rules. Do not allow the session to continue until compliance is restored.

9. Introduction to the Simulation Scenario and Its Link to Community Conflict Management

Simulation scenarios represent the core of this guide, as they constitute the primary practical tool through which participants move from theoretical understanding of community mediation principles to hands-on application within a safe training environment. The conflict scenario presented in this guide is carefully designed as a training model that reflects how community disputes unfold in real-life contexts, including overlapping roles, competing interests, and varying levels of social and institutional influence.

The current version of the scenario focuses on a conflict related to the management of a shared community resource—water. This issue has been selected due to its priority within the local context of Taiz Governorate and its social, economic, and service-related dimensions, which make it a rich and practical case for community mediation training. However, the selection of this type of dispute is not intended to limit the use of the scenario or the guide to a specific sector. Rather, it serves as an illustrative case that can be adapted and applied to other contexts.

The simulation methodology relies on role representation, interactive dialogue management, and testing participants' ability to:

- Understand the root causes of the conflict.
- Navigate differing interests and power dynamics.
- Manage dialogue without escalation.
- Facilitate consensus-based solutions that consider the public interest.

When needed—or in later stages of the training—the facilitator may use the same scenario structure and steps to address other types of community conflicts, such as:

- Disputes related to a school or educational facility.
- Conflicts concerning a road or public passage.
- Disputes linked to a community service.
- Land or site-related conflicts.
- Conflicts over the management of a shared resource or facility.

In all cases, it is essential to maintain the hypothetical nature of the scenario and avoid mentioning real names or sensitive locations. This ensures the psychological and social safety of participants and keeps the focus on learning and skill development rather than revisiting specific real-life disputes.

10. Conflict Scenario (Simulation Story)

The Conflict Story

In a rural village, there is only one water source (a well or a basic network). For many years, this source was sufficient to meet the needs of the village residents.

After some time, displaced families arrived and settled on the outskirts of the village. As the number of beneficiaries increased, problems began to emerge:

- The water was no longer sufficient for everyone.
- Pumping schedules became unclear.
- Operational costs increased.

Each group gradually began to feel that the other was taking more than its fair share. This story is not unique to a single village; rather, it resembles situations that occur in many communities.



Why Is This Scenario Important?

Because it:

- Demonstrates that conflict does not emerge suddenly.
- Clarifies that each party has its own legitimate reasons and concerns.
- Helps participants view the conflict from multiple perspectives.

Note for the Facilitator

Ask participants:

“Who is most affected, and why?”

There is no single correct answer. What matters is critical thinking and reflection.

11. Mediation Session Steps

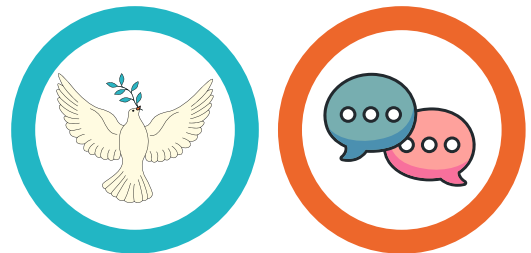
Step (1): Opening

Objective:

To create a constructive atmosphere, not to solve the problem immediately.

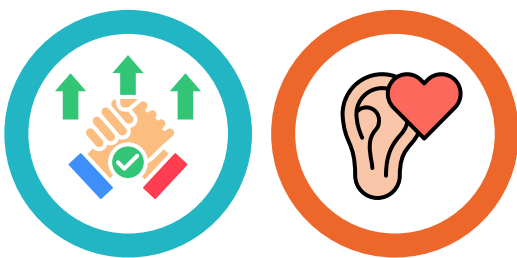
What the mediator says:

- We welcome everyone.
- We are here to understand the problem.
- We are not here to blame anyone.
- We are seeking a solution that reduces harm.



Note for the Facilitator:

Tone of voice is more important than the words themselves.



Step (2): Listening to the Parties

Objective:

- To release tension and build trust.
- Each party speaks.
- No interruptions are allowed.
- The mediator listens only.

Note for the Facilitator:

If someone interrupts, say calmly: “Your turn will come.”

Step (3): Identifying the Real Problem

At this stage, we move from the “complaint” to the “root cause.”

Mediator’s guiding questions:

- What exactly is the problem?
- When did it start?
- Who has been most affected?

Note for the Facilitator:

Sometimes the problem is not the water... but the feeling of injustice.

Step (4): Exploring Solutions

Objective:

To open possibilities, not to impose opinions:

- Each party proposes ideas.
- No idea is rejected immediately.
- Focus on practical solutions.



Note for the Facilitator:

Ask: “Is this solution possible?” rather than “Is it perfect?”

Step (5): Reaching an Agreement

A good agreement should be:

- Clear
- Simple
- Feasible

Define clearly:

- What will be done?
- Who is responsible?
- When will we start?



Note for the Facilitator:

An unclear agreement = a new conflict.

