



# ***INSIDER-MEDIATION***

## ***FOR CONFLICT RESOLUTION AND PEACEBUILDING***

# **Project Report**

September 28, 202



## ***Certification Training Program***

***01-12th September 2025***

***Insider-Mediation for Conflict Resolution and Peacebuilding***



***Institute of Peace & Conflict Studies (IPCS), University of Peshawar***

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## ACKNOWLEDGEMENT

The First of its kind two weeks long Residential Certification Training Program on Insider-Mediation for Conflict Resolution and Peacebuilding under the Decentralization, Human Rights and Local Governance (DHL) Project with UNDP through an LoA titled “The Mediator’s Toolkit: Understanding Conflict, Human Rights and Conflict Resolution” was the first milestone of IPCS in the right direction to achieve its goal of having trained mediators in the Province of Khyber Pakhtunkhwa for conflict resolution and Peacebuilding. The training was held at the Institute of Peace & Conflict Studies, University of Peshawar from September 01-12, 2025, with funding from UNDP under DHL project for which the existing training manual on insider mediation was tailored to meet the UNDP specific requirements. The execution responsibilities for the residential training were given to Institute of Peace and Conflict Studies, University of Peshawar. The participants were mostly from development sector, students and other stakeholders with domicile of Gwadar, Punjab and District Khyber of Khyber Pakhtunkhwa.

The University of Peshawar is especially thankful to the UNDP facilitator Mr. Ejaz Khan and Ms. Sana Durrani who remained the lifeline for the training activity. The trainees, trainers, UNDP, Pakistan and IPCS, University of Peshawar team are all appreciated for their contributions in successful and timely conduct of the training on a very short notice.

**Dr. Jamil Ahmad**  
**Director IPCS, University of Peshawar**

## CHAPTER-I INTRODUCTION & BACKGROUND

The Institute of Peace and Conflict Studies (IPCS), since its inception, has worked with distinguished national and international partners to promote durable peace and social security. In collaboration with the United Nations Development Programme (UNDP), IPCS successfully launched its first Certification Program on Insider Mediation, under DHL (Project# 00134100), marking a significant milestone in development-driven liberal peacebuilding in the region. This pioneering initiative certified 25 human rights defenders and peacebuilders, equipping them with the skills to address conflicts constructively. The collaboration between IPCS and the UNDP project stands as a model of effective partnership, combining local expertise with global support to strengthen peacebuilding capacities and foster sustainable social harmony.

The current drive was to develop a certification training Program for Insider-Mediators with focus on conflicts like environment, inter-faith, Human Rights and other local and regional issues. The certification training program been so successful and relevant that the Chief Justice of Peshawar High Court inaugurated the training. The news went so viral that attracted wide range of audiences including but not limited to Lawyers; judiciary; members of Dispute Resolution Councils (DRC); Law enforcement agencies and professionals in conflict management and peacebuilding besides university graduates in social sciences. These interested groups will surely earn their desire certification when as and when advertised by the University of Peshawar because this certificate is a regular program of IPCS offered after due approvals from the University of Peshawar Academic Council and the Syndicate.

All the resource persons engaged for the various sessions in the 10-module program appreciated the content, formation and execution strategy of the program. This trust and appreciation from the highly reputed seasoned professionals not only encouraged IPCS but also facilitated us to provide best of the content possible through the professionals of the field so the get a base of alumni across Pakistan for both University of Peshawar and UNDP as partners in Human Rights and community stabilization programs for peacebuilding initiatives. This program is a resource and ray of hope in the right direction to develop and enrich development workers as human resource for peaceful and engaging youth in world affairs for development and harmony.

The project is envisioned to sustain itself future and through advocacy could be institutionalized to initiate certified/licensed mediators.

### 1.1 INSIDER MEDIATION FOR CONFLICT RESOLUTION AND PEACEBUILDING

UNDP in continuity of the efforts for inclusive, rights-based governance in fragile contexts, through one of its projects on Decentralization, Human Rights, and Local Governance (DHL) supported the University of Peshawar to implement this two-week certification training program on insider mediation for conflict resolution and peacebuilding led by Prof. Jamil Ahmad



(Chitrali), Director, Institute of Conflict and Peace Studies (IPCS), University of Peshawar. The training was conducted for two weeks 1-12 September 2025, wherein 25 participants from Khyber (13 persons), Gwadar (09 persons), and Punjab (03 persons), including students, civil society actors, legal professionals, policymakers, and community organizers were successfully declared as certified Insider-Mediators. Grounded in local realities and indigenous perspectives, the program used participatory methods and practical exercises to equip participants with the knowledge and skills, which we hope, they may serve as insider mediators and contribute to community-level peacebuilding.

The training had the following key results:

To upgrade the existing 10 modules mediation training manual for UNDP IPCS has an approved certificate program with 10 modules one-month long certificate training for aspirant candidates. The same was redesigned aligning it with UNDP project objectives, the timelines and the financial constraints for its execution.

25 new insider mediators trained, with the skills to resolve local conflicts and promote human rights and serve for peacebuilding in their communities.

The Participants learning gains, most of the participants were recorded to have improved with their abilities in dialogue, advocacy, and mediation. The statistics given in this report generated through pre- and post-training assessments provide the details.

Understanding of local peacebuilding efforts, most of the participants developed through hands-on learning skills of negotiation, conflict resolution and steps in insider mediation.

The guided heritage tour of Peshawar enriched their understanding of the culture and connecting themselves with the history of Khyber in the time scale context for peacebuilding efforts.

Through movie nights as integral part of the training, participants also enriched their understandings of regional and global practices in insider mediation through discussions on films and documentaries shown at movie nights and the post screening structured discussion moderated by a faculty member from IPCS.

Stronger peer networks among participants. The major success of the training was to get a connected alumni with ownership for the noble cause of peacebuilding and parental role of both UNDP and IPCS that provided them the forum to get integrated with other philanthropists from across Pakistan. The support shall continue for better future collaboration and knowledge sharing. These joint efforts shall continue after project that ended on September 30, 2025.



This detailed report captures results and insights, including assessment data, participant feedback, and visual glimpses to encourage future investment in the area as part of our global commitment in peacebuilding efforts. This certification training program is beyond project and shall sustain through mutual trust and collaborations. The process of peace building is not an easy task rather it is a hard and perplexing process. It may seem apparently, to the common man that successful negotiations and establishing of treaties is the culmination of peace building processes. However, the experts of peace and conflict know this fact that the stages of negotiations and treaties are nothing more than a preamble or a pretext to the peace building process. The actual process of peace building begins after these stages. Peace is not the temporary resolution of conflicts between opposing parties. On the contrary sustainable peace is the product of addressing the root causes of any conflict, which, if left unaddressed creates distances and animosity between people. Therefore, peace building is the process of normalizing the disrupted relationships of the people by eradicating the conflict concretely and permanently. The given instructions, activities, questions and concepts regarding conflict, peace, peacemaking, peacekeeping and peace building in this certificate program are a part of a collective effort based on which Pakistani society may control and disseminate the current crisis.

## 1.2 METHODOLOGY OF THE TRAINING AND MODULES

The methodology for this training was designed to be participatory, practice-based, and locally relevant. Instead of limiting the sessions to lectures, the training engaged participants through group activities, open discussions, and simulations of local mediation traditions such as Jirga and Panchayat. These exercises helped participants not only understand but also practice the techniques of Inside Mediation in a familiar cultural context.

To ensure systematic learning, 10 training modules were developed:

1. Understanding Conflict, Peace and Mediation
2. Navigating Conflict: From Tension to Resolution
3. Human Rights Conflicts – From Principles to Practice
4. Mediation & the Legal Framework of Pakistan
5. Finalizing Mediation: Documentation & Legal Procedures
6. Conflict Analysis and Mapping
7. Negotiation Skills & Techniques
8. From Hearing to Healing: Active Listening, Dialogue, and Cultural Awareness
9. Leveraging Social Media & Social Marketing for Mediation

## 10. From Resolution to Agreement: Drafting Effective Mediation Settlements

These modules were structured to enhance participants' academic knowledge and practical skills, as well as equipping them with radical competencies to function as mediators in their own settings.

### 1.3 IMPACT OF THE TRAINING

The training has already shown positive impacts in the field. Participants reporting an increased ability to build trust within their communities just within 2 weeks after the training is over, which is a critical step toward peacebuilding. The knowledge and skills gained reduced the likelihood of conflicts escalating into violence and instead opened avenues for dialogue and peaceful settlement.

Empowering civil society members with mediation skills enable them to gradually take over community-level mediation roles. Many of the participants are already part of active civil society organizations, and the training will surely help them address local disputes within their organizations and beyond. Moreover, the training gave participants the confidence to engage with government officials and advocate for conflict-sensitive policymaking.

Overall, the impact is visible in the form of stronger local ownership of mediation practices, increased chances of reducing violence, and empowerment of individuals to act as change-makers in their communities. The detailed statistics highlighting this impact is available in the proceeding chapters.

### 1.4 PRE-AND-POST TRAINING EVALUATIONS:

The purpose of the pre- and post-test evaluation was two prongs:

1. to gauge the training program's efficiency; and
2. the learning results of the participants.

To guarantee uniformity, objectivity, and clarity in responses, the evaluation instrument was meticulously constructed and included 10 questions each for every section of a module from day one through day 12, most of which were multiple-choice questions.

The pre-test was given before the training to determine the participants' baseline knowledge, wherein few of the participants had good knowledge but majority had no idea of the theoretical foundations in the field of mediation, peace and conflict management. The post-session test was given at the end of each session, which help us gauge the improvement in the conceptual understanding and information retention of the participants. The comparison of the data makes it abundantly evident that the pre- and post-test method worked very well to record participants' development. With an average of 60–70% accurate answers, the results show that

participants' scores significantly improved, indicating a notable improvement in comprehension and topic expertise. This increasing tendency highlights how well the training's delivery, methodology, and content enhance learning. The findings underline how crucial it is to include these kinds of assessment instruments in upcoming initiatives to guarantee accountability, ongoing development, and quantifiable effects.

## 1.5 ACHIEVED OUTCOMES

The outcomes of the training are both immediate and long-term. The trainees are envisioned as agents of change who will carry their mediation skills back to their communities. They are now capable of:

- Mediating local disputes in a gender-sensitive and inclusive manner.
- Serving as a bridge between government, NGOs, and local communities.
- Enhancing the chances of sustainable development by reducing conflicts that obstruct progress.
- Advocating for human rights and social justice at the community level.
- Applying their skills to both community disputes and internal conflicts within civil society organizations.

With these outcomes, the alumni of this training are positioned to contribute to a more peaceful, inclusive, and development-friendly environment in their regions.

## 1.6 TRAINING PROCESS:

Each day for the two weeks was designed in a manner to give three basic messages

1. We care and IPCS is home of peace and tranquility for its inmates.
2. We do not teach but share our skills to learn from the communities, how do they manage in the field.
3. Unity in diversity is the strength of Pakistan. We are differently abled to help our nation bring peace and prosperity.

The manual consisted of 10 modules and each of the module had 3 different sessions in the certification program. For each session keeping in view the certification objectives, different tools were applied to give trainees diversity and innovation to keep them alive. A participatory approach was adopted during the training, such as group discussions, practical activities, small

group tasks, role plays, simulation exercises and individual tasks with question-and-answer sessions. Every participant was encouraged to ask questions and share his or her views and opinions about the discussion in progress in the certification sessions, field visits and movie nights.

Every day started with the recap of the previous day. All participants were encouraged to supplement their inmates, if anything gone missing in the recap for the previous day. The good and bad of the day been highlighted and discussed.

On the very first day of the training a pre training evaluation was undertaken, to assess the expectations of the participants from this certification program. Similarly, on the last day of the training a post certification evaluation for the whole program was undertaken to map the areas for improvement in the skills and knowledge of all.

## CHAPTER 2 – DETAIL ABOUT TRAINING ACTIVITIES

## MODULE ONE

# UNDERSTANDING CONFLICT, PEACE AND MEDIATION

### 2.1.1 THE SPECTRUM OF PEACE DR. MUHAMMAD ASFANDYAR MARWAT

On first day the registration desk was set from 8 to 9 am. First sessions started at 9:30am. Before the formal session, participants were given a questionnaire for 10 minutes, asking for their names and opinions on various topics. The speaker, Dr. Muhammad Asfandiyar Marwat, shared his professional background and intended outcomes of the session. After participants introduced themselves, the trainer began his session by asking, "What is peace?" He explained that peace has different definitions depending on individual perspectives, and while we can't eliminate conflict, we can manage it with respect and dignity. He emphasized that the world is diverse, and this diversity contributes to development and peace.



Before the start of the first session of module one, an inaugural ceremony was held in which organizers and the chief guest of the ceremony formally welcome all the participants who came from Gwadar, Punjab and District Khyber of Khyber Pakhtunkhwa (List of Participants is attached as Annex-I). The director IPCS briefed the audience



about the aim and objectives of the project. After welcome note by Prof. Jamil Ahmad (Chitrali), Director Institute of Peace and Conflict Studies, University of Peshawar, the UNDP representative Mr. Kamran Malik presented his views connecting the project with Decentralization, Human Rights and Local Governance (DHL) and other programmatic areas of intervention for the year in UNDP Program. Prof. Johar Ali, Vice Chancellor University of Peshawar addressing the inauguration ceremony highlighted the presence of the chief justice Peshawar high court Justice Muhammad Attique Shah. He emphasized that such engagements shall continue to foster Peace Professionalism and develop a good number of trained human resource in mediation. The Chief Justice of Peshawar High Court Justice Muhammad Attique Shah addressing the participants highlighted the importance of mediation and cited various



verses from the holy Quraan, case studies of various civilizations and judicial prudence for the important of mediation in peacebuilding. His emphasis remained to highlight optimum utilization of Alternative Dispute Resolution Act 2017 for minimizing court case load and easing out public with speedy justice and trust in their local competencies. He further said that this activity is a beginning to achieve a larger goal and create new avenues for youth to explore job prospects by giving peace to others. He elaborated that such training programs increase efficiency, which, in turn, saves time and resources. Secondly, it updates the trainees on new developments in their professional areas. The chief guest was presented with traditional Chadar and Chitralli Cap, beside the IPCS souvenir to remind him of his presence on this historical event. The tea breaks for the guests provided space to the trainer in organizing for his session next which started 1145am.

Dr. Muhammad Asfandiyar Marwat first conducted the Pre-Test, followed by which trainer



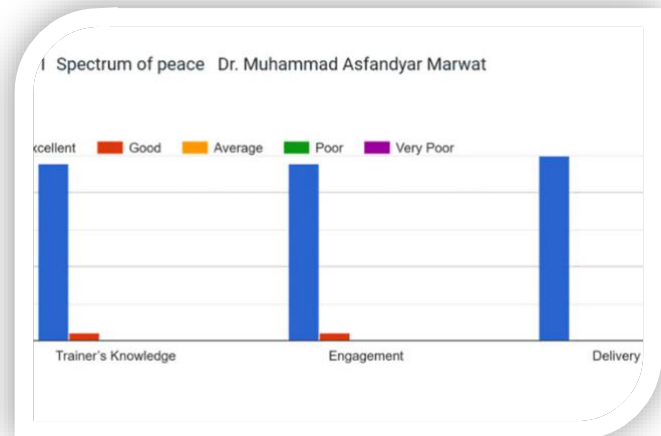
started brief Introduction. He took all the participants to open area outside the hall to get them introduced to each other in an innovative but very much course relevant explorative manner. He asked the names of trainees and then gives the trainees some time for enlisting their expectations from the current trainings. Trainer personally supervises the activity and after 20 minutes trainer asked the trainees to loudly read

out their expectations from the training. All the Trainees started one by one their recorded task. Then trainer explained the purpose of group activity. The trainer invited all the participants to the lobby and asked them to take the place in a row standing at point where u feel be fit based on your date and month of birth to make the annual calendar. This was very interesting exercise to have the feeling of “we” and “others”, how these are made and break with new situations. The trainer than shared the contents of the course and shared the scheme of the certification program for the next twelve days. Getting focused to the first module first session, the trainer outlined two definitions of peace: Traditional Peace, which is the absence of

external war, and modern Peace, which includes the absence of all types of violence—direct, indirect (structural), and cultural.

He explained that in Pakistan, while there might not be direct violence, issues like corruption, human rights violations, and cultural tensions still hinder peace. He also discussed how conflicts, often rooted in resource scarcity, can lead to violence and negatively affect prosperity, as seen in areas like Baluchistan. The session concluded

with the trainer discussing the importance of awareness, travel, and reading in overcoming stereotypes and promoting positive peace. He noted that peace is essential for prosperity, as without it, tourism and development suffer.



### 2.1.2 UNDERSTANDING CONFLICT DR. BILAL SHAUKAT

Dr. Bilal discussed how, in many homes and madrasas, children are not allowed to participate in discussions, which limits dialogue and makes teachers subjects while students become objects.



He explained that after World War II, Europe avoided wars by understanding and managing conflicts constructively. He emphasized the importance of three things: diversity, conflict, and violence—stating that diversity and conflict can be positive, but violence is always negative. When a participant asked if violence for self-protection is acceptable, he still called it negative. He then led an activity where participants folded and cut paper with their eyes closed to demonstrate how everyone thinks differently, showing the concept of

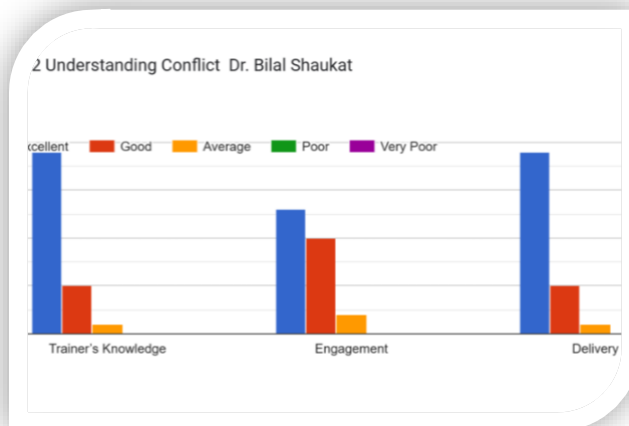
diversity.

Dr. Bilal explained that diversity means differences in opinions, beliefs, religion, color, gender, age, and knowledge, noting that humans are physically 99% similar but mentally diverse. He said people often try to look different to show their uniqueness, and this difference leads to

creativity. He emphasized that people must know their purpose and use thinking to enhance creativity, explaining that diversity leads to conflict because when different ideas clash, conflict arises. He defined conflict as disagreement between parties, while agreement is peace. He encouraged participants to disagree but with argument and mutual self-respect, explaining that the world is built on disagreements and that they drive progress.

Dr. Bilal then discussed that conflicts arise because human needs are unlimited while resources

are limited, and wars often occur over resources. He highlighted that resources like water and minerals are the same, but how we use them matters. He introduced types of conflict: constructive, destructive, internal (within self), and external (between individuals, groups, or states). He said destructive conflict harms, while constructive conflict benefits society, like using a sharp blade for surgery instead of causing harm. He gave examples of internal conflict in Baluchistan and international



conflict between Pakistan and India, stressing that reducing internal conflict can strengthen the country. When asked about military operations, he said they may be considered constructive by the state but are still harmful. The session ended with a group activity where participants identified regional conflicts and their causes and presented their charts. Highlighting the key terms in “Peacebuilding and Conflict Resolution”, he made four groups of the participants distributing them in gender sensitive manner and asked them to give meanings to the six commonly used terms by these practitioners in academic and professional life. The trainees presented their group understandings about the terms after consultations and later in a presentation. The trainer later shared the academic meanings of the terms assigned through various angles and refers to many literatures. After developing an understanding about the concepts the trainer started elaborating the following concepts in details with reference to issues raised.



- What is violence?
- What if we are born in poor family?
- Who are criminals?

- How peacebuilding in different situation work?
- What sort of mediation is there in different conflict situations?

After this discussion a panel discussion was made on the topic “Human have violence in their DNA”

The exercise generated a huge debate and interest. The dialogue was winded up with the trainer intervened within the parameters set for the exercise to facilitate the exercise conclude amicably. The trainer than explained the meaning and objectives of the exercise.

### 2.1.3 MEDIATION AS A PROFESSION PROF. JAMIL AHMAD (CHITRALI)

Prof. Jamil Ahmad as trainer opened the session with the participants asking about the weather, their health, and to recall the previous sessions of Day-I. He asked what the Chief Justice had said and what followed in the first session after the tea break as well as the discussion in the second session after the lunch. The trainer also introduced the concept of legal violence, which a participant defined as violence legitimized by the government. He said conflict cannot be fully eliminated, but violence can be reduced by transforming it into constructive conflict



transformations. Participants once completed the pre-test, The session begun with discussion on the formal adjudication system and its long and costly processes. The trainer presented insider mediation as an alternative based on cultural norms that takes less time and money. He apprised the participants that all human societies deal with conflict resolution: through violent (by force) means or by peaceful (through dialogue) mechanisms. The trainer gave examples of leaders who resolved conflicts through speeches. He defined mediation as a structured, voluntary, and confidential process where a neutral third party

helps disputing parties reach an agreement and said it should be recognized as a profession through certification and licensing.

The trainer further explained that mediation should follow a structure, where mediators document issues like police register first information report, prepare challans, and prosecution follow a set procedure of inquiry and argument. He highlighted the mediation as a formal system wherein too, both parties accept the mediator. He explained the ADR Act 2020 of Khyber Pakhtunkhwa wherein opportunities of certified mediators are given as an agent in mediation (like an advocate) and as a mediator (like a judge, but not acting as one). Explaining the code of ethics for a mediator, he emphasized confidentiality and building trust, so the parties can speak openly. He emphasized that mediators should never take sides but only to facilitate the conflicting parties reach an agreement. The session described types of mediation including peer mediation (between classmates or colleagues), family mediation (divorce, custody), community mediation (faith-based, interreligious, ethnic issues), workplace mediation (HR conflicts), and international mediation (diplomatic negotiations). He stressed that unlicensed mediation could worsen conflicts and said mediation through counseling is important as it helps parties mentally accept the resolution. He explained the benefits of mediation: it calms emotions, saves time and costs compared to judicial processes, reduces stress, and builds



trust due to regional familiarity, though challenges exist because mediation is often influenced by hierarchical authority structures.



Afterwards, a role play was organized with three groups: Group A on a rural forest dispute, Group B on a family issue (child marriage), and Group C on an urban land dispute. Participants moved to a jirga room to imagine a real scenario while the trainer explained the cultural importance of the hujra as a center for communication, music, and training. Group A

showed a mediator collecting data and negotiating with a sardar over tree cutting. Group B showed a mediator helping a girl convince her parents to allow her to continue her education instead of early marriage. Group C showed a mediator addressing a land dispute between a girl and her uncle by hearing both sides and the evidence. At the end, the trainer pointed out the mistakes each group made during mediation, and the session concluded.

After lunch break trainer reassembled the class and started discussing the next module which was about the theories of conflict, Islamic and western approaches and elaborating upon history

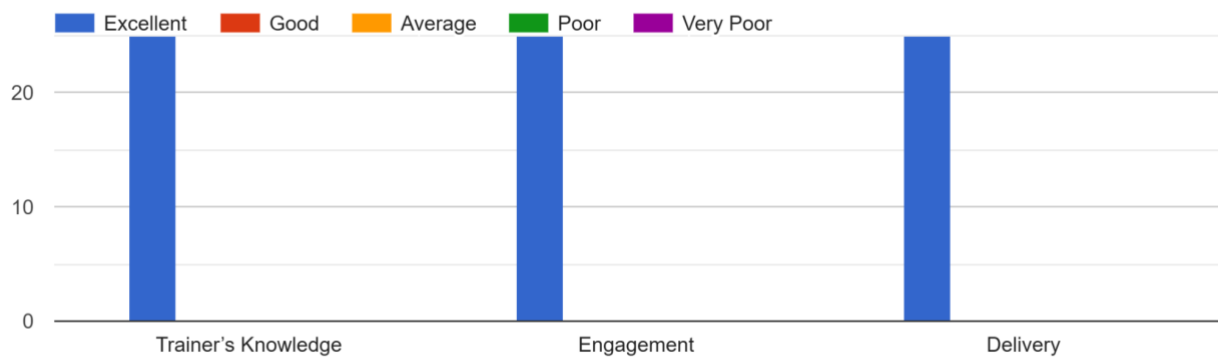


of violence in Pakistan. The literature was shared both in hard and sharing link to the various sources for data access.

After detailed discussion on the history of violence in world with reference to Pakistan, as a case study the trainers showed them various links and data on power point. The participants were asked to

prepare a report for the next morning as take-home group assignment through their already divided four groups. At the end of first day the trainers thanked all the participants and appraised the level of their interest in the subject.

Session 03 Mediation as a Peace Profession Prof. Dr. Jamil Ahmad (Chitrali)





## MODULE TWO

# NAVIGATING CONFLICT: FROM TENSION TO RESOLUTION

### 2.2.1 IDENTIFYING CONFLICT TRIGGERS PROF. SAJJAD AHMAD KHAN

Prof. Sajjad Ahmad started the session with a pre-test. He opened the session with a statement that in the past, finding books was difficult, but now managing them is harder, which makes reading more enjoyable. He asked participants if it is important to know each other, and they agreed that it helps make them feel comfortable. Participants then introduced themselves one by one, and the trainer introduced himself, saying he usually remembers places more than names. Prof. Sajjad asked the participants for the reason of their presence in the room, to which the participants gave mix responses ranging from “for peace”, understanding conflict”, and “to understand stability”.

The trainer said the first step of learning is to feel comfortable and listen carefully, he emphasized that asking question is important for learning. Prof. Sajjad highlighted the common Causes of Conflict, explaining poor communication, power imbalances, unmet expectations, religious intolerance, social exclusion, and discriminatory narrative, cultural differences, and external pressures. He generated a discussion among the participants to understand Perceptions from below/ground in Conflict. He discussed that different perspectives shape conflict (minorities, gender, socio-economic status and authority) and affect mediation strategies. He gave various

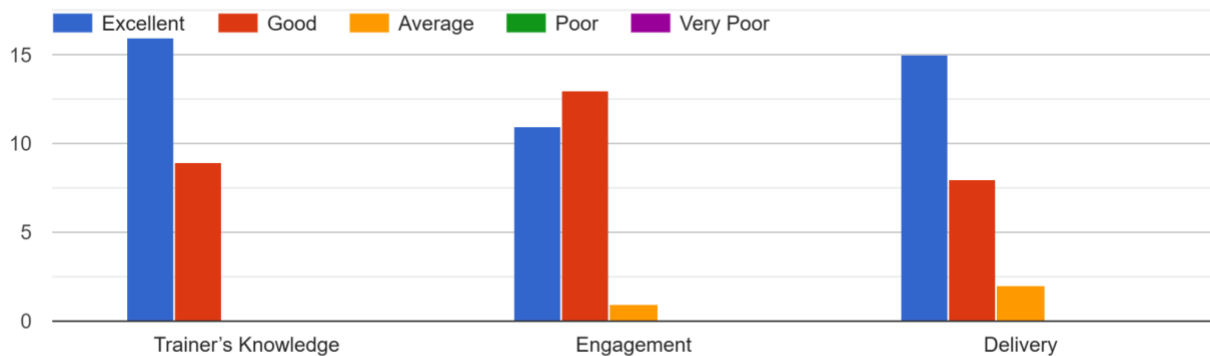


examples from Sindh, Punjab and Khyber Pakhtunkhwa.



To make the participant understand, he grouped them in three categories for drafting early Warning Signs in their respective group for the communal conflicts. He guided them all that how to detect conflict in its early

stages through observation, behavioral analysis, and proactive engagement.



## 2.2.2 UNDERSTANDING GRIEVANCE AND UNDERLAYING INTERESTS

### JAWAD AZIZ SAWAL

The trainer explained that conflicts arise from incompatible goals and discussed “indirect violence” as coined by Prof. Johan Galtung. “Understanding root causes is essential”, he identified three aspects for conflict diagnosis: nature (environment, resources), culture (beliefs, traditions), and structure (institutions, policies, economics). He explained how structure is enforced through laws like the Constitution, while culture is voluntary, and discussed tribal codes of conduct that blur this line.

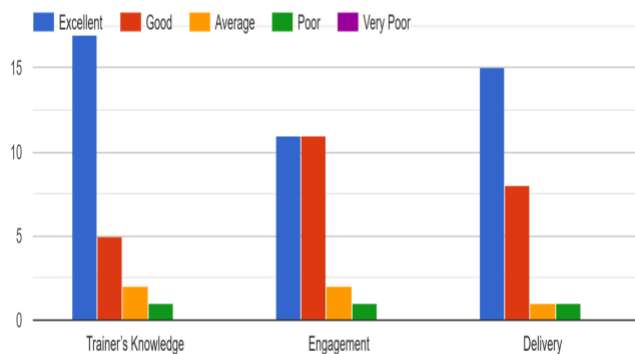


He clarified that mediation is an institutional process, unlike jirgas, which may issue harmful orders, and mentioned that the jirga system runs on an unwritten constitution. The trainer then spoke about the nature of conflict, linking it to Darwin’s theory of survival of the fittest, giving examples of pandas and extinct animals like rhinoceroses and lions from Peshawar, showing how survival favors the fittest. The trainer connected this to peace and conflict, saying competition is natural, but humans can rise above it through humanity and civilization. Finally, the trainer answered participants’ questions and then divided them into five groups for an activity. Each group



created a chart with three columns—Structure, Nature, and Culture—and wrote down one popular conflict from newspapers. They then attached their charts to the whiteboard and presented them one by one.

Session 02 Understanding Grievance and Underlying Interests Mr. Jawad Aziz Sawal



### 2.2.3 ENGAGING RESISTANT PARTIES IN MEDIATION PROF. JAMIL AHMAD (CHITRALI)

The trainer began the session by engaging the participants in a casual discussion about their previous day before revising the earlier session. He emphasized the three key roles in mediation: the mediator, Party A, and Party B, highlighting the importance of involving both parties. Participants recalled previous sessions, including a mediation activity and a session on conflict triggers, where the trainer explained that conflict triggers can also be viewed as energy for development. He stressed the need to understand grievances as root causes of conflict, comparing unresolved grievances to an unextinguished fire, and introduced the concept of resistance as an opportunity rather than a failure, encouraging mediators to build trust and confidence gradually.

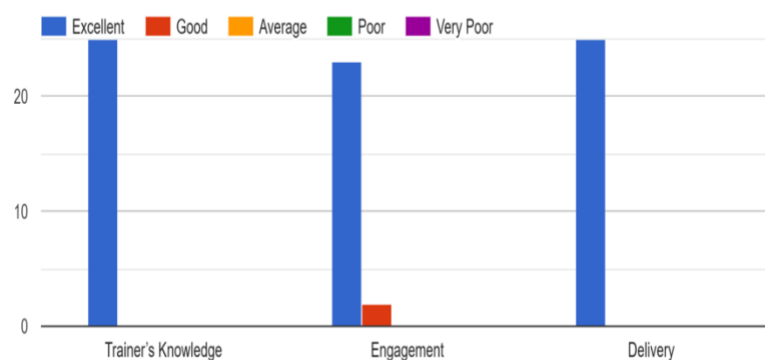
The trainer further discussed the role of mediators as insiders, focusing on community or family-level issues rather than large-scale conflicts. He encouraged participants to identify issues in their communities, which included domestic violence, parental disputes, inheritance conflicts, gender discrimination, water disputes, workplace harassment, etc. the



trainer explained non-state actors and emphasized that as citizens, people have the right to demand services from the state but not to take rights forcefully. He gave examples from Bajaur and highlighted how blame is often placed on whole institutions rather than individuals, using the analogy of the state as a mother whose positive contributions are often forgotten when she acts strictly.

the trainer concluded by emphasizing that state and non-state actors are not within the mediators' mandate, urging them to focus on manageable challenges instead. He explained that

Session 03 Engaging Resistant Parties in Mediation Prof. Jamil Ahmad (Chitrali)



resistance is not failure but an opportunity, advising mediators to listen patiently without interrupting and to protect the privacy of disputing parties to build trust. He noted that resistance often appears as blame or negativity and stressed the importance of understanding rather than convincing others. In response to a participant's question about issues with the state, he advised focusing on mobilizing available resources.

#### 2.2.4 PROF. QIBLA AYAZ (GUEST SPEAKER)

Prof. Qibla Ayaz, member Federal Shariah Appellate Bench, and Ex-Chairman Council of Islamic Ideology, spoke at length as guest speaker on the topic of Mediation, Reconciliation, Tolerance and Love for Nature, taking inferences from Islam and theological expressions of the concepts.

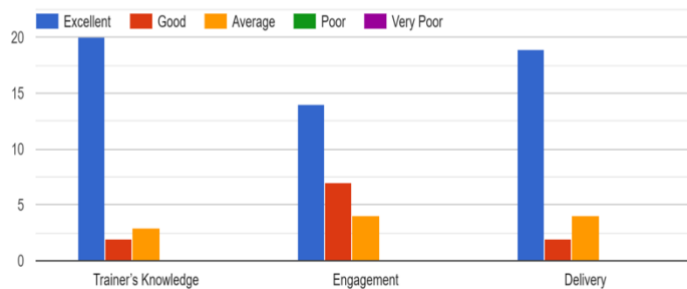


He explained that Islam is often wrongly associated with violence and extremism, while the true essence of Islam is peace, as reflected in the meaning of the word 'Islam' and the greeting 'Assalamo Alaikum.' He emphasized that the Quran and Hadith are the main sources of Islamic teachings, from which Fiqh was developed. the trainer shared early examples of mediation, such as Prophet Muhammad's (SAW) role in Hilf al-Fudul and the peaceful resolution of the dispute over placing the Black Stone (Hajr-e-

Aswad) in the Kaaba, highlighting his impartiality and justice even before prophethood.

He discussed the Prophet's (SAW) patience and nonviolence, especially during the boycott in Makkah, where he and his companion's endured hardship without retaliation. He explained how, after migrating to Madina, the Prophet (SAW) established peace through the Misaq-e-Madina, which promoted religious freedom and collective defense. the trainer noted that the

Guest Speaker Prof. Qibla Ayaz Guidance from Islam: Mediation, Reconciliation, Tolerance and Love for Nature



Prophet (SAW) always prioritized conflict prevention, and if war became unavoidable, He enforced humanitarian rules, prohibiting harm to non-combatants, women, children, the elderly, and the defenseless. He also gave the example of the Prophet's (SAW) peaceful approach during the Treaty of *Hudaybiyyah* and his demonstration of forgiveness during the conquest of Makkah, declaring it a day of mercy rather than bloodshed.

Lastly, Dr. Qibla Ayaz highlighted the Prophet's (SAW) teachings on nature and environmental ethics, emphasizing water conservation, tree protection, and responsible treatment of animals. He mentioned how the Prophet (SAW) advised against wasting water even by a river, encouraged planting trees if one was cut, and prohibited unnecessary harm to wildlife. After this, the trainer invited participants to ask questions, carefully writing down and answering all ten questions to clear their doubts and ensure their understanding of the session's topic.

## MODULE THREE

# HUMAN RIGHTS AND CONFLICTS: FROM PRINCIPALS TO PRACTICE



### 2.3.1 UNDERSTANDING HUMAN RIGHTS IN MEDIATION M. FAHEEM

The session explained that peace is reflected in how we meet, talk, and behave, emphasizing the



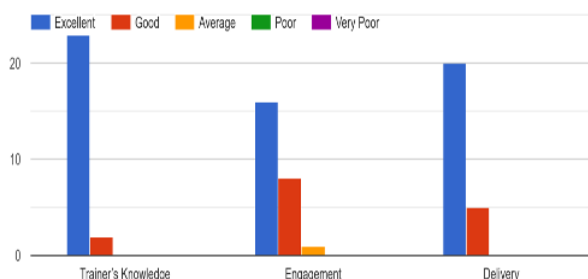
idea that “there is no way to peace; peace itself is the way.” After introductions, the trainer linked peace to human rights, stating that societies respecting human rights are more stable, democratic, and allow freedom of expression. When participants said human rights are given by birth and granted by constitutions or society, he clarified that constitutions are internal to each state, while international communities exist as nation-states. He gave examples like Saudi Arabia and North Korea, where rights are limited, contrasted with the U.S. Bill

of Rights and Pakistan’s constitutional rights (Articles 8–28). He added that human rights are protected internally through constitutions and externally through instruments like the UDHR (1948) and UN Charter (1945) and highlighted historical milestones like the U.S. Bill of Rights (1791) and the French Revolution slogan “Liberty, Equality, Fraternity.”

He explained the human rights definitions through UN and Amnesty International perspectives and introduced Karel Vasak’s three generations of rights: first generation (civil and political rights like life, religion, speech—negative rights requiring non-interference), second generation (economic, social, and cultural rights like education, health—positive rights requiring government action), and third generation (collective rights like peace, environment, and development). He also explained the principles of human rights, including universality, inalienability, indivisibility, interdependence, equality, non-discrimination, and participation. the trainer discussed major conventions like the UDHR (1948), ICCPR (1966), and ICESCR (1966), which protect various sets of human rights at international levels.

Moving to conflict resolution, he explained mediation, insider mediation, litigation, and arbitration. Litigation is formal and court-based, arbitration is less formal and involves a binding decision by an arbitrator, while mediation is informal and facilitates mutual understanding without imposing decisions. Insider mediation involves trusted community members (like youth or women) mediating conflicts within their own groups, ensuring cultural understanding and

Session 01 Understanding Human Rights in Mediation Mr. Muhammad Faheem



trust. He highlighted how mediation supports human rights by promoting fairness, preventing escalation, ensuring access to justice, and protecting vulnerable groups. Insider mediators safeguard equality, prevent abuse of power, use human rights as a framework, and encourage participation.

### 2.3.2 MEDIATION AS HEALING: INTEGRATING PSYCHOLOGICAL PERSPECTIVES PAIMAN MALIK

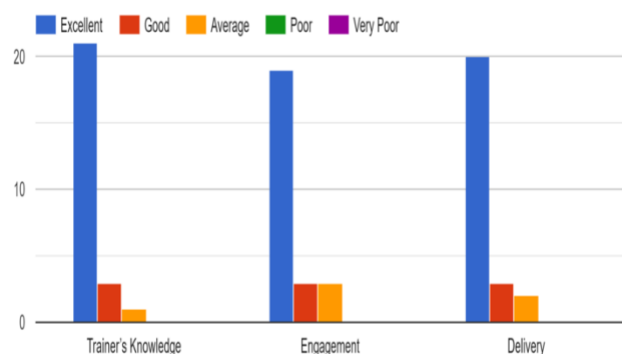
The trainer started the session by asking “what came to the mind when heard the term, Insider Mediation”. The participants responded with ideas like human behavior, understanding, trauma, and moving conflict toward non-violence, pointing that a mediator’s role is mainly as a facilitator. The trainer appreciating the participants for their input explained that psychology plays a key role in understanding human behavior and conflict dynamics.



She shared that conflicts often have underlying factors such as hate, love, or disrespect, and from a psychological perspective, these hidden needs and emotions influence conflict. To build on this, the trainer asked participants what they understood by the term “psycho-social?”

The Participants mentioned mental health, physical health, feelings, and emotions. The trainer clarified that “psyche” means mind and “social” means society, and psycho-social refers to the effect of society on our mind. She added that trauma is anything a person hides and tries to tolerate, yet it continues to affect the mind.

Day 03 Session 03 Mediation as Healing: Integrating Psychosocial Perspectives into Conflict Resolution Ms. Paiman Mali



### 2.3.3 THE SWADES-MOVIE NIGHT SEPTEMBER 03, 2025

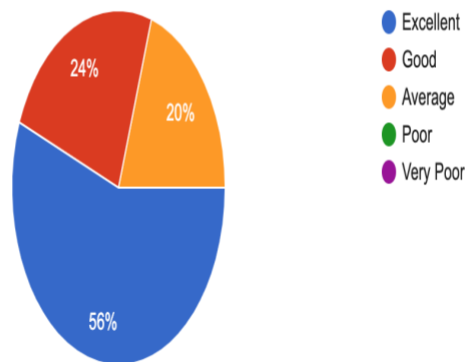
The concept of engaging trainees in post-dinner session though remains challenging after day long sessions but it was unique to get in and watch a movie together. The first movie night was on September 03, 2025, wherein all participants were very much engaging. They had traditional

#### Movie Night 01

Swades, music and Dinner

25 responses

September 03, 2025



live music, chapli kabab and local culture altogether beside the movie- The Swades, which is a film about a successful Indian scientist who returns to his village from NASA to find his childhood nanny, ultimately leading him to become a transformational leader who helps the community develop, particularly by bringing electricity and overcoming societal resistance to change. The movie can be seen as an exploration of mediation through Mohan's efforts to bridge the gap between traditional village life and modernity, fostering teamwork and collaboration to achieve a shared

vision for progress. He acts as a mediator, integrating diverse voices and experiences to encourage social change, and in doing so, he embodies the concept of servant-leadership within the community. Ms. Humaira Atiq moderated the post-movie discussion which remained very engaging and kept the environment lively till 11:30pm.

### 2.3.4 CATEGORIES AND SHADES OF HUMAN RIGHTS RUKHSHANDA NAAZ

The first session of the day four opened with introductions. The trainer started the session by asking about gender equality. A participant said it means no discrimination based on gender. The trainer explained that gender-based violence (GBV) stems from power imbalances and is mostly experienced by women and girls, though others can also be affected. She shared global and Pakistani statistics showing high rates of violence against women, including honours crimes,

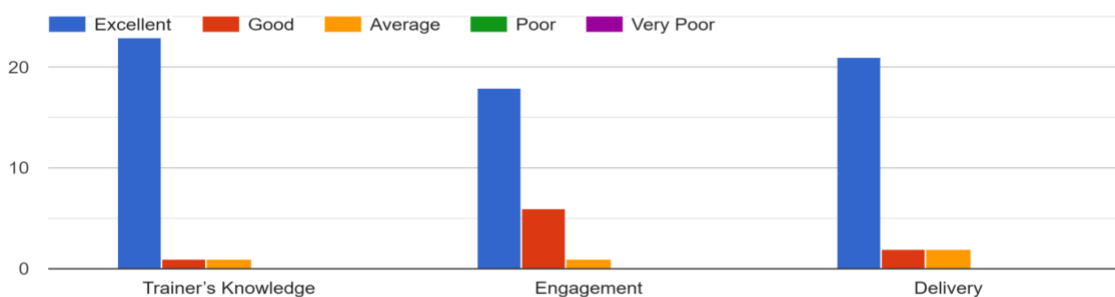


domestic violence, rape, and cyber-harassment. She highlighted how harmful cultural practices normalize violence and how many cases remain unreported due to fear of injustice and social stigma.