Step (7): Follow-Up

Without follow-up, agreements weaken over time.

Clarify:

- Who will follow up?
- What will we do if a disagreement arises?



Note for the Facilitator:

Follow-up does not mean control or surveillance... it means reminder and support.

12. Handling Difficult Situations and Escalation

Examples of difficult situations and escalation include anger management issues, withdrawal, and direct accusations.

In any real conflict, tension is natural. If no tension appears during the simulation, it may indicate that the training did not sufficiently reflect reality.

Situations that may occur during the session include:

- One party raises its voice.
- One party directly accuses another.
- A participant withdraws in anger.
- Mockery or sarcasm.
- Sudden silence from a participant.



These situations are part of the learning process not a sign of failure.

How Should the Mediator Respond in These Situations?

1) When Voices Rise

- Do not raise your own voice.
- Request a temporary pause.
- Remind participants of the agreed rules.

Suggested phrase:

"Let's calm down for a moment... the goal is to understand each other, not to defeat each other."

2) When Direct Accusations Occur

- Stop the statement immediately.
- Reframe the accusation into a description of the problem.

Example:

Instead of: **"You are the cause of the problem."**

Say: **"The problem is that the water is no longer sufficient for everyone."**

3) When One Party Withdraws

- Do not force them to return immediately.
- Suggest a short break.
- Approach them calmly and privately.

Note for the Facilitator: Sometimes withdrawal is a message—not an escape.

4) When There Is Silence or Fear of Speaking

- Ask a direct but gentle question.
- Encourage participation without pressure.
- Suggested phrase: **“Your opinion matters... take your time.”**

Why Is This Section Important?

Because:

- Conflicts are not always managed in calm environments.
- A successful mediator knows when to pause and when to proceed.
- Self-control is more powerful than controlling others.

13. Evaluation and Learning After the Simulation

(What Did We Learn?)

- After the simulation ends, the session should not be closed immediately.
- This phase transforms the experience into meaningful learning.



Evaluation Questions (Simple and Open-Ended):

- How did you feel during the conflict?
- What was difficult?
- What worked well?
- What would you do differently in real life?

Note for the Facilitator:

Do not correct the answers—just listen.

Evaluating the Mediator's Performance (Calmly and Respectfully):

- Did the mediator listen to everyone?
- Was the mediator neutral?
- Did the mediator manage time effectively?
- Did the mediator remain calm?

The evaluation here is educational and developmental—not accountability or judgment.

Why Is Evaluation Important?

Because it:

- Reinforces learning.
- Builds confidence.
- Transforms mistakes into experience.

14. Executive Summary of the Guide

(Closing Message to Participants)

This guide does not provide ready-made solutions, nor does it promise that conflict will disappear.

However, it:

- Provides practical tools.
- Builds confidence.
- Helps reduce losses.
- Preserves relationships.

Mediation is not about pleasing everyone—it is about preventing injustice and minimizing harm.



Key Messages Participants Should Take Away

- Conflict is natural.
- Dialogue is better than confrontation.
- Listening is half the solution.
- A clear agreement protects everyone.
- Follow-up is more important than the signature.

15. Annexes

Role Cards

Card (1): The Mediator / Mediation Team

Who are you?

You are a neutral person, accepted by all parties. Your goal is to calm the conflict and reach a fair agreement.

What do you want?

- For everyone to listen to one another.
- To prevent the conflict from escalating.
- For all parties to leave with a clear agreement.

What do you fear?

- Unintentionally favoring one party.
- Losing control of the session.
- Failure to reach an agreement.

What do you not accept?

- Insults.
- Direct accusations.
- Forcing a solution by pressure.

Important reminder:

Listen first... then move toward solutions.



Card (2): Owner of the Water Source (Well / Network)

Who are you?

You are the person who dug the well or supervised the water network. You feel that you have a special right and responsibility regarding this source.

What do you want?

- To protect the water source.
- To have your efforts respected.
- To regulate and organize water usage.

What do you fear?

- Damage to the well.
- Water depletion.
- Lack of commitment to any agreement.

What do you not accept?

- Random or uncontrolled use.
- Ignoring your role and contribution.

Reminder:

Water is for everyone... but proper organization protects it.



Card (3): Representative of the Host Community

Who are you?

You are one of the original residents of the village. You believe that the resources were sufficient before the arrival of displaced families.

What do you want?

- Priority consideration for the village residents.
- Clear and transparent distribution.
- Fair sharing of operational costs.

What do you fear?

- Losing control over local resources.
- Increased pressure on limited resources.

What do you not accept?

- Ignoring the rights of the original community members.

Reminder:

Justice protects social peace.



Card (4): Representative of the Displaced Families

Who are you?

You are a displaced person who depends on access to water for survival. You feel that your position in the community is vulnerable.

What do you want?

- Access to water.
- Fair treatment.
- Respect for your dignity.

What do you fear?

- Exclusion.
- Eviction.
- Exploitation.

What do you not accept?