Rukhshanda Naaz, then discussed how gender norms operate, explaining they are informal, internalized early, shape gender roles, and vary across societies. She moved on to gender stereotypes, describing them as generalized views that reinforce gender norms, and gave examples related to personality traits, domestic behaviors, occupations, and physical appearance. She explained the effects of stereotypes, including low self-worth, confusion, mental health issues, transphobia, and workplace struggles. She also described the agents of gender socialization—families, education, media, and peers—and explained that gender norms can lead to inequality, limit opportunities, influence education and careers, and shape personal and social identities.

She further talked about gender discrimination, defining it as unfair treatment based on gender identity, and stated that it is a human rights violation. She shared Article 2 of the Universal Declaration of Human Rights, which guarantees equal rights without distinction, and listed different types of discrimination, such as age, racial, gender, disability, religious, sexual orientation, ethnicity, language, and socio-economic discrimination. Ma'am also presented the Convention on the Elimination of All Forms of Discrimination Against Women and explained the legal framework under Article 25 of the Constitution, which ensures equality and prohibits discrimination based on sex while allowing special provisions for women and children. At the end, she shared her email address and said participants could contact her for help with any issues they face.

Session 02 Categories & Shades of Human Rights Ms. Rukhshanda Naz



## MODULE FOUR

# MEDIATION AND THE LEGAL FRAMEWORK OF PAKISTAN

#### 2.4.1 LEGAL FOUNDATIONS OF MEDIATION IN PAKISTAN KHALID AYUB



Mr. Khalid Ayub as trainer and professional mediator introduced his work with marginalized people and explained that mediation is a process where a neutral person helps parties resolve disputes through discussion. He emphasized that mediation resolves conflicts peacefully and efficiently without lengthy legal procedures. He discussed three types of people: those who harm others, those who only protect themselves, and the rare ones who care for others. Mediation saves time and money, strengthens relationships, and

promotes peace in homes and communities. He gave Quranic references about the deceptive nature of the world and examples from cinema to show how appearances differ from reality. He also mentioned that mediation in government institutions ensures justice and builds public trust.

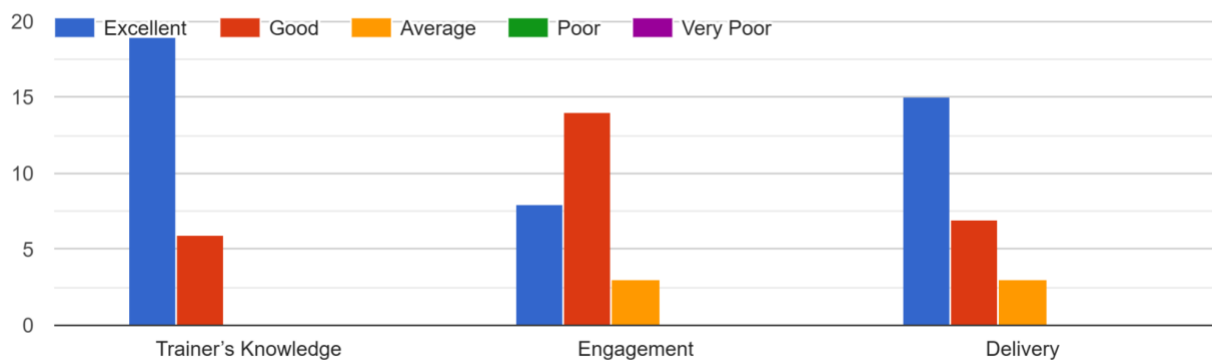
He further discussed DRC (Dispute Resolution Committees) which also deals with local conflicts under police umbrella that otherwise if get into the courts, may take decades to resolve. He said other systems like panchayet and solah failed, but DRC succeeded. He emphasized that parents need to be friendly where ethics are taught. Experienced mediators, he said, understand conflicts better. Mediators should stay neutral, encourage dialogue, and not get emotionally involved. He stressed the importance of positivity, giving the half-glass example and the story of Thomas Edison, whose mother's encouragement turned his weakness into success.

The trainer also highlighted the role of mediation in international issues, saying it promotes peace and cooperation among countries. He explained that protecting human rights requires international laws, education, awareness, strong legal systems, and global cooperation. He questioned why mosques no longer influence society like Masjid Nabawi once did. He emphasized learning ethics at home and aligning personal wishes with Islamic teachings. He mentioned Aristotle's view that nothing is good without satisfaction and discussed global justice challenges such as political influence, corruption, and weak law enforcement. He also highlighted Quaid-e-Azam's leadership and said a good mediator must understand governance.



He concluded by discussing how wars and conflicts damage economies, create humanitarian crises, and harm global stability. He criticized how hard workers struggle while the wealthy exploit resources. He said mediators should act like social doctors who understand perceptions. He shared his mediation work during COVID-19, where logical, evidence-based solutions helped reopen public areas. He conducted a small activity calculating the tax burden in Pakistan from just bread consumption, showing its huge total. In the end, participants were invited to ask questions. One asked about the lack of female DRC desks in Khyber, and the trainer replied that they had arranged them but would review and resolve any issues.

#### Session 03 Mediator's Role in Protecting Human Rights Mr. Khalid Ayub



### 2.4.2 LEGAL FRAMEWORKS FOR MEDIATION IN PAKISTAN PROF. M. NADEEM

The session began with a statement that there is no formal constitution for mediation and that everyone views peace and mediation according to their own discipline, while trainer sees it through a legal lens. He asked how long civil cases take in courts, and participants replied with different estimates. the trainer explained that cases can take a lifetime, sharing an example of a woman who died years before her court case was decided. He highlighted the issues of time and cost in the judicial system, comparing it to mediation which is faster and less expensive. He explained that courts often work on paper evidence and can result in win-lose outcomes, while mediation creates win-win outcomes through compromise. He





demonstrated how parties must agree on a mediator and discussed the role of arbitration, emphasizing that it only occurs if both parties agree. He added that laws are based on evidence, not emotions, which is why people call the law blind, and stressed that law is concerned with right or wrong, not ethics.

the trainer referenced the Quran about justice, explaining that true justice is difficult and only Allah can provide perfect justice. He said equality should be based on equity, giving the example that we should want for others what we want for our own families. He shared a story about a child distributing dates to explain Allah's way of justice, showing that humans can only try to be just. He discussed two ways of settlement: judiciary and extra-judiciary (ADR). He explained that ADR includes four methods: negotiation, mediation, conciliation, and arbitration. Negotiations often fail because parties do not compromise, leading to mediation where a neutral third party is involved. If mediation fails, conciliation begins. He gave an example of inheritance issues, explaining how the Quran (Surah Nisa) outlines rights of division among mother, children, relatives, and wife, and mentioned the Hindu inheritance act of 1925. He said after death, the priorities are funeral, loan settlement, then property distribution to family.

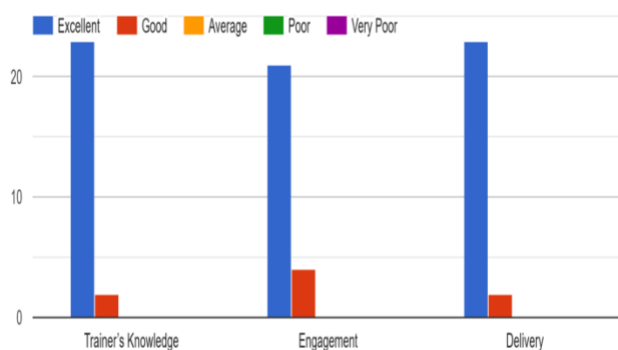
the trainer explained the concept of “Haqq,” saying a father may disown a son during his life, but after death the son still has the legal right to his share. Anything granted by law cannot be stopped.

#### 2.4.2 DIALOGUE AND MEDIATION: BALANCING PERSPECTIVES

PROF. JAMIL AHMAD (CHITRALI)

Prof. Jamil Chitrali as trainer for the session, began the session in a friendly way, encouraging participants for questions, saying that “the stupid” question is the best to probe or create debate. A participant from Baluchistan shared her art in Balochi, and the trainer highlighted how language affects understanding in mediation—if listeners don't understand, they may feel excluded or opposed. Another participant from Khyber discussed the emergence of the PATA (provincially administered tribal area) region and the shift from traditional systems to judiciary systems, which common people struggle to understand. The trainer compared the state to a mother who must guide new children (like PATA's people) in understanding their “home.” He

Session 01 Constitutional Foundations of Mediation in Pakistan Mr. Muhammad Nadeem Farid



also stressed the importance of building trust, not being seen as NGO representatives, and actively listening without showing favoritism.



The trainer then reflected on his moderation technique, noting that he had intentionally switched participants during discussion without them noticing, emphasizing how summarizing and closing stories can help manage time and keep participants feeling heard. He explained that a mediator must give everyone equal opportunity to talk and first create common ground before discussing

differences. Moving to slides, he discussed the role of dialogue in mediation—reducing defensiveness and finding common ground. He contrasted debate, where people try to win, with dialogue, where no one wins or loses but instead works toward understanding and resolution. He advised mediators to stop debates and redirect parties toward dialogue, using icebreakers, breaks, and by sharing each party's good points with the other before bringing them together again.

The trainer shared an example from his experience as a program assistant, where a script demanded 1,000 people and horses, which was impossible due to budget constraints. He related this to mediation, saying it's unrealistic to mediate between the whole state and community at once; instead, start with individuals, strengthen them, and they can later engage with the state. He defined dialogue as a voluntary, structured process that creates a safe space for parties to share perspectives and understand each other. He emphasized the need for parties to feel secure, respected, and socially recognized. He advised meeting them in their own settings to avoid mistrust and focusing on building relationships and addressing root causes, not just seeking agreements. He then shared tips for effective dialogue: giving equal attention, acknowledging different perspectives, avoiding biases, ensuring fairness, managing interruptions respectfully, maintaining balance and neutrality, showing empathy, using neutral language, and being mindful of the mediator's own body language. Afterward, the trainer divided participants into groups and gave them debate topics. Participants discussed issues such as gender-based violence, Punjab's development, Baluchistan's underdevelopment, resource use, youth needs, and border control. They analyzed each other's arguments while being reminded to start positively and use their two minutes effectively.

At the end, the trainer noted two main points: participants came from different places which made the session rich, and many struggled to use their allotted time effectively. He advised practicing the structure of introduction, discussion, and conclusion like English writers do. He reminded that mediators should let go of their personal identities and focus on neutrality.

### 2.4.3 IMPACT OF MEDIATION ON REDUCING CASE BACKLOG IN PAKISTANI COURTS UMAR KHAN UTMANZAI

The trainer discussed in his presentation slides, the judicial system of Pakistan and explained that “backlog”. He highlighted the importance of mediation to shed the load from the judiciary which overburdened. He shared that as of December 31, 2024, over 2.362 million cases are pending in Pakistan’s courts, including the Supreme Court.

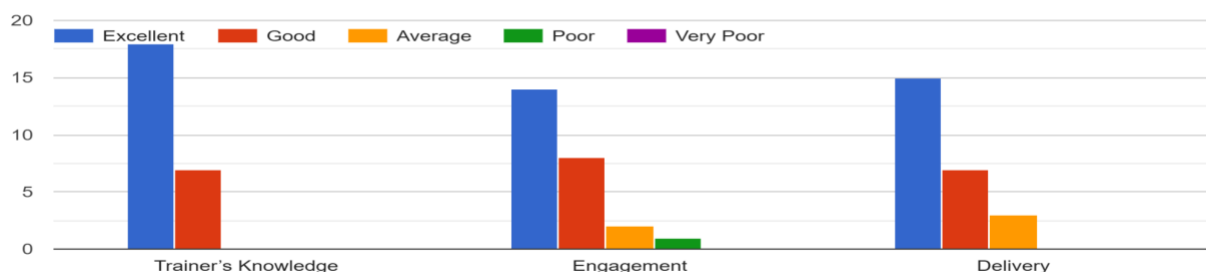


“The importance of justice is as essential as water, food, education, and shelter, and it becomes crucial when even small rights are violated”, he stressed. He said public trust in the judiciary is declining due to the large number of pending cases. He asked participants about the reasons for this pendency, and they responded that cases are many, population is large, courts are fewer, and cases take too much time. He asked if anyone had faced the court, and when some raised their hands, he asked if they would

like to go again for justice, the response got was a big “NO”. He informed that in Peshawar alone, there are only 8 family courts and each chair handles more than 40 cases daily. He said if anyone visits Peshawar courts, they will feel like the whole country is present there.

He said conflicts are often, for which ADR is the smartest solution. He explained that ADR (Alternative Dispute Resolution) refers to processes used to resolve disputes outside the formal judicial system. With time, new concepts like ADR have emerged to replace older systems such as the panchayat and jirga systems. When a participant asked about cases between the state and the community, the trainer replied that their focus was on individual and community-level issues.

Session 02 Impact of Mediation on Reducing Case Backlog in Pakistan Courts Mr. Umar Khan Utmanzai



#### 2.4.4 NISAR MUHAMMAD KHAN (GUEST SPEAKER)

##### **PUBLIC OFFICE: EXECUTING LEGAL SYSTEM BUT ACCOMMODATING ADR**

Senator Nisar Muhammad Khan as guest speaker, introduced himself, and shared his educational journey along with his involvement in social welfare activities such as blood donation. He then spoke about his political career, explaining that although he failed many times, he eventually became a senator as a member of the Pakistan Muslim League (N). With pride, he noted that he represented Sindh,



Baluchistan, and Khyber Pakhtunkhwa in the early stages of his career, before resigning in 2017. He emphasized that he was not a lawyer or professional politician, but an ordinary person like the audience.

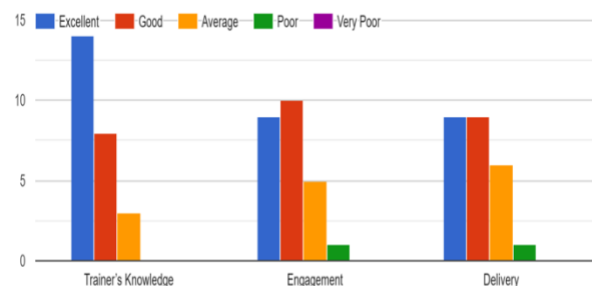
He reflected on society by raising questions such as: Where is society heading? What is conflict? Why do people enter conflicts? He said he would not go into details but share broader opinions. He quoted that we should speak of the “separation of responsibilities” instead of the “separation of power.” Giving an example, he said the state has institutions like pillars: if one pillar is strong while

others are weak, the structure collapses.

He continued that when leaders rise, they often remain leaders only in parliament rather than true representatives of the people. Returning to the topic of conflict, he mentioned that Allah Almighty says in the Qur’an that mediation is the best path. Speaking about the judiciary, he said that even the judiciary itself admits the system is corrupt, questioning how a corrupt father could teach his children morals and ethics.

He further added that while much is protected in society, the real question is what people give back to it. He said constitutions and rights may be the same across countries, but the issue lies in their implementation. On the role of parliament, one participant asked who is responsible when bureaucrats blame politicians, politicians blame bureaucrats, and governance is paralyzed. The guest speaker responding to a question shared, “not all politicians, bureaucrats, or institutions are corrupt, but if one person errs, the whole institution and society are unfairly blamed”.

Guest Speaker Nisar Muhammad Khan Public Office: Executing Legal System but Accommodating ADR



## MODULE FIVE

# MEDIATION AND THE LEGAL FRAMEWORK IN FINALIZING MEDIATION: DOCUMENTATION AND LEGAL PROCEDURES

### 2.5.1 RECOGNITION OF MEDIATION AGREEMENT PROF. JAMIL AHMAD CHITRALI

The trainer opened the discussion with the statement that the rise and fall of one civilization affects all nations of the era. It is important to understand the deep-rooted structures of the rising civilization so to adjust your cultural understandings and make the core understand you too at the periphery. He explained that under the current democratic civilization any person aged 18 or above, is considered capable of leadership and is responsible for their actions. Documentation is the principal of equality and basis of law and governance. Whereas many cultures, still rely on verbal commitments, including cultures and sub-cultures of Pakistan. The oral agreements were once trusted, the need for written records is undeniable. He gave the example of Nikah papers, which contain articles related to the legal spectrum of Pakistan and emphasized that illiterate communities face challenges when they interact with such constraints.



The trainer further explained that culture does not require written papers, as verbal agreements can be sufficient, but formal systems demand written documentation as evidence. As culture and faith do not resist documentation but encourage one, this can best be capitalized bridging our oral traditions by transforming them into written formats.

The trainer preparing the participants for a group activity stressed, a mediator must record not only the agreements in writing but also the procedure of reaching such

agreement, to maintain credibility. While cultural mediators who rely only on oral practices may face challenges within legal systems, such system of record keeping may integrate them to the formal structures. He divided the participants into regional groups asking them to prepare list of points that they might be interested to have from the client when receive first with



mediation request. The participants were given 30 minutes to discuss and re-assemble with their suggestions on charts to display and present.

## 2.5.2 OFFICIAL DOCUMENTATION AND REGISTRATION PROCESS

PROF. JAMIL AHMAD CHITRALI

The trainer continuing the process of brainstorming, after the tea break, shared the slide showing seven stages of mediation that requires different forms for record keeping and documentation of the whole process.

1. First Mediation Report
2. Notice to the Second Party in Mediation
3. Consent From Second Party
4. Agreement to Mediate Form
5. Dialogue or Mediation Attendance Form
6. Mediation Agreement
7. Closure Form or Non-Settlement Form

He highlighted that even the Holy Qur'an instructs believers to "write every deal," showing the importance of documentation. Therefore, he stressed, a balance must be found between cultural traditions, which value oral trust, and formal systems, which depend on written records.

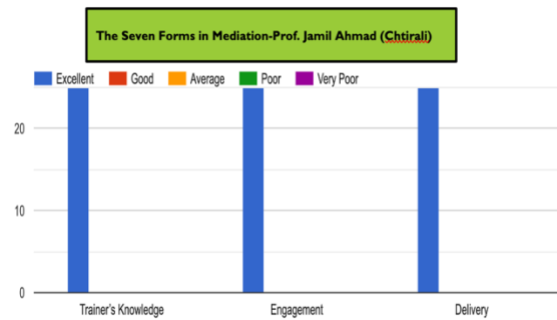
The trainer then asked the participants how mediation could be accomplished in written form. He explained that in today's context, the first step in any official setting is registration, where one must fill out forms and record their identity and consent. After registration, he described that a formal letter of invitation must be written to the second party, who may accept or reject it, and if accepted, the mediator must obtain the second party consent before proceeding.



He further explained that additional documents are required to structure the mediation process, including a Consent Form between the two parties agreeing to mediation under the mediator they agree to mediate. He also informed that after this stage is over, the critical stage comes wherein multiple sessions of dialogue and negotiation may take place. Documenting these sessions is critical under a Dialogue Form. The parties once reach an agreement must be documented as a lawful document under the Agreement Form, and if they do not, be reported

under the Closure Form.

These documents ensure accountability and transparency in mediation. Afterwards, the trainer divided the participants once again into the same three groups—Baloch, Punjabi, and Khyber—and tasked them with identifying what information should be included in these seven mediation forms. After the activity, he distributed actual mediation forms for review and explained each one in detail, clarifying the purpose of every section and emphasizing that the number of session forms may vary depending on the mediation cycles. In total, seven forms of mediation were introduced to the participants (Annexed at the end of this report).





**GLIMPSES OF THE CITY TOUR-PESHAWAR SEPTEMBER 06, 2025**



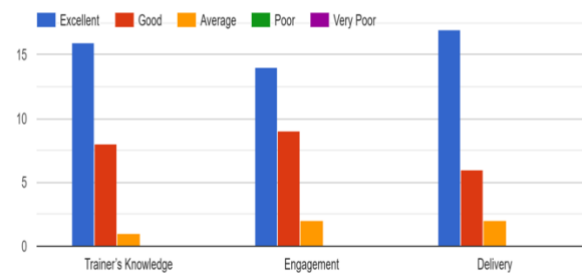


### 2.5.3 ENFORCEMENT AND FOLLOW UP PROCEDURES JIBREEL KHAN

The trainer for the session engaged remained deputy commissioner Khyber and was currently holding key position in the Home and Tribal Affairs Ministry of Khyber Pakhtunkhwa as a senior bureaucrat. He began the session by asking, “What is freedom?” Participants replied that freedom is when there are no restrictions, no fear of others to speak, and when they receive maximum rights. The trainer endorsing the participants added, “freedom also includes basic rights such as safety of property, life, movement, speech, and dignity”. He emphasized that institutions are required to pursue freedom and that mediation, embedded in human nature, helps protect it. He explained that language as communication skill differentiates humans from animals and is a key tool in mediation to resolve issues. The application of the mediation in different areas, including commercial, stakeholder, and property disputes, focusing on disputes under the ADR Act, demand different procedural requirements to give them effect, he added. He provided a detailed explanation of how ADR and the judicial system work in coordination.

The trainer also discussed the best alternative to negotiation agreement (BATNA) and explained its application through several cases, including the elderly person protection case, the hydropower project payment cases, the Council of Common Interest, the Specific Relief Act, and the DRC. Participants asked questions that how to mediate between the state and community, and the trainer replied that the agreement of both parties is necessary. He added that if both parties agree, it is up to the mediator to use tactics to achieve mediation and agreement. The trainer asked if the participant could mediate in their community, and the participant confirmed they could. The session concluded with the trainer receiving certificate and a group photo with the trainees.

Session 02: Enforcement & Follow-Up Procedures Mr. Jibrat Khan



# MODULE SIX

## CONFLICT ANALYSIS AND MAPPING

### 2.6.1 CONFLICT ANALYSIS HUMAIRA ATIQ

The session remained focused on analyzing various tiers and layers of the conflict. The trainer explained why conflict analysis is important, stating that conflict is not just about fighting but about what causes it, who is affected, and how power and identity influence it. Without understanding, interventions can worsen the situation, so pre-intervention conflict analysis is crucial. She described the steps in conflict analysis, including understanding the history of the conflict, power relations, the context of the conflict, and structural and cultural factors like laws, trauma, and identity divisions. She then asked why solving conflict is complicated, and participants mentioned interests and positions. The trainer explained that positions are what parties want, while positional bargaining ignores deeper interests. She highlighted factors that make resolution difficult, including emotional involvement, limited options, biased criteria, miscommunication, and lack of trust. She also explained types of mediation, including facilitative mediation, shuttle mediation, and problem-solving mediation.

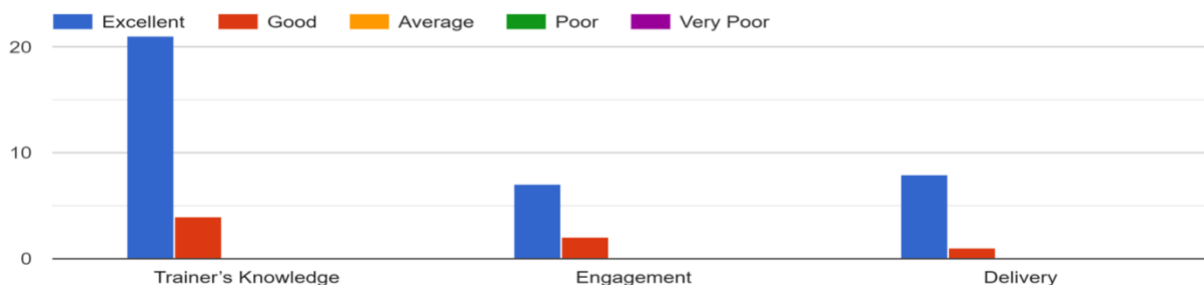


The participants were apprised on the concept of stakeholders in a conflict, explaining that they are bodies that influence decision-making. The trainer described three types: primary stakeholders (victims, aggressors, combatants), secondary stakeholders (religious leaders, teachers, elders, influencers), and interested stakeholders (NGOs, media, government bodies). She also explained two types of persons in conflict: spoilers, who make conflict destructive for their benefit, and allies, who try to mediate. Participants gave real examples from Baluchistan and Parachinar to illustrate spoilers and allies. The trainer emphasized that mediators must identify spoilers and allies to resolve current conflicts and prevent future ones. The trainer introduced the participants to the Conflict Tree Model to explain the structure of conflicts. She described that the roots of the tree represent the underlying or structural causes, such as corrupt leadership, colonial boundaries, and unequal development. The trunk shows the core problem linking these causes to their outcomes, while the leaves or branches represent the visible effects like fear, hatred, suspicion, and violence.

She also introduced the Onion Model, which explains the different layers of human motivations in conflicts. The outer layer shows positions—what people openly say they want. Beneath this are interests—what they truly want. At the center are needs—what they must have to feel satisfied and secure. This model helps mediators understand the deeper motivations behind conflicts.

Lastly, the participants were informed about the Conflict Iceberg Model, which highlights that most parts of a conflict are hidden beneath the surface. The visible part shows the open issues being discussed, while the larger hidden part includes emotions, self-esteem, personalities, hidden expectations, needs, and unresolved past issues. She explained that understanding these hidden factors is crucial for resolving conflicts effectively.

Session 01 Conflict Analysis Ms. Humaira Atiq



## 2.6.2 REVEREND SHAHZAD MURAD (GUEST SPEAKER) URBAN LIFE, INTERFAITH AND INCLUSIVE GROWTH

After the lunch guest speaker session was held wherein the guest reverend Shahzad Murad opened his talk with the first human experience of having conflict with the God. He then discussed urban life, explaining that it varies from state to state. He shared five facts about life and mentioned how communication has changed over time, from expensive telephone calls to modern video calls. He referred to the challenges of globalization, he stated, “the world has become a village”.



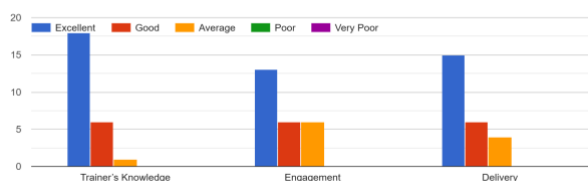
He also talked about interfaith

harmony, explaining respect for mutual authority and a shared purpose. He emphasized that communities could develop if people support one another, have equal opportunities, and work together to promote harmony, education, and control poverty. The guest displayed a video for the participants, and after watching, asked questions. One participant said they did not see interfaith harmony in villages and felt it seemed limited to academic

settings. The guest responded that they have lit the lamps, but there are still few, so the change is not always visible. He added that life is now better than before.

Another participant asked about the biggest challenge to interfaith harmony, and the speaker replied that it is the lack of education, both religious and academic. Another participant then asked how interfaith harmony could be improved, suggesting areas such as morals and ethics. At the end of the session, Professor Jamil Ahmad presented a certificate to Shahzad Murad.

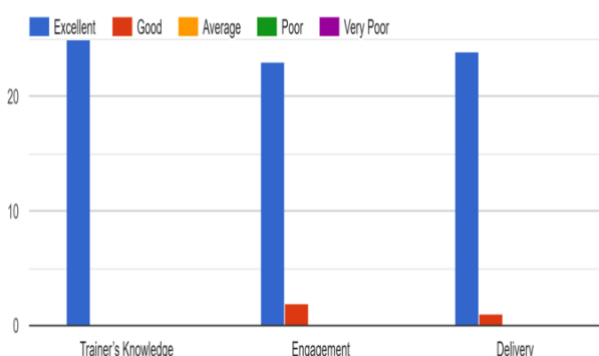
Guest Speaker Reverend Shahzad Murad (Guest Speaker) Urban Life, Interfaith and Inclusive Growth



### 2.6.3 CONFLICT MAPPING AND TRACKING MUHAMMAD ASFANDYAR MARWAT

The trainer explained that peacekeeping involves stopping disputes by force, peacemaking involves bridging parties through dialogue, mediation, or negotiation, and peacebuilding focuses on long-term reconciliation and the elimination of fear. He emphasized that conflicts are often not fully resolved, which led him to discuss conflict mapping. He explained that conflict mapping identifies all parties, their interests, demands, and needs, and differentiated it from conflict tracking, which updates information over time.

Session 02 Conflict Mapping and Tracking Dr. Asfandiyar Marwat



The trainer discussed the steps in conflict mapping, stressing that no conflict exists without history. He highlighted the importance of understanding relationships between parties, tracing the conflict from the beginning, and identifying all primary and secondary parties. He explained that even small omissions in conflict mapping can lead to dangerous disputes. He discussed that solutions can be short-term or long-term. Long-term solutions, or peacebuilding, require more time and resources, while short-term measures, such as stopping sectarian violence, are often temporary and less effective. He explained that taking steps to calm the other party is like how hot water gradually cools and becomes ice, which he related to peacekeeping, peacemaking, and

peacebuilding in conflict resolution. He emphasized that conflict is complex and exists everywhere, making conflict analysis crucial for identifying root causes. He also discussed state survival, poverty-driven conflicts in Pakistan.



#### 2.6.4 FINALISING, REVIEWING AND ENSURING COMPLIANCE HINA KHAN

The session was conducted by Ms. Hina Khan, ex-Session Judge and currently director operations at Provincial Judicial Academy, Peshawar. She opened the session with a Quranic commandment: “The believers are but brothers, so make settlement between your brothers, and fear Allah that you may receive mercy.” (Surah al-Hujrat, 49:10). She explained the mediation agreement as a legally binding document that captures the terms of settlement reached during mediation.

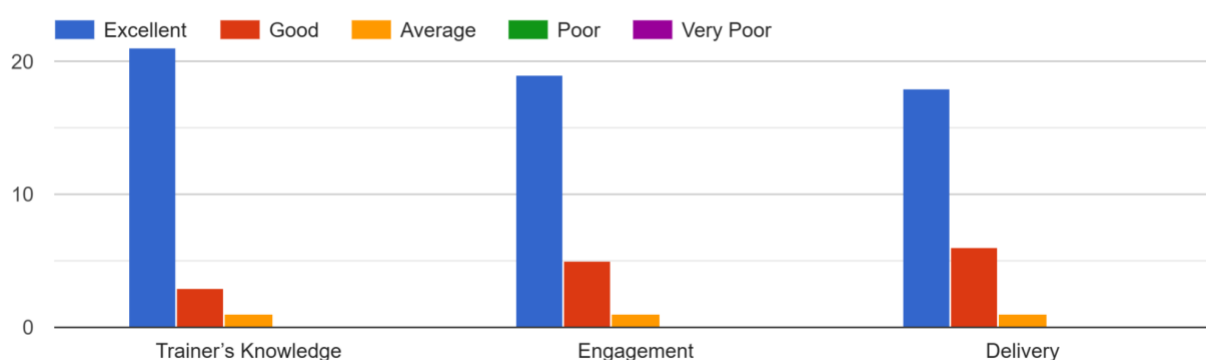


She moved on to legal and ethical considerations for mediation agreements, emphasizing that they should be legally sound, fair, enforceable, compliant with laws, tailored to the jurisdiction, free from conflict of interest, and written in clear language. She highlighted the importance of including provisions for future disputes, maintaining confidentiality, and ensuring the mediator cannot be called as a witness or harm those not at the table.



The trainer discussed the factor of mutual consent and understanding, stressing that both parties must fully comprehend their obligations and provide voluntary, informed consent. Agreements should be dated, signed, and signed copies provided to all parties. She also presented a checklist for finalizing and reviewing agreements, covering clarity, accurate identification of parties, explicit obligations, implementation plans, legal compliance, and notarization if required.

#### Session 03 Finalizing, Reviewing and Ensuring Compliance Ms. Hina Khan



Finally, the trainer explained how to ensure compliance by setting realistic timelines, establishing communication plans, documenting actions and payments, and outlining processes for resolving new disagreements and consequences for non-compliance, including suits, costs, and fines. She conducted an activity where groups identified flaws, proposed fixes, and prioritized risks, and the group leaders presented their work.

# MODULE SEVEN

## NEGOCIATION SKILLS AND TECHNIQUES

## 2.7.1 COMMUNICATION SKILLS AND TECHNIQUES IN NEGOTIATIONS

DR. MEHNAZ GUL

The session started with the introduction by discussing personality, saying everyone has a unique personality shaped by passion, positivity, and consistency. The trainer initiated a game where she introduced herself and shared two personality objectives, and each participant subsequently introduced themselves, shared their objectives, and selected the next participant. All participants actively engaged in this activity.

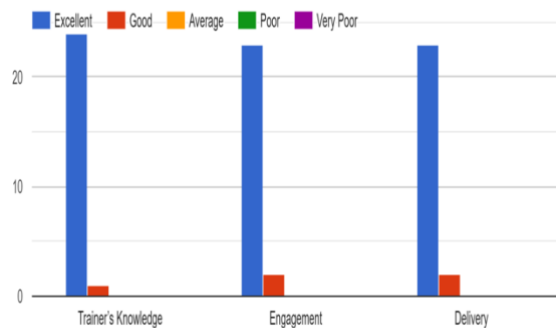


The trainer asked the participants about negotiation. A participant replied that negotiation involves two parties talking to resolve a conflict. The trainer explained negotiation as a process where parties engage in discussions to reach a mutually acceptable agreement, emphasizing communication, compromise, and decision-making. She also discussed mediation as a voluntary and confidential process assisted by a neutral third party, and litigation as taking legal action in court. She presented a table comparing

Mediation, Negotiation, and Litigation, highlighting aspects like nature, control, focus, cost, and time, and explained the importance of negotiation for mediators, including building trust, encouraging voluntary agreements, and preserving relationships.

The trainer also addressed with the types of negotiation and mediation: Distributive Negotiation, which is win-lose and focuses on dividing limited resources, and Integrative Negotiation, which is win-win, focuses on mutual interests, collaboration, and long-term relationships. She explained BATNA (Best Alternative to a Negotiated Agreement) as the best alternative if negotiations fail, and its importance in establishing a baseline, strengthening position, and aiding decision-making, providing examples in salary and business contract negotiations. She also introduced ZUPA (Zone of Possible Agreement), the bargaining range where deals are possible, illustrating with a buyer-seller scenario.





The trainer discussed the role of power dynamics in negotiation, explaining that power comes from resources, information, authority, or alternatives like BATNA, and described types of power: Legitimate, Expert, Reward, Coercive, Referent, and BATNA Power. She emphasized that power shapes negotiation approaches, affects decision-making, trust, and compromise, and mediators must work to equalize power. She then introduced communication, defining it as the exchange of information between sender and receiver through various channels, and highlighted its importance in mediation. She also explained key communication skills, including active listening, empathy, clarity, emotional intelligence, and non-verbal communication, which are crucial for effective mediation.

### 2.7.2 RANG DE BASANTI (2006)-THE MOVIE NIGHT SEPTEMBER 08, 2025

Though not strictly about mediation, the film explores how a group of disillusioned youth get inspired to address systemic injustice after engaging with historical narratives of resistance. The protagonist's gradual shift from apathy to activism mirrors the transformative role insider mediators play in conflict contexts. The key scene in the movie is the dialogue "No country is perfect, we ought to make it better" aligns with insider mediators' focus on local agency and incremental change.

Mr. Jawad Aziz Sawal as moderator for the post movie discussion instigated the trainee that how insider mediators can leverage cultural/historical narratives (like the film's freedom fighter parallels) to foster dialogue. This was an interesting debate that took almost 30 minutes that too at midnight and the participants to get back to their rooms around 1240am. Engaging trainees in post-dinner session remained unique and attracted much engaging debates and discussion.

### 2.7.3 NEGOTIATION, COUNSELLING & MEDIATION SKILLS: THE INSIDIER MEDIATOR ROLE-PSYCHOLOGICAL LENSE DR. SUMMIYA AHMED

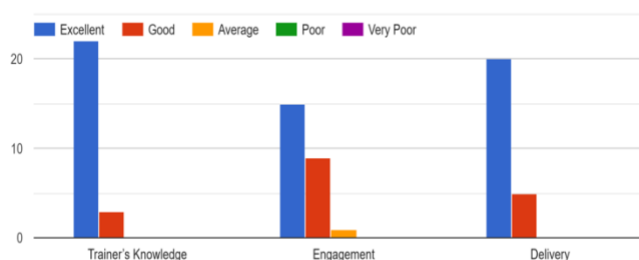
At the beginning of the session, in response to the the trainer, the participants from district Khyber identified military, Punjab highlighted interfaith, and participants from Gwadar raised water-related problems. When asked, who is responsible, the participants replied, "The State." The trainer probe further, "But what if the state is sleeping and doing nothing, who has to take action? We must play our roles, as we are the state. She discussed negotiation strategies, including justifying positions, considering the other side, keeping emotions in check, and knowing when to walk away.



The trainer explained counseling as a collaborative process providing a safe and confidential space for individuals to explore their thoughts and feelings with a professional. She asked participants about their experience with counseling and emphasized its importance for mental health. She described types of counseling, including telephonic, in-person, group, and online sessions, explaining the advantages of each. Participants shared how they express emotions, and the trainer encouraged them to communicate their feelings openly.

Describing mediation as an art that requires skill, empathy, and communication expertise. She explained that mediators facilitate dialogue, identify key issues, and guide parties toward resolution. She emphasized managing emotions, building trust, and creating a safe environment for open discussion are all important components for successful mediation. Observing how parties respond or react, validating their emotions, and maintaining impartiality help mediators guide the process effectively. Establishing confidentiality and transparency encourages honest communication and constructive problem-solving. Highlighted mediation as a dynamic process which requires strategic thinking, she emphasized on active listening, empathetic communication, and negotiation skills. By carefully managing the emotional and practical aspects of mediation, mediators can help shift conversations toward productive solutions and support parties in reaching mutually acceptable agreements.

Session 02 Negotiation, Counselling & Mediation Skills: The Insider Mediator Role – Psychological  
Lens Dr. Summiya Ahmad



#### 2.7.4 NEGOTIATION IN HIGH STAKES AND EMOTIONALLY CHARGED SITUATIONS DR. AKHTAR ALI SHAH

The discussion started on a point that how human beings have different personalities and reactions, and there are many conflicts in Pakistan; religious, ethnic, and social — that are shaped by its mix of modern, tribal, feudal, and non-feudal systems. Pakistan created a constitution to manage these conflicts and also has ADR (Alternative Dispute Resolution) systems working across the country.

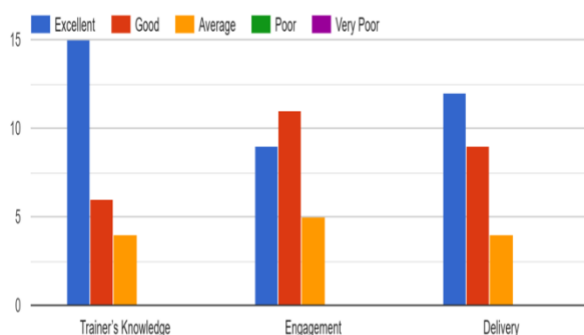


Participants from different regions shared their grievances. The participants from Gwadar mentioned issues like missing persons, lack of human rights, and lack of resources. From Khyber, participants said that after FATA's merger, the promises made were not fulfilled, and the judicial system does not understand their disputes. Participants from Lahore highlighted religious

intolerance, minority issues, and interfaith conflicts. the trainer explained that “perception is greater than reality” and that mediation must manage perceptions because disputes often arise from negative perceptions of one another. He emphasized that mediators must understand the perceptions of both parties to balance the situation.

the trainer gave an overview of the session topics, which included psychology of high-stakes negotiation, power imbalances and ethics, managing aggressive negotiators, fairness and neutrality, confidentiality and trust-building, and a case study on high-conflict divorce mediation. He explained the importance of privileged communication, saying that just as doctors and lawyers meet clients privately, mediators must also meet parties confidentially and keep their stories secure. When asked why mediation is done, the trainer clarified that agreements are made by the disputing parties themselves, and mediators only facilitate the process.

Session 03 Negotiation in High Stakes and Emotionally Charged Syed Akhtar Ali Shah



the trainer then discussed globalization and nationalism, noting that their balance has been disrupted, creating fear and identity crises, as seen in Gwadar after CPEC. He reflected on historical political mistakes such as the dissolution of the Balochistan Assembly, partial martial laws, and amendments to the 1973 Constitution. After the 18th Amendment, many powers were devolved to provinces, though some, like nuclear energy resources, remain with the federal government. He emphasized that the constitution is a social contract: citizens grant power to the state, and in return, the state must provide peace, security, and justice. If the Constitution is followed, grievances can be resolved.

the trainer highlighted that every institution must operate strictly within its constitutional domain, and authority must be followed by accountability to avoid disorder. He gave the example of assemblies' dissolution, where elections must be held within ninety days, but this was not done, showing a system imbalance. He stressed that political parties raise their voices for human and fundamental rights and that silence in such matters is unacceptable. He cited examples from history — the Magna Carta of 1215, which laid the foundation for democracy, and the Boston Tea Party, where Americans resisted unjust taxation — to show that progress in democracies comes when people raise their voices for their rights.



## MODULE EIGHT

### FROM HEARING TO HEALING: MASTERING ACTIVE LISTENING, DIALOGUE, AND CULTURAL AWARENESS IN MEDIATION

## 2.8.1 ACTIVE LISTENING FOR EFFECTIVE MEDIATION PROF. ANOOSH KHAN

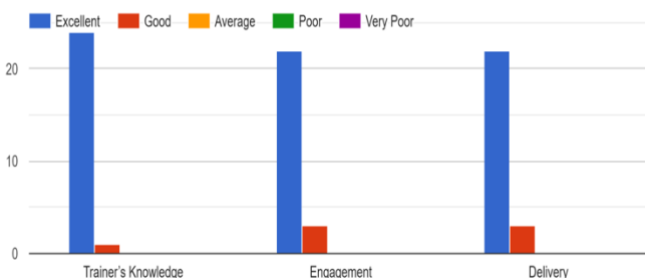
This session had a different flavor. The trainer took the trainees into understanding the concepts of listening and active listening vs. passive hearing. She explained that listening is voluntary while hearing is involuntary. Using slides, she highlighted the differences and gave examples, such as children distracted by phones who hear but don't truly listen. She emphasized that in mediation, active listening is essential to understand issues and show empathy.