- Humiliation.
- Discrimination.

Reminder:

Water is an essential for life.



Card (5): Woman from the Community

Who are you?

You are responsible for collecting water and managing household needs.

What do you want?

- A practical solution.
- Suitable pumping times.
- a reasonably close distribution point.

What do you fear?

- Physical exhaustion.
- Ongoing disputes.
- The impact of conflict on children.

What do you not accept?

Solutions that are unrealistic or impractical.

Reminder:

A good solution must consider everyday realities.

**Card (6): Representative of the Local Authority****Who are you?**

You are a local official who seeks stability and wants to avoid further problems.

What do you want?

- To de-escalate the conflict.
- To maintain order.
- To reach a feasible and implementable solution.

What do you fear?

- Escalation of the dispute.
- Being held solely responsible for the situation.

What do you not accept?

- Violence.
- Disorder or chaos.

**Reminder:**

Your role is to guarantee fairness and stability not to take sides.

Guidelines for Using the Role Cards (For the Facilitator)

- Distribute the roles randomly.
- Give participants two minutes to read their card.
- Remind them: "Play the role, not yourself."
- Roles can be rotated in a second round.



Agreement and Follow-Up Templates

First: General Principle Governing All Templates

(To be inserted before the first template)

The templates included in this guide are designed as advisory and training tools to support the simulation and community mediation process. They are not legal or binding documents.

These templates aim to assist participants and facilitators in structuring dialogue, documenting training session outcomes, and strengthening practical understanding of the roles of different actors in community conflicts, while taking into account the local context and the diversity of conflict types.

Template (1): Community Mediation Agreement Form



General Information

Location of the conflict: _____

Date of the session: ____ / ____ / ____

Type of conflict addressed (more than one option may be selected):

- ☐ Water resource / water source
- ☐ School / educational facility
- ☐ Road / public passage
- ☐ Community service
- ☐ Land / site
- ☐ Shared facility or resource
- ☐ Other: _____

General Description of the Conflict

(To be written briefly and without mentioning real names or sensitive locations)

Participating Parties

(Names may be written, or roles may be used instead)

Party	Name	Role/Capacity
First Party		
Second Party		
Third Party (if applicable)		
Mediator / Mediation Team		

Note for the Facilitator:

If it is not possible to write names, use the role only (e.g., Well Owner – Displaced Person – Woman – etc.).

Brief Description of the Problem

(What is the problem as we have understood it? One or two sentences.)



Brief Description of the Problem

(What is the problem as we understand it? One or two sentences)

Agreed Points

(It is recommended that these items be read aloud.)



1.

2.

3.

Supporting / Relevant Stakeholders (If Applicable) and the Nature of Their Role

Supporting / Relevant Stakeholder (if any)	Facilitation	Technical Support	Follow-up	Coordination	Community Support
Shabab Saba Foundation					
Local Civil Society Organization					
Service Entity / Local Authority					
Community Initiative or Committee					
Other: _____					

Note:

Including supporting stakeholders does not imply legal obligations. It reflects the practical and supportive roles that may exist in community conflict settings.

Who is responsible for implementation?

Action	Person	Entity
First Action		
Second Action		

When Does Implementation Begin?

Start Date: ____ / ____ / ____

Duration of the Agreement:

- ☐ One week
- ☐ One month
- ☐ Open-ended
- ☐ Other: _____



Signature or Consent of the Parties

(Signature / Thumbprint / Verbal Consent)

First Party: _____

Second Party: _____

Mediator: _____



Note for the Facilitator:

Verbal consent in the presence of witnesses is acceptable for training purposes.

Template (2): Community Mediation Agreement Follow-Up Form

Agreement Information

- Date of the Agreement: ____ / ____ / ____
- Location of the Conflict: _____
- Mediator Responsible for Follow-Up: _____



Implementation Status

(Mark Yes or No)

Item	Implemented?	Notes
First Item	☐ Yes ☐ No	
Second Item	☐ Yes ☐ No	

Have Any New Problems Emerged?

☐ No

☐ Yes – What are they?

Does the Agreement Require Follow-Up by a Supporting Entity?

☐ No

☐ Yes

If yes, please specify:

Name of the Entity: _____

Nature of the Role: _____

Notes on the Sustainability of the Agreement:

What Is Needed Now?

- ☐ Remind the parties
- ☐ Amend the agreement
- ☐ Hold a new mediation session
- ☐ Intervention by a supporting entity



Mediator's Notes

Did the Participation of Supporting Stakeholders or Relevant Actors Contribute to:

- ☐ Facilitating the dialogue
- ☐ Clarifying solutions
- ☐ Supporting sustainability
- ☐ No clear impact



Date of the Next Follow-Up

___ / ___ / ____

Guidelines for Using the Templates (For the Facilitator)

- Read the form aloud clearly.
- Do not write on behalf of the parties without their consent.
- Use simple and clear language.
- A short agreement is better than a long one.
- Follow-up protects the agreement.