To keep participants engaged, the trainer asked questions after each topic. She explained that the government officials often hear only, whereas a mediator listens carefully to the parties. Mediation, she stressed, takes place within society, families, workplaces, and communities rather than at the state level. She noted that family mediation is the most difficult, especially when the mediator is personally involved. The trainer discussed active listening techniques, asking participants to reflect on them, then explaining each one, which made the session interactive and coordinated.



Through examples, she showed how parties often present conflicting accounts, such as one claiming abuse while the other denies it. She highlighted listening barriers like distraction, prejudgment, and stereotypes, especially the negative assumptions often made about women. She also linked these barriers to common mediation mistakes and advised participants to remain open-minded, avoid assumptions, and never let parties feel they are being ignored. A mediator, she stressed, must stay attentive and in control despite distractions.

Session 01 Active Listening for Effective Mediation Prof. Anoosh Khan



The session concluded with role-play activities in four groups. Group 1 handled a family conflict between a daughter, her brother, and her father, mediated by a female participant. Group 2 showed how distractions like mobile phone use weakened the mediator's focus and violated client privacy. Group 3 role-played a water dispute between a Baloch representative and a bureaucrat, which was resolved through dialogue and

patience. Group 4 addressed an inheritance issue where sisters demanded their rights, and the mediator facilitated a resolution with their brothers. These activities highlighted the importance of active listening and demonstrated its role in effective mediation.

## 2.8.2 WRITING CLEAR, CONCISE AND ENFORCEABLE AGREEMENTS

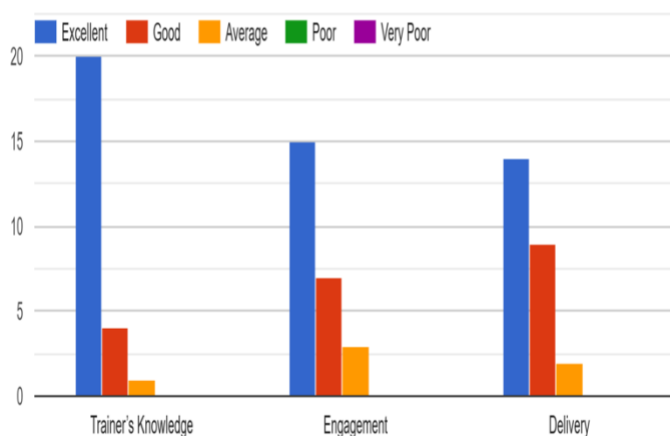
### TARIQ AFGHAN ADVOCATE



The session began with the trainer explaining that the focus was on drafting agreements that are clear, concise, and legally enforceable. He highlighted the objectives: avoiding common drafting errors, ensuring agreements are precise and actionable, and protecting the rights of all parties. He emphasized that poorly drafted agreements are a major cause of disputes in Pakistan, while clear agreements save time, reduce costs, and build trust. The trainer then discussed the ten essential components of a valid agreement, including offer and acceptance, legal capacity, free consent, lawful purpose, clarity, feasibility, compliance with laws, and proper documentation. The trainer illustrated the importance of precise legal writing through Pakistani examples, such as disputes over undefined “profits,” vague timelines in contracts, and unstamped or unsigned agreements being dismissed in court. He explained the legal framework governing agreements, referencing the Contract Act 1872, Specific Relief Act 1877, Civil Procedure Code 1908, Stamp Act 1899,

Registration Act 1908, and ADR Act 2017. He stressed that many people mistakenly believe contracts only need stamp paper and witnesses, without understanding the relevant laws and expiry rules for documents.

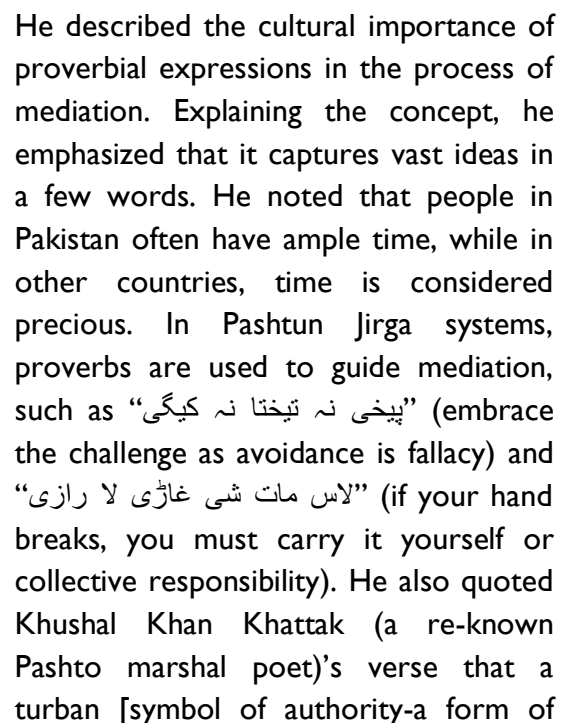
Session 01 Writing Clear, Concise and Enforceable Agreements Mr. Tariq Afghan



The session then focused on principles of effective legal writing, such as precision in language, avoiding ambiguity, consistency in terms, and ensuring readability for non-lawyers. The trainer compared weak and strong drafting,

The trainer discussed dispute resolution clauses, emphasizing mediation and arbitration as quicker alternatives to litigation. He advised practitioners to adapt agreements to Pakistani laws, define obligations precisely, and provide translations when needed at the community level. He highlighted consequences of non-compliance, such as damages for failure to deliver, and outlined a step-by-step enforcement process from notice to mediation, arbitration, and court.

The trainer shared his experiences of visiting various countries beside PhD from Japan, saying that by observing people on the roads in Japan, one can judge how strictly they follow laws and regulations. He described Japan as a place of high discipline, yet even there, people face challenges and seek advice from others to improve. The trainer emphasized that the judiciary acts as the backbone of a country, and if it performs its responsibilities well, the country moves toward development.



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The trainer stressed that conflicts always end through dialogue, so it is better to start with dialogue. He gave the example of Afghanistan, where, after years of war, parties still had to sit in Qatar for mediation. Expressing through proverbs “پڑ می که نو مڑ می که” (prove me guilty before blame and punishment) and “چی غل نه ئ نو مه یاریگه” (if not guilty, confront the allegation upfront), he stressed that such strong expressions help mediation process between two parties.

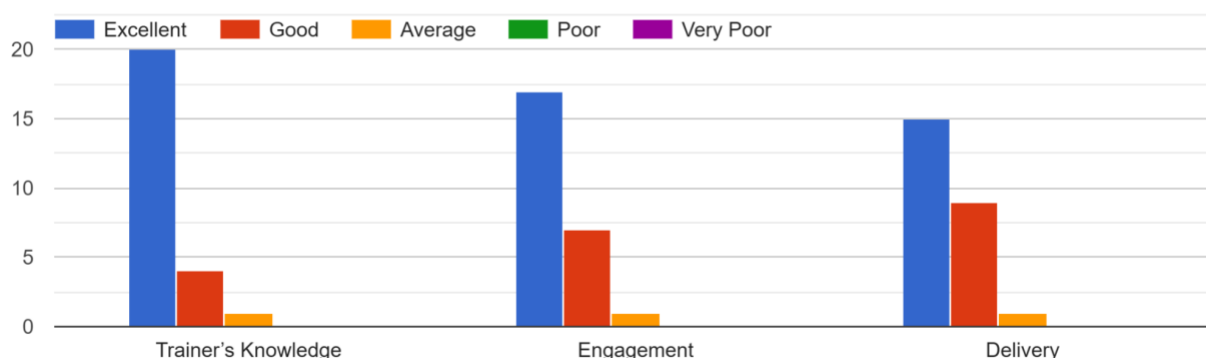
The trainer later invited participants to share proverbs from their own cultures. Participants shared

1. “دا گز او دا میدان” (da gaz ao da maidaan) Let it be debated upfront;
2. “لاس دی آزاد توره دی تیراا” (laas di khlaas ao toora di tera) do whatever you can- a challenge;
3. “غر که ڈیر لوڑ وی خو په سر ئ لار وی” (ghar ka deer hm lwar vi kho pa sar ye laar vi) every problem has a solution), and
4. “گوندیک نیکی سالان زانیدنت یادگار می منگت” (Gundak niki sālan zānīdent yādgār ma mangat.) “A small kindness, remembered for years, becomes a legacy.”
5. “پشتگیں که دی دوستی یک بچک رنگیش یادی منگت” (Pashtāgēn ke dō dosti yak bachak rangish yādī manget) “Even the color of a small friendship is remembered.”
6. “چک محبت اگ په دل است، نسل نسل زانیدنت با یادی است” (Chuk mohabbat ag pa dil ast, nasl-nasl zānīdent ba yādī ast) “If a small love enters the heart, known generation after generation with memory.”
7. “یک مهربانی بچگی، سالها در یادگار ونت” (Yak mehrbani bachgī, sālhā dar yādgār vent) “One childhood kindness remains remembered for years.”
8. “نام نیک رکھ جا، مال رکھ نه رکھ” (Nām nek rakh jā, māl nah rakh) Leave behind a good name, not just wealth. Meaning: A person’s reputation and good deeds are more valuable than material riches.
9. “باپ دھیاں دا سائبان ہوندا اے” (Bāp dhiyā dā sāibān hondā ae) A father is the shelter over daughters. Meaning: A father protects and supports his children, especially daughters.
10. “ساہ لینا اللہ کولوں، تے ویکھنا بندے نوں” (Sāh lainā Allāh kōlōn, te vekhnā bandē nū) Breath is given by God, yet we seek approval from people. Meaning: Don't expect reward or praise from others for your kindness; rely on the Divine.

The trainer divided participants into three groups and asked them to write and present traditional proverbs from their cultures each group highlighting different aspects of mediation ranging from negotiation, dialogue facilitation, framing conflict to settlement facilitation. The

Participants from Khyber, Baluchistan, and Punjab took part, at the end of the session in a traditional song each coming from the respective groups.

Day 06 Session 01 Creating Jargons of Cultural Vocabulary for Mediation Prof. Muhammad Iqbal Jadoon



#### 2.8.4 **BRIG. HAMOOD UR RAHMAN (GUEST SPEAKER)** ENGAGED CITIZENRY, COLLECTIVE SOCIAL RESPONSIBILITY AND COUNTERING VIOLENT EXTREMISM

The emphasis of the session remained focused on anger management, addressing conflict with management skills and methodological understanding. The trainer explained that even in frustration or sadness, people should choose the right path, noting that circumstances depend on the choices they make. He highlighted the importance of first learning theory, stressing that book knowledge is essential for becoming productive members of society.

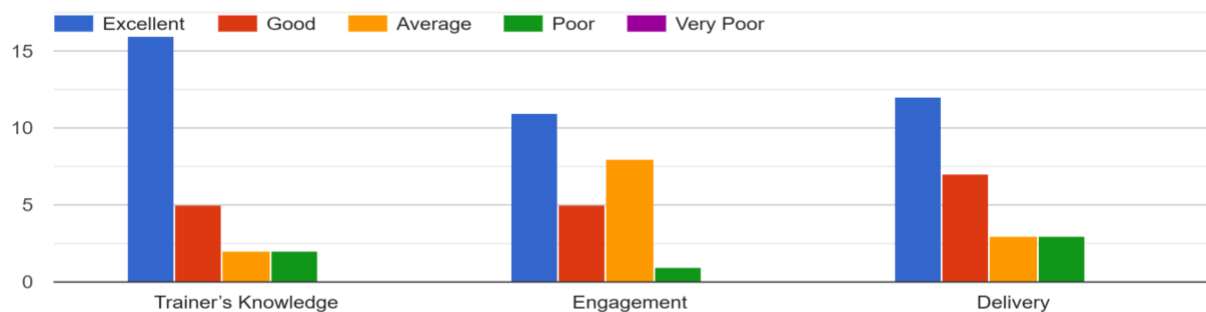


The trainer also spoke about engaged citizenry, saying that discussion brings solutions and working together generates ideas. Citizen engagement, he explained, builds social trust, strengthens social dynamics, creates community, and offers alternatives to violence. He encouraged individuals to reflect on what they contribute to society.



He further explained why engaged citizenry matters, pointing out that extremists do not simply appear out of nowhere but emerge from within society. He stressed the power of community, noting that collective responsibility and participation are vital, which he described as the “whole of society” approach. To illustrate this, he gave the example of a village in Punjab called Risalpur, where all people are educated, there is no waste, no pollution, no police, and no crime, standing as a model of community strength.

Guest speaker Brigadier Hamood Engaged Citizenry, Collective Social Responsibility and Countering Violent Extremism





## MODULE NINE

# LEVERAGING SOCIAL MEDIA & SOCIAL MARKETING FOR MEDIATION

## **2.9.1 LEVERAGING SOCIAL MEDIA & SOCIAL MARKETING FOR MEDIATION BUILDING A DIGITAL PRESENCE AND ETHICAL CONSIDERATION MR. SHAFEEQ GIGYANI**

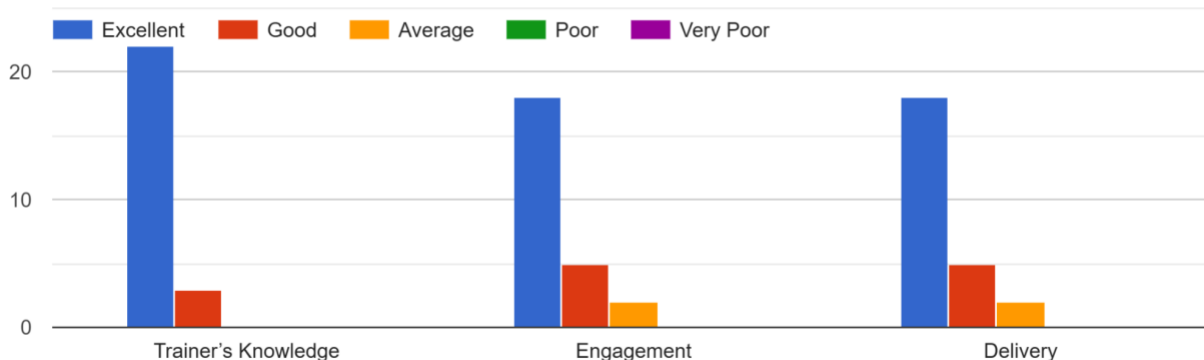
The session started with activity of picture description, where participants were asked to identify the problem, explaining that life is about solving problems. He introduced the concept of design thinking as a creative, user-centered process and described its stages: Empathize, Define, Ideate, Prototype, and Test. He also discussed the difference between design and art, highlighting that design is purposeful problem-solving, while art is expression and imagination. Participants then engaged in activities such as drawing their dream wallet and reframing problems into clear problem statements, as emphasized by Kedlin's Law.



The trainer further explained empathy as understanding people and their perspectives, connecting with how they feel about problems or situations. He highlighted that digital presence is about knowing your audience rather than just posting. During the Ideation stage, he encouraged unrestrained brainstorming and demonstrated with photos, including brand boards and bed sheets, to show how simplicity is valued. An activity followed where participants sketched five radical ways to meet user needs in five minutes, shared their solutions, and received feedback. He also guided them to ideate on a mediator's digital presence, stressing professional identity and customer needs.

Another activity involved designing something useful and meaningful for a partner by starting with empathy, for which 80 minutes were given. the trainer then moved on to Prototyping, explaining the concept of a Minimum Viable Product (MVP) with an example of competing products. He highlighted challenges of deadlines, missing features, and user decision-making, referring to Hick's Law. Participants were asked to sketch big ideas in three minutes, noting down details as needed.

Finally, the trainer explained the stage of Testing, which involves refining solutions in an iterative process of continuous improvement. For the concluding activity, participants were instructed to build their solution, share it, and collect feedback within seven minutes through a "build and test" approach.



## 2.9.2 SOCIAL MEDIA FOR MEDIATORS-STRATEGY AND BEST PRACTICES

MR. AFSAR UL MULK AFGHAN



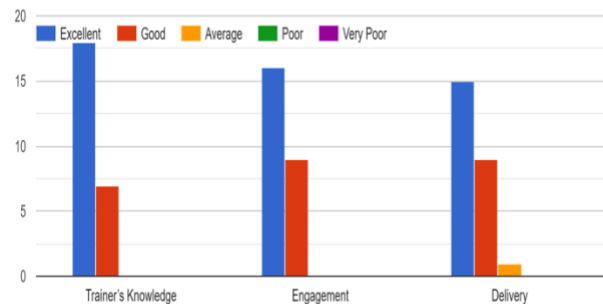
Trainer mentioned that as a mediator, we often step into sensitive spaces where emotions run high. On social media, this can appear as negative comments or harsh criticism. The key is not to take it personally or respond with anger. Staying calm and polite shows maturity. If someone raises a fair point, it should be accepted gracefully as a chance to improve. But when comments are abusive or meant to provoke, the best response is to ignore or block them. Genuine criticism, however, can be valuable for

growth and trust-building. The trainer also guided the trainee that YouTube serves as more than just a video site—it is a global classroom and stage. Mediators can use it to share tutorials, talks, and stories of peacebuilding that inspire and educate. The mix of entertainment and education helps connect with audiences more effectively. Consistent and meaningful content can even generate income, supporting long-term peace efforts. In this way, YouTube gives mediators a platform to reach thousands, even millions, across borders.

Instagram, with its focus on visuals, offers another powerful tool. A single photo or reel can communicate stories and spark hope more quickly than long articles. Sharing authentic content, following trends, and engaging with influencers help mediators expand their reach and strengthen their identity. It is also useful for branding, whether to highlight personal peacebuilding work or an organization's efforts. When used well, Instagram inspires others while enhancing credibility.

The trainer emphasized that beside best and efficient utilization of any social media, lies responsibility of the user towards end viewers. We must know, what do we want them to learn or earn from us by investing their time in our content. The mediators should use these platforms to share knowledge, promote harmony, and handle criticism wisely. They must avoid arguments with trolls, spreading misinformation, or harming their professional image. When used carefully, social media becomes a bridge for dialogue, education, and peace. For mediators, the goal is not just to be online but to be present in a meaningful way.

Session 02 Social Media for Mediators – Strategy and Best Practices Mr. Afsar ul Mulk Afghan



### 2.9.3 INTRODUCTION TO SOCIAL MARKETING FOR MEDIATION DR. MALIK SHAKEEL KHAN

When a conflict arises in the city, people usually turn to the police or go to the police station, while in rural areas, people often seek help through mediation and mediators. When we relate this to social media, the context becomes different. Many years ago, social media did not exist, but today it plays a significant role in our lives.



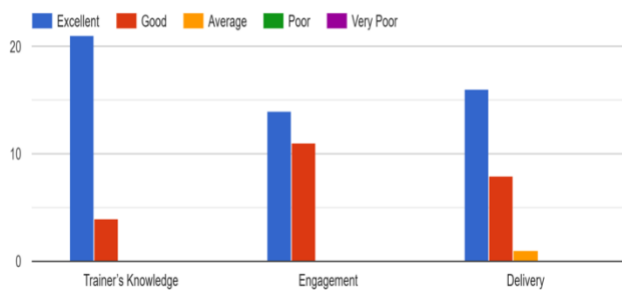
The trainer then asked, “What is social marketing and commercial marketing?” One participant responded that social marketing means marketing through social networking, while commercial marketing belongs to businesses. Social marketing is mainly used for creating awareness, and it also serves as a valuable tool for mediation.

The trainer elaborated upon the core concepts of social marketing. He explained that social messages are shared through TV, radio, apps, and other platforms, and emphasized the importance of designing tailored social media strategies. He inquired from the participants, which source should we use to create awareness in rural areas? The responses were mainly referring to the importance of radio. The trainer agreed, saying, “Yes, use your radio”. He also noted that sometimes a person may watch just a two-second video, but it can be engaging enough to make them want to watch the entire video.

At this point, a participant asked how mediation could address cybercrimes. the trainer replied that nowadays there is a lot of criticism against TikTok. He clarified that TikTok itself is not a bad thing; rather, the issue lies in the illogical content being created. If people fail to use the right platforms or select meaningful content, the outcome can be harmful. He highlighted the importance of conceptual learning tools such as the Nudging approach, which helps in identifying and targeting the right audience.

After that, the trainer discussed crafting the right message. He explained that to craft an effective message, one must leverage multiple channels and utilize storytelling and identity.

Session 01 Introduction to Social Marketing for Mediation Dr. Malik Shakeel Khan



# MODULE TEN

## THE CLOSING CEREMONY



## 2.10.1 THE CLOSING CEREMONY



of

University of

profile as Barrister Muhammad Ali Saif, advisor to the chief Minister for Information and Public Relations, Khyber Pakhtunkhwa attended the ceremony as the chief Guest, and distributed certificates among the trainees of the two weeks certification training program.

The closing ceremony was also attended by Arno Krischhof, Deputy Ambassador, Embassy the Federal Republic of Germany to Pakistan in Islamabad. In his remarks, the guest appreciated the steps taken by UNDP and IPCS, University of Peshawar and termed them timely and relevant. He expressed his willingness to continue the support on behalf of the people of Germany for Human Rights, Peacebuilding and Community Stabilization in Post-Conflict Development of Pakistan.



Dr Samuel Ritz, Resident Representative, UNDP Pakistan, in his speech praising the training modules expressed, “What I learned in 6 years of my training in Peace and Conflict Studies, looks are covered here in two weeks”, going further he share, “the trainee feedback today and my meeting them last night at the dinner shows, they learn most of it, which is encouraging”.



He paid tribute to the faculty and staff, volunteers of the IPCS, University of Peshawar. He also appreciated Mr. Ejaz Khan Project Officer, Ms. Sana Durrani, Ms. Maryam and Mr. Kamran Malik beside other staff of UNDP who remained vigilant to make the project event a success. He stressed that this was not just an event or training but an engagement that shall continue for the next four years for minimum. The commitment be there from both ends, he stressed to keep the people of Pakistan benefiting from the service delivery. The UNDP chief in his address stressed

that each of the participant on return is expected to play vital role in peacebuilding in their respective regions. UNDP expects IPCS to continue its collaboration as it will pay important role for the joint efforts.

Prof Johar Ali Vice Chancellor University of Peshawar addressing the ceremony paid thanks to the UNDP country representative and German delegate for their presence in person on the closing ceremony. He emphasized that this residential certification program was a pioneer to initiate community stabilization by giving documentation and negotiation skills in insider mediation for conflict resolution and Peacebuilding. He stressed that these engagements be not project driven but programmatic in nature so to ensure sustainability and continuity.



Prof. Jamil Ahmad Chitrali Director Institute of Peace and Conflict Studies (IPCS) University of Peshawar in his welcome remarks stated, “we believe in a strong alumni network and connected group of peace professionals. Alhamdulillah this is now spread across Pakistan”. He appreciated the role of UNDP Pakistan in helping the academia build a resource pool and strengthen community stabilization through collective and integrated efforts. The director appreciated the training participants, the volunteers’ team, the UNV Ms. Reikhmeena Babar and Mr. Ejaz Khan Project officer UNDP for their tireless efforts in the whole exercise.

The participants also shared their perspectives and shared experiences of the two weeks at University of Peshawar. They highlighted the areas of improvement in their understanding of mediation, their engagement with different personalities and sub-cultures of Pakistan and appreciated the hospitality of the city-Peshawar.

Ms Rakhshanda Naaz also spoke at the closing ceremony wherein she highlighted that the gender sensitive content, manual construction, facilitation in delivery, selection of trainee and venue all efforts put together made this day a cheerful ending.

The chief guest of the ceremony Barrister Dr. Muhammad Ali Saif, Advisor to the Chief Minister Khyber Pakhtunkhwa for Information and Public Relations, spoke at length on the occasion. He highlighted the efforts of the provincial government



to engage mediators for peacebuilding both at micro and macro state level. He also appreciated the 10 modules of the training manual and recalled few statements of the trainee participants as a trust and confidence in the abilities of the trainers. He said, “these boys and girls from Gwadar, Punjab and Khyber are our hope and we are pleased that they are taking hope from us to their region with skills to manage conflict and mitigate problems peacefully”.

The certificates were distributed among the successful trainee by the chief guest Barrister Dr Muhammad Ali Saif, and other dignitaries. IPCS presented Souvenirs and gifts to the trainee and guests before closing the event at lunch.

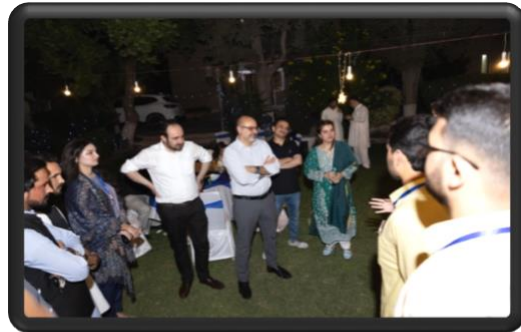
The event was well attended by more than 150 guests both men and women, government officials, public representatives, academia and students beside the 25 trainees from Gwadar, Punjab and Khyber Pakhtunkhwa.





## 2.10.2 THE EVENING DINNERS & PARTIES







### 2.10.3 THE NOTICED UN-NOTICED





## CHAPTER 3 PERFORMANCE OF THE TRAINEES

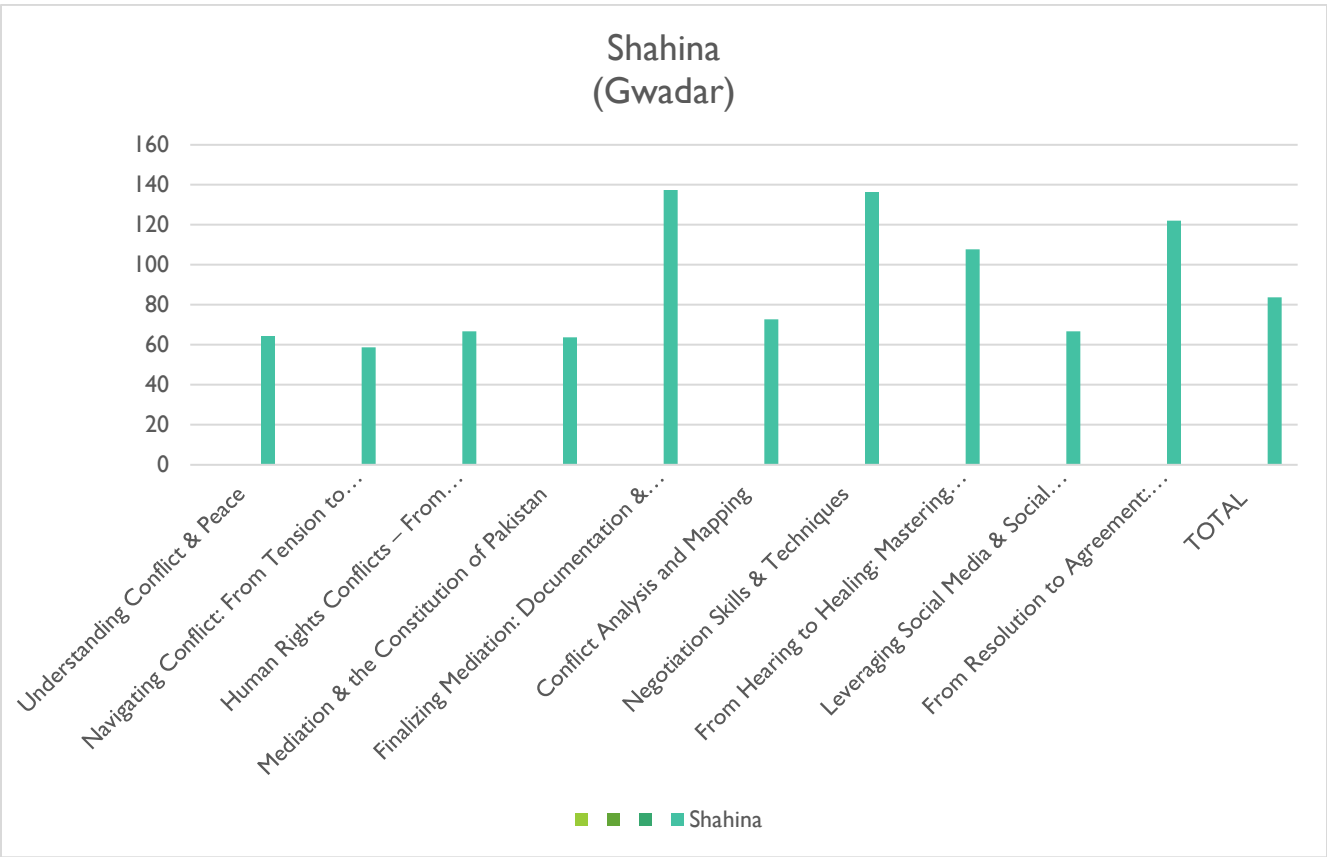
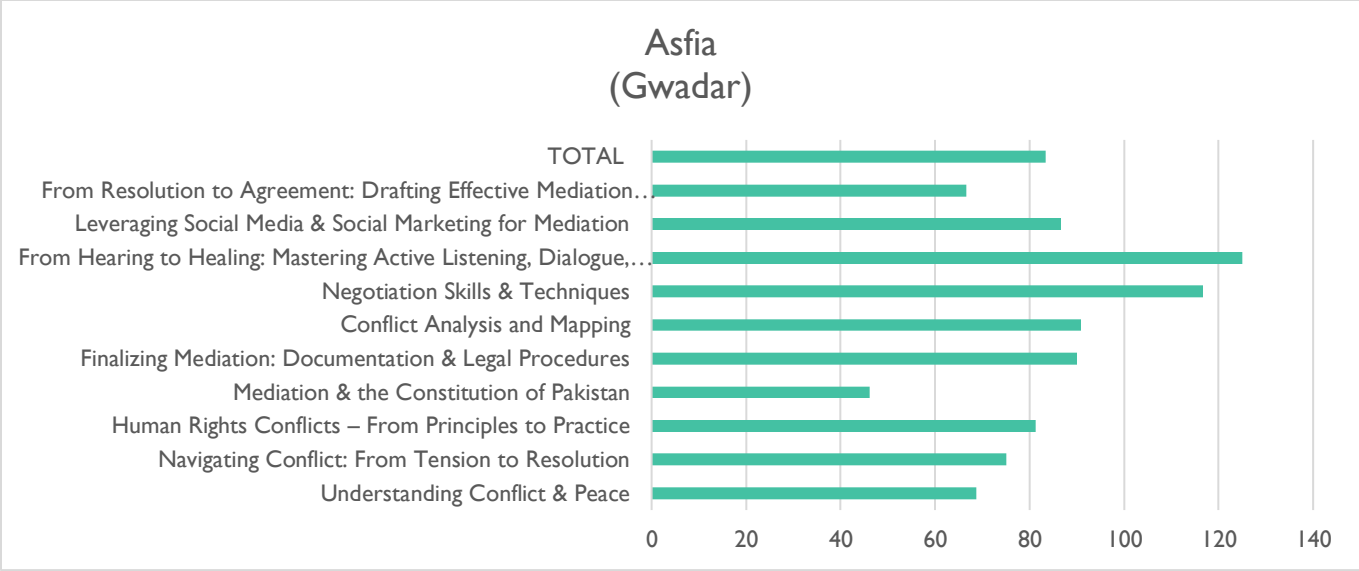
For all the ten modules and each section in there, a ten variable-based assessment tool was prepared to gauge the shift in understanding of the training participants. The tool was administered daily for each session, first before the session starts and repeating the same questions at the end of the session. The results generated for all Gwadar, Punjab and Khyber Pakhtunkhwa shows significant improvement in the learning of the trainee. Below is the self-explanatory result in table for the participants segregated on the basis of their respective region, followed by performance of each participant project in graph for the area of improvement based on each module as an overall improvement of the trainee.

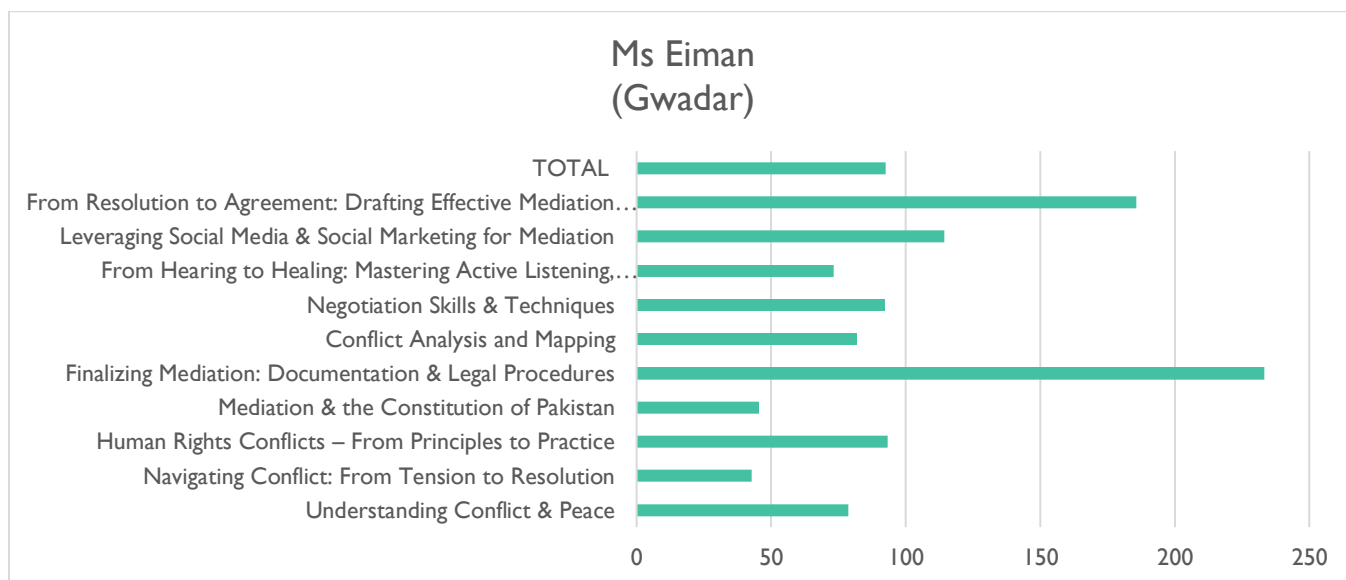
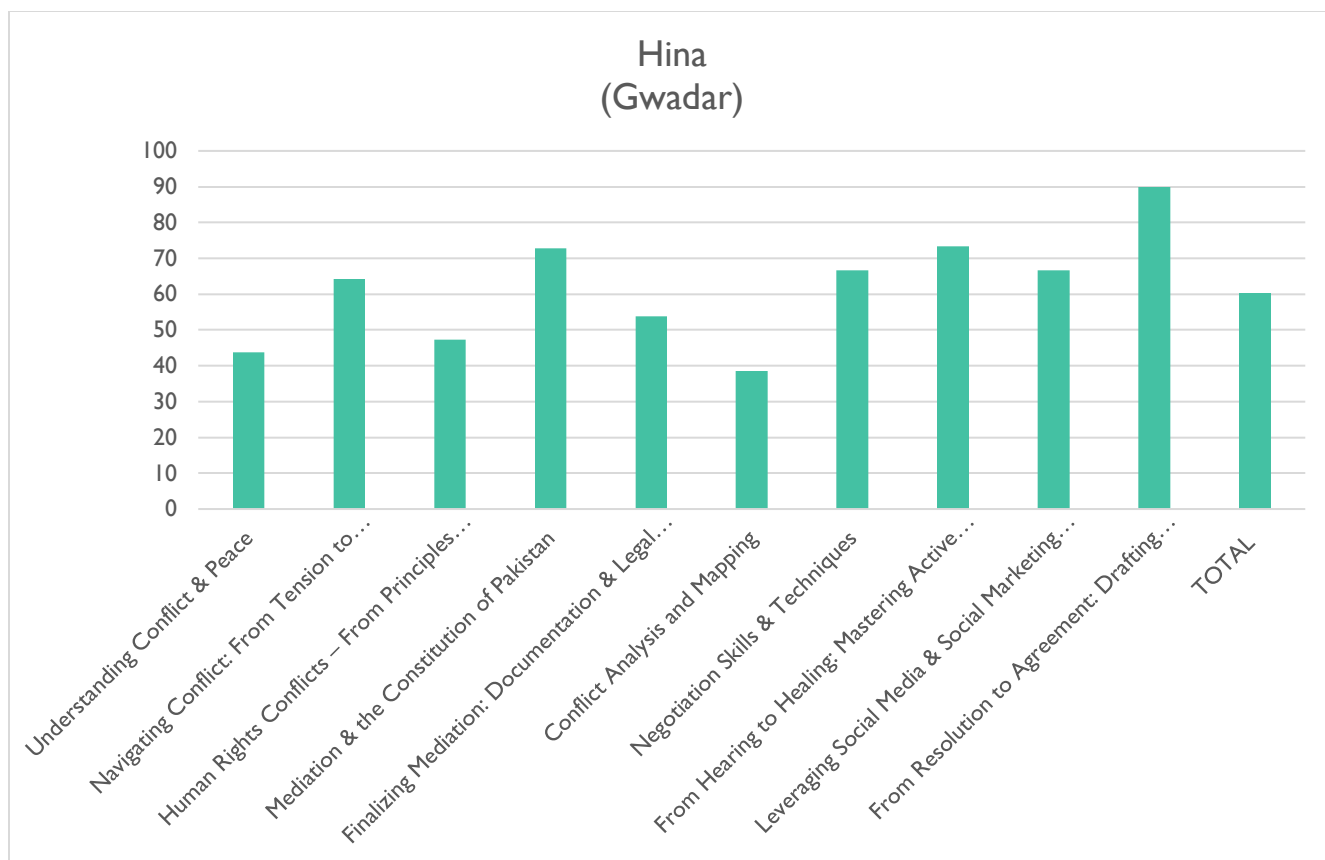
Module No.	Module Name	GWADAR								
		Asfia	Hina	Ms Eiman	Jangul Qadir	Gohram Yaseen	Sana Wali	Zakariya	Asma Siddique	
1	Understanding Conflict & Peace	64.29	68.75	43.75	78.57	46.15	57.14	120	83.33	78.57
2	Navigating Conflict: From Tension to Resolution	58.82	75	64.29	42.86	14.29	50	80	25	100
3	Human Rights Conflicts – From Principles to Practice	66.67	81.25	47.37	93.33	76.47	78.57	154.55	78.57	73.33
4	Mediation & the Constitution of Pakistan	63.64	46.15	72.73	45.45	54.55	54.55	54.55	70	36.36
5	Finalizing Mediation: Documentation & Legal Procedures	137.50	90	53.85	233.33	80	137.5	80	100	100
6	Conflict Analysis and Mapping	72.73	90.91	38.46	81.82	50	111.11	58.33	166.67	80
7	Negotiation Skills & Techniques	136.36	116.67	66.67	92.31	53.33	109.09	115.38	66.67	76.92
8	From Hearing to Healing: Mastering Active Listening, Dialogue, and Cultural Awareness in Mediation	107.67	125	73.33	73.33	50	80	41.18	73.33	60
9	Leveraging Social Media & Social Marketing for Mediation	66.67	86.67	66.67	114.29	114.29	66.67	136.36	93.33	68.75
10	From Resolution to Agreement: Drafting Effective Mediation Settlements	122.22	66.67	90	185.71	81.82	50	66.67	100	112.5
TOTAL		83.85	83.46	60.42	92.5	61.5	75.4	87.7	78.69	73.91

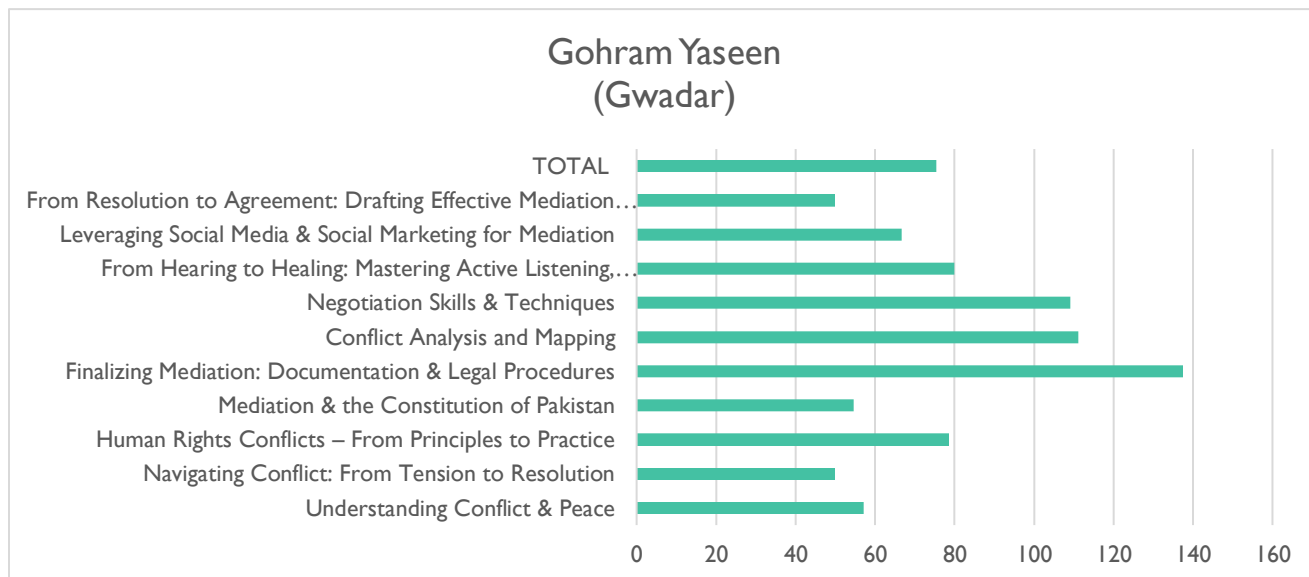
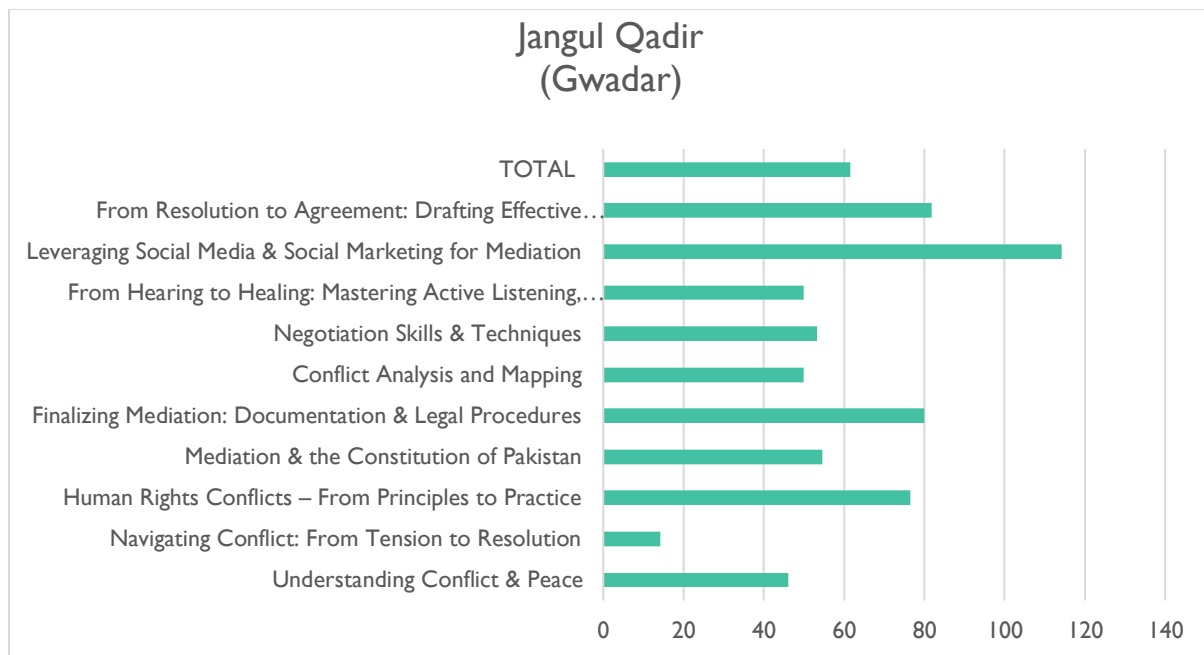
Module No.	Punjab			
	Module Name	Shan Rasheed	Sharon Shamir	Mr.Emmanual Sadiq
1	Understanding Conflict & Peace	90	75	30.77
2	Navigating Conflict: From Tension to Resolution	57.14	84.62	50
3	Human Rights Conflicts – From Principles to Practice	211.11	200	100
4	Mediation & the Constitution of Pakistan	70	41.67	350
5	Finalizing Mediation: Documentation & Legal Procedures	80	325	50
6	Conflict Analysis and Mapping	125	100	157.14
7	Negotiation Skills & Techniques	92.31	100	53.85
8	From Hearing to Healing: Mastering Active Listening, Dialogue, and Cultural Awareness in Mediation	60	92.86	64.29
9	Leveraging Social Media & Social Marketing for Mediation	116.67	107.69	262.5
10	From Resolution to Agreement: Drafting Effective Mediation Settlements	13.33	240	60
TOTAL		84.48	112.38	90.65

## District Khyber Participants

S.NO	Module	Sakina Afridi	Abdul Ghani	Sonia Fatima	Fahad Abu Bakar	Sadeer Ahmad	Yousra Khan	M. Alam	Khalil ur Rehman	Aisha Bibi Orakzai	Aamir Khan	Amjad Mehmood	Ejaz Khan	Javeeria
1	Understanding Conflict & Peace	100	35.71	81.82	50	64.71	83.33	100	283.33	61.54	200	100	116.67	155.56
2	Navigating Conflict: From Tension to Resolution	130	35.71	54.55	11.76	107.14	35.29	66.67	46.67	85.71	60	78.57	100	140
3	Human Rights Conflicts – From Principles to Practice	56.25	23.81	212.5	136.36	133.33	38.89	64.29	86.67	47.06	84.62	80	64.71	70.59
4	Mediation & the Constitution of Pakistan	88.89	63.64	40	38.46	90	77.78	33.33	60	72.73	23.08	14.29	58.33	66.67
5	Finalizing Mediation: Documentation & Legal Procedures	63.64	33.33	54.55	33.33	137.5	54.55	77.78	60	122.22	88.89	80	183.33	122.22
6	Conflict Analysis and Mapping	53.85	90	38.46	54.55	185.71	50	72.73	63.64	38.46	23.08	26.67	66.67	100
7	Negotiation Skills & Techniques	92.31	53.33	53.33	50	64.71	62.5	31.25	47.06	80	145.45	25	61.11	58.82
8	From Hearing to Healing: Mastering Active Listening, Dialogue, and Cultural Awareness in Mediation	66.67	68.75	66.67	50	86.67	36.84	21.05	73.33	47.06	41.18	62.5	64.71	92.86
9	Leveraging Social Media & Social Marketing for Mediation	85.71	150	160	100	81.25	80	190	64.71	75	87.5	87.5	92.86	84.62
10	From Resolution to Agreement: Drafting Effective Mediation Settlements	100	50	137.5	63.64	53.85	50	80	125	41.67	125	58.33	41.67	100
<b>TOTAL</b>		<b>80.99</b>	<b>56.93</b>	<b>82.14</b>	<b>56.12</b>	<b>92.25</b>	<b>54.61</b>	<b>66.93</b>	<b>77.42</b>	<b>64.96</b>	<b>78.86</b>	<b>59.03</b>	<b>78.2</b>	<b>94.07</b>

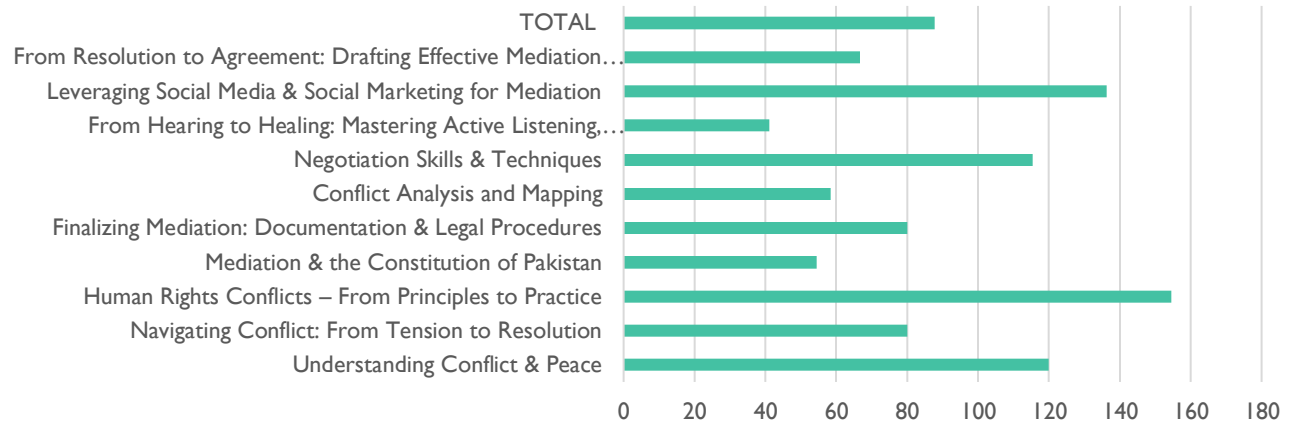




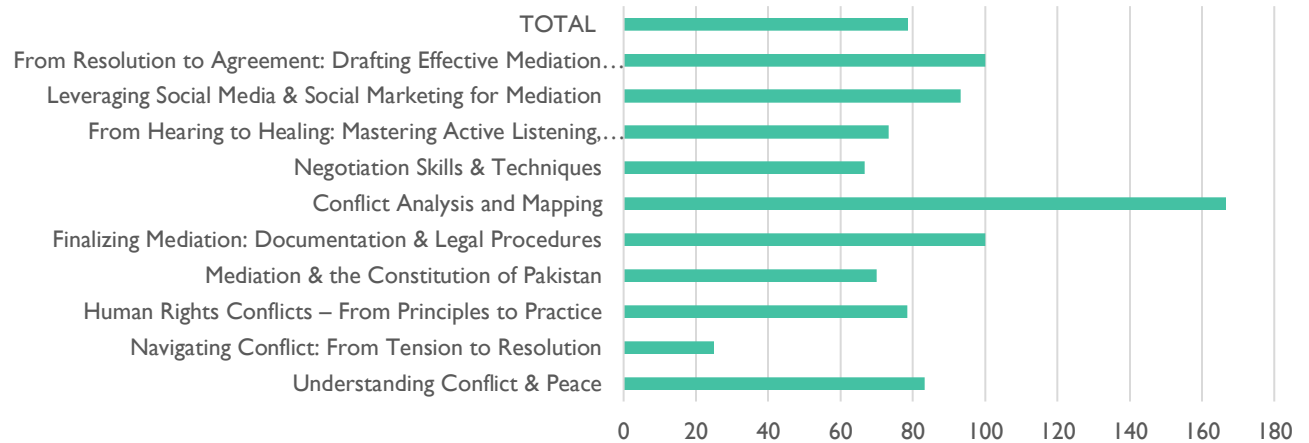




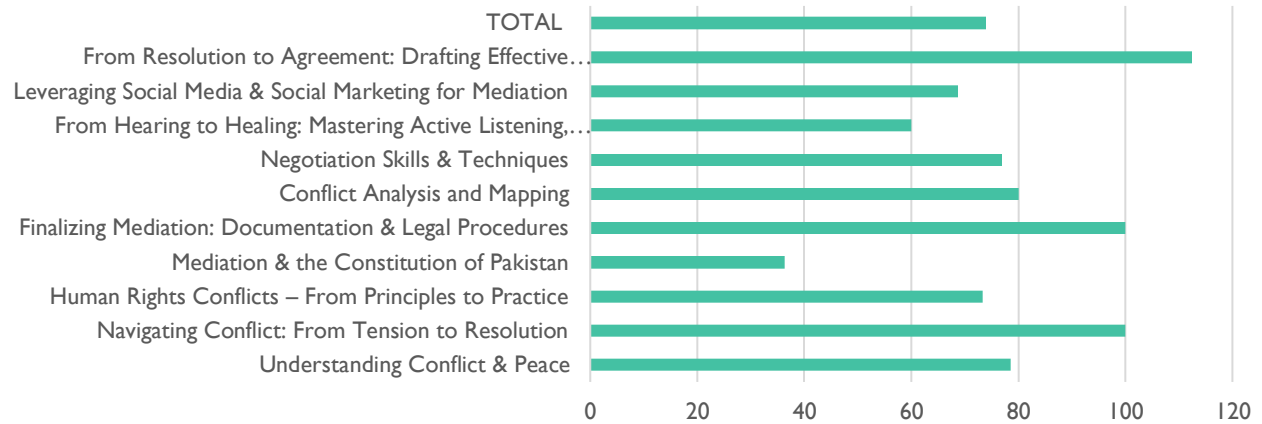
## Sana Wali (Gwadar)



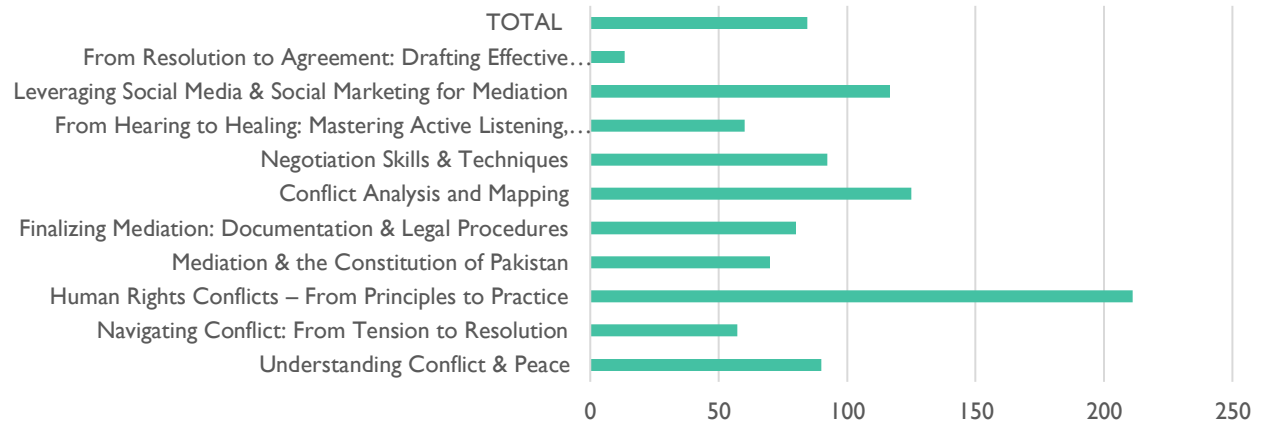
## Zakariya (Gwadar)

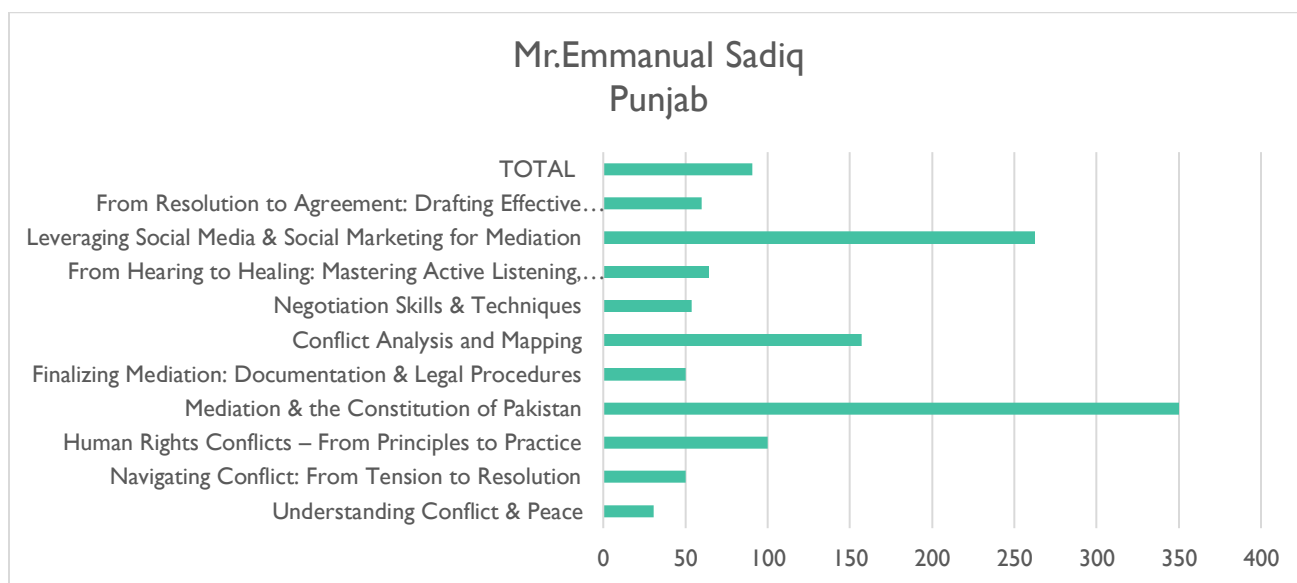
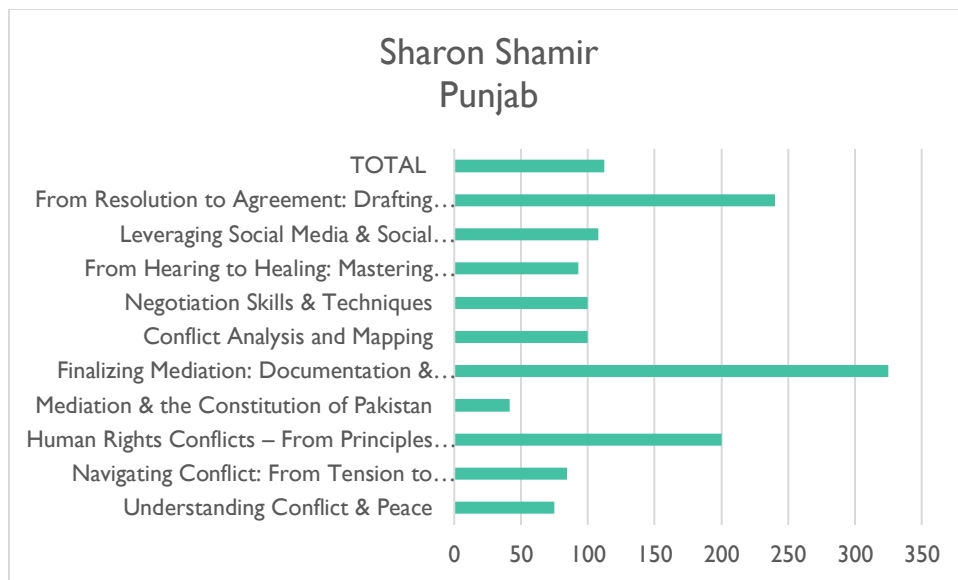


## Asma Siddique (Gwadar)

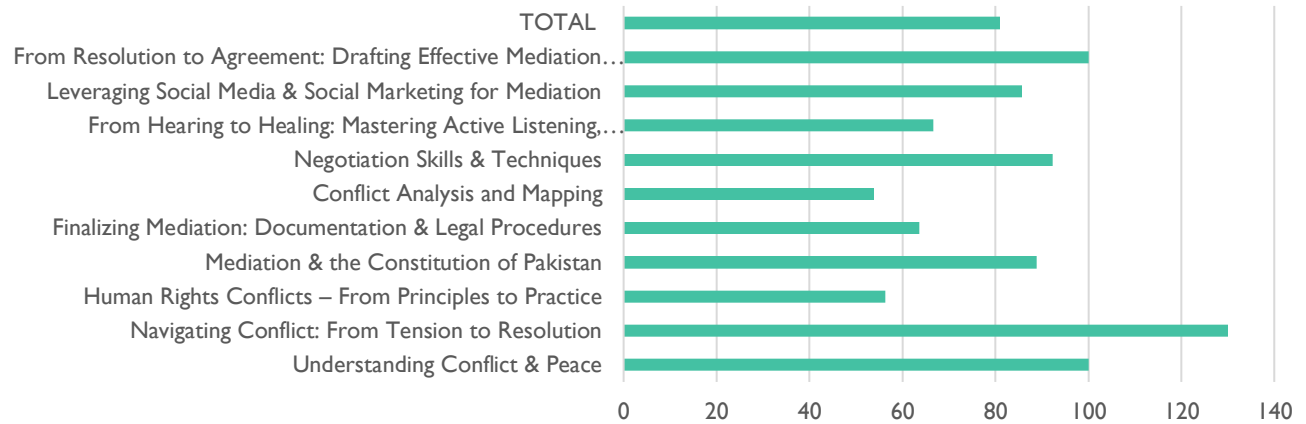


## Shan Rasheed Punjab

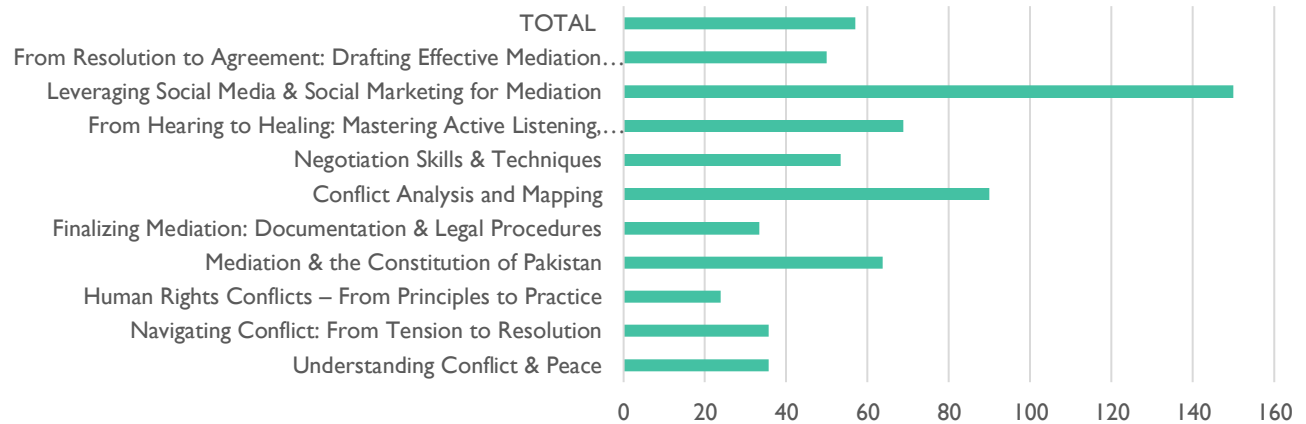




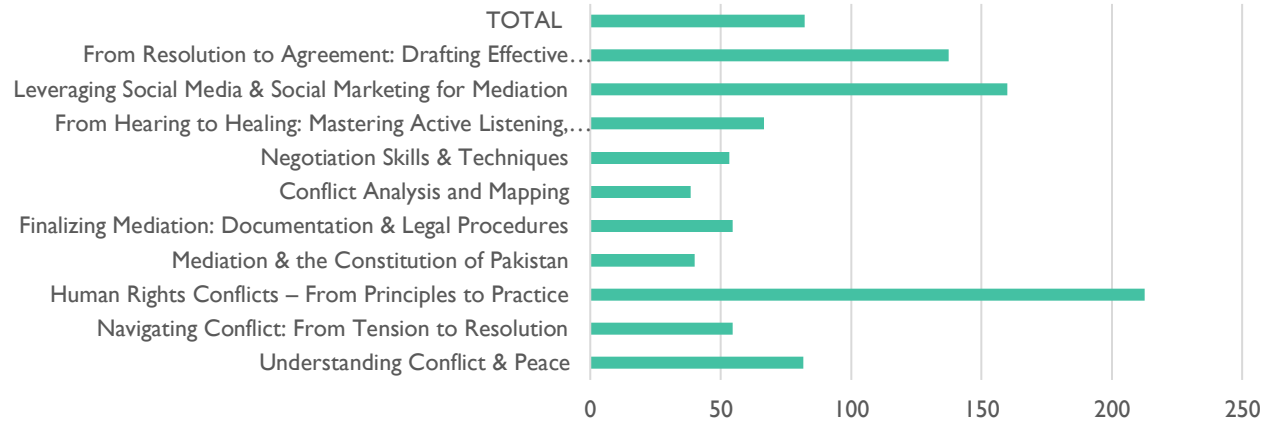
### Sakina Afridi (District Khyber)



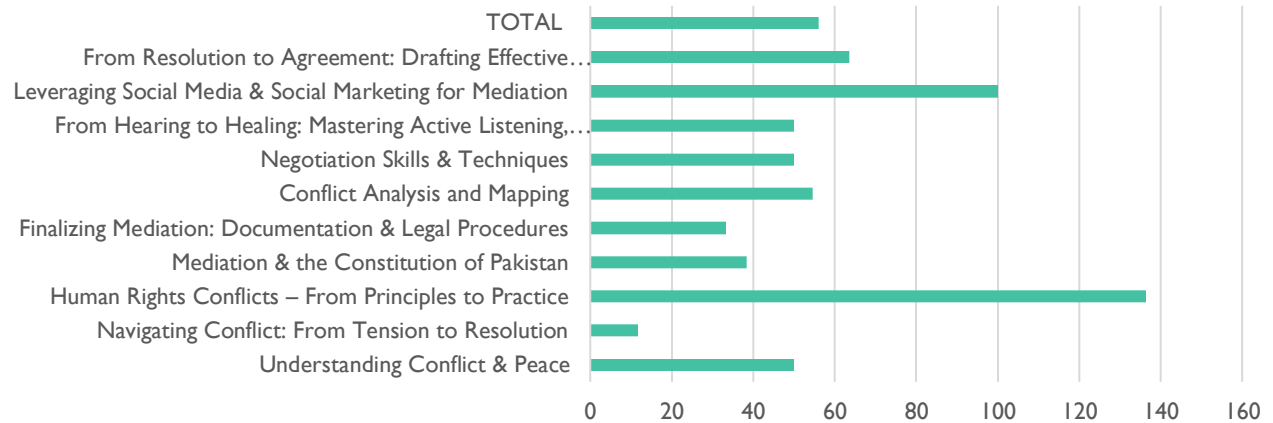
### Abdul Ghani Khyber



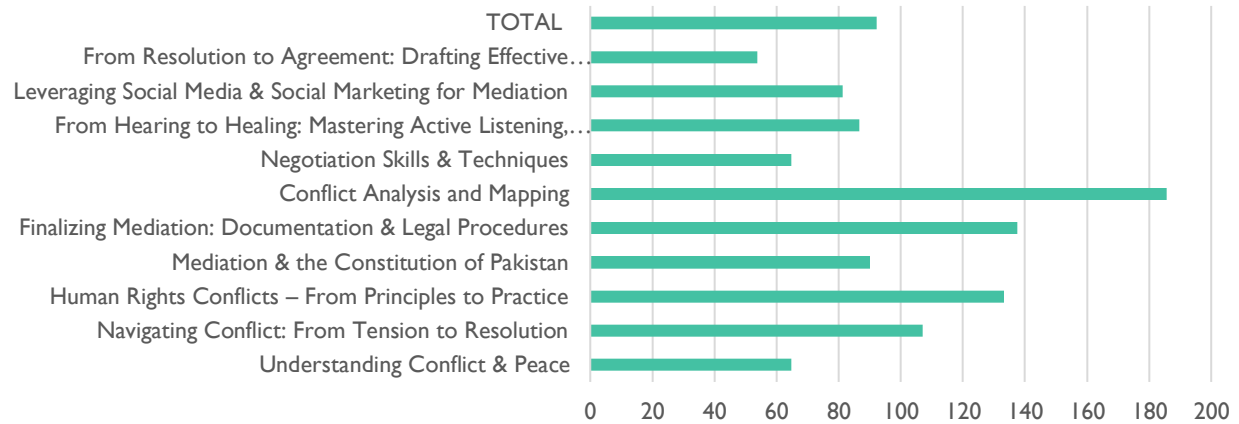
## Sonia Fatima Khyber



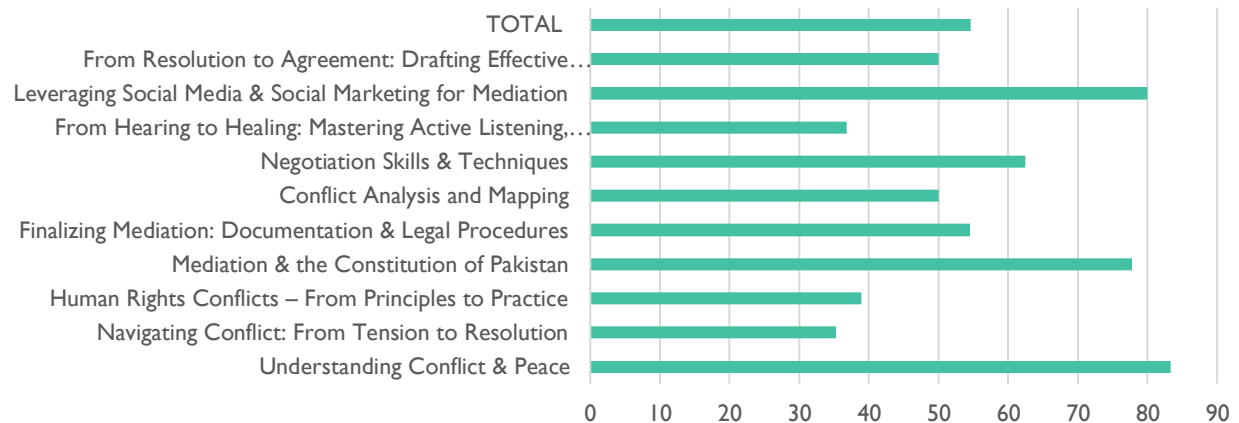
## Fahad Abu Bakar Khyber



## Sadeer Ahmad Khyber

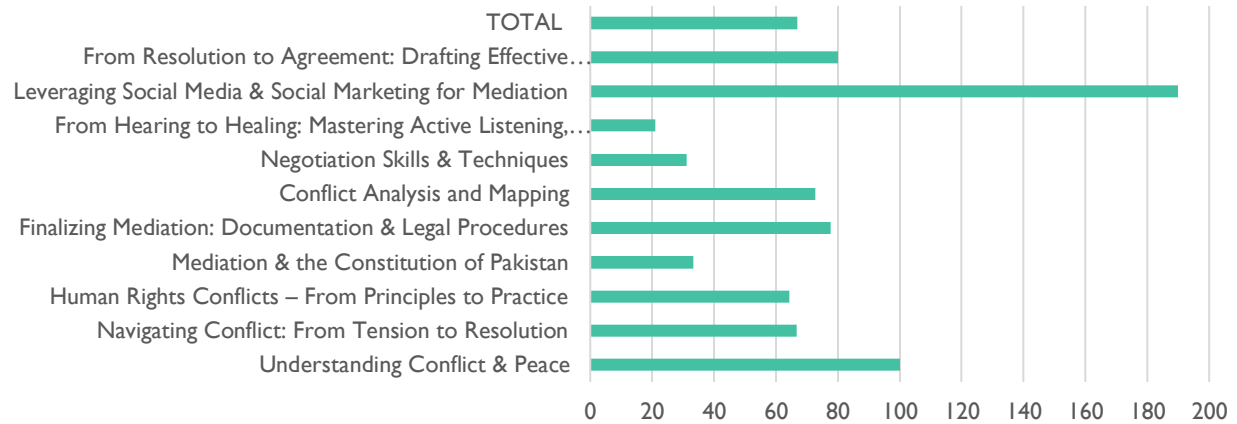


## Yousra Khan Khyber

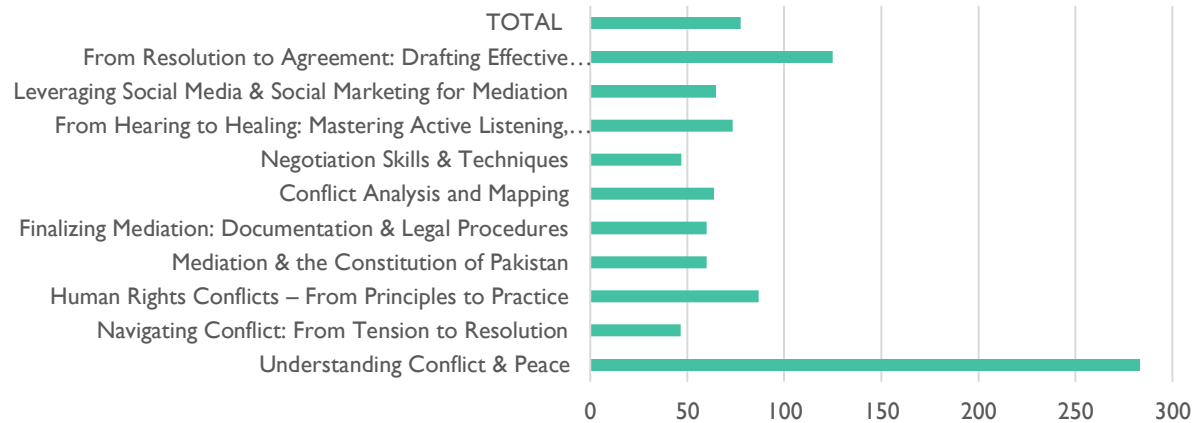




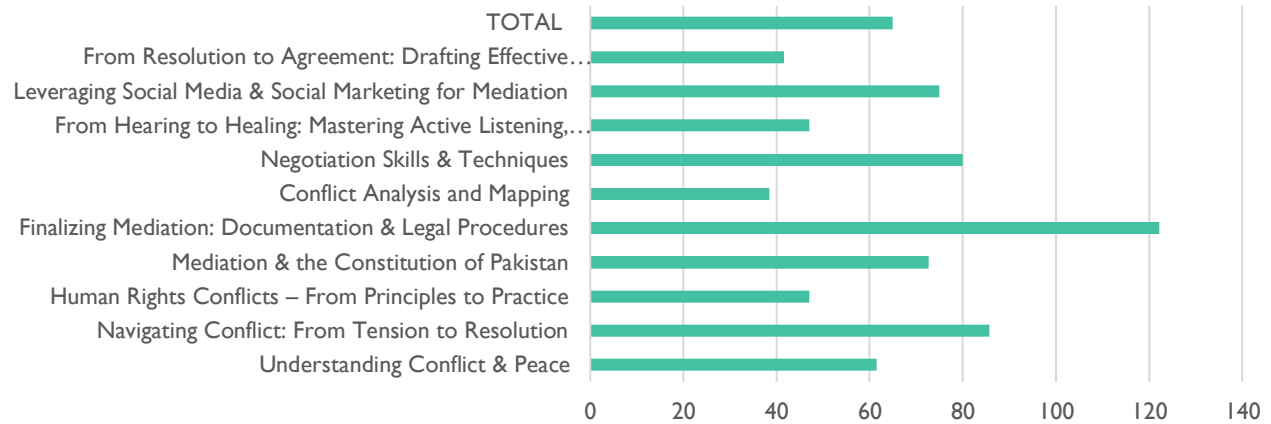
## Muhammad Alam Khyber



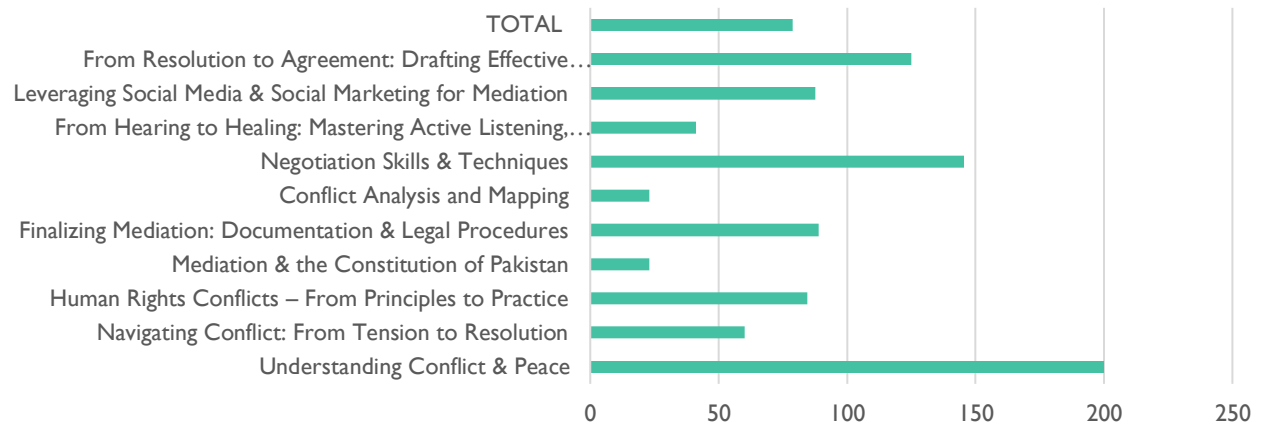
## Khalil ur Rehman Khyber



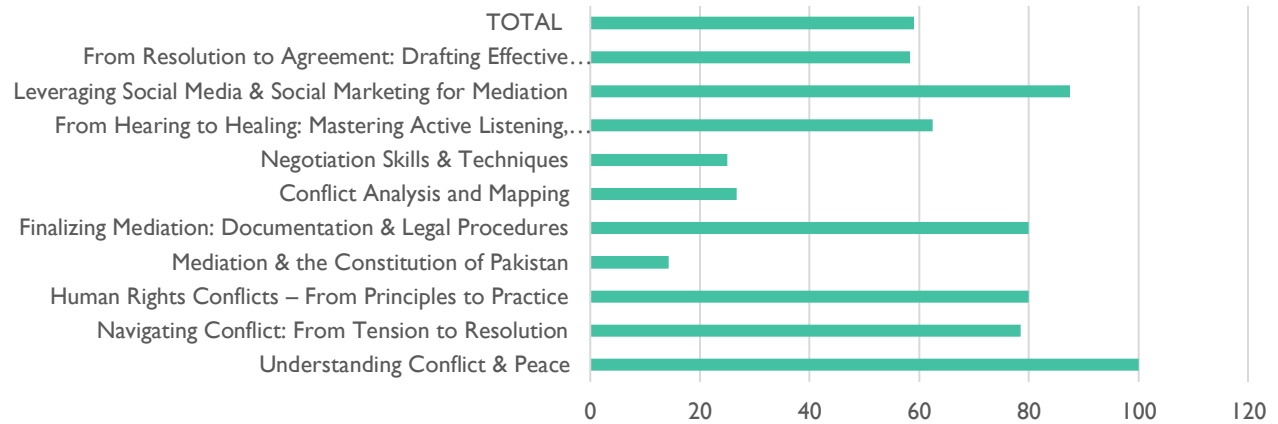
## Aisha Bibi Orakzai Khyber



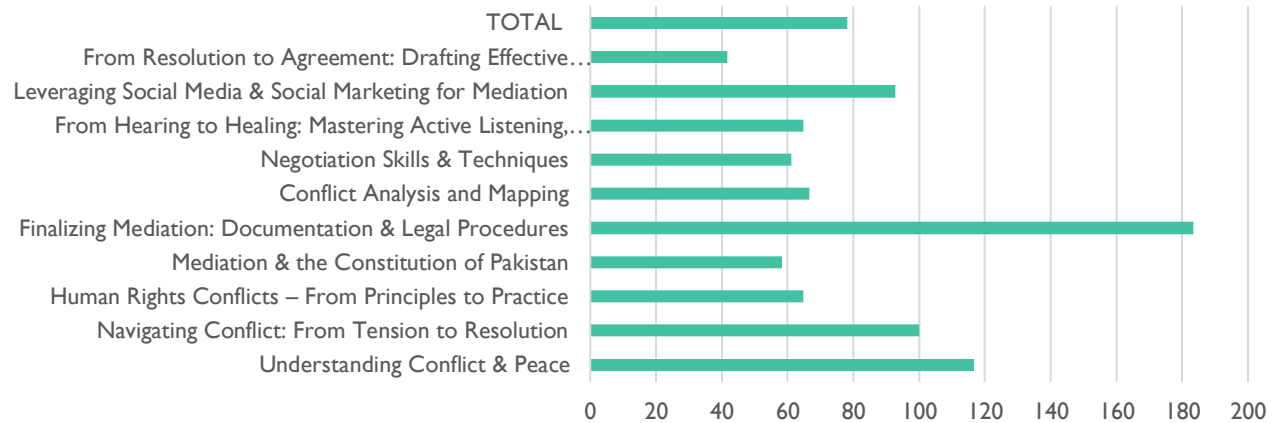
## Aamir Khan Khyber



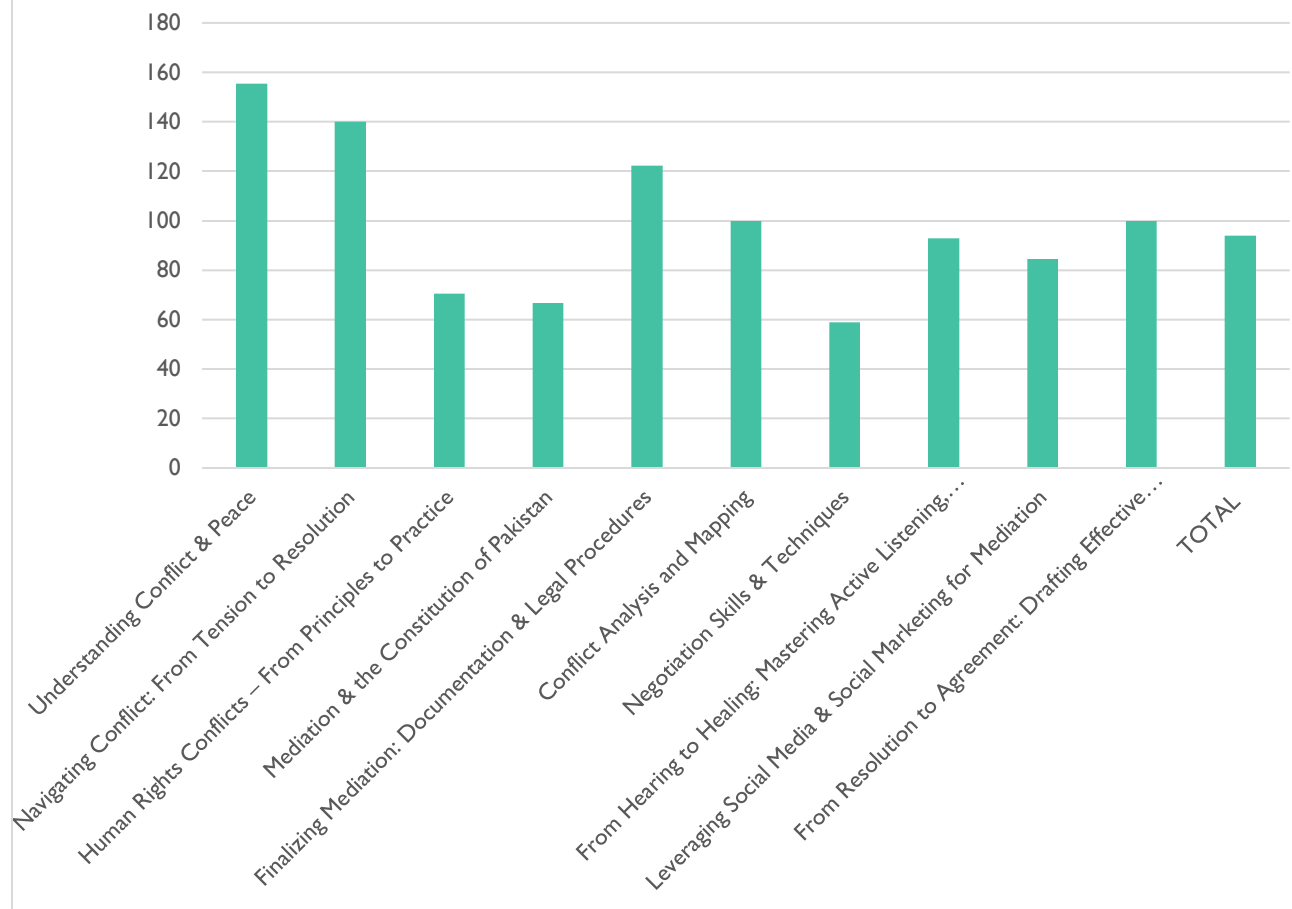
## Amjad Mehmood Khyber



## Ejaz Khan Khyber



Ms. Javeeria  
Khyber



# ANNEXES

## ANNEX-I

## LIST OF PARTICIPANTS

S.No	Name	Organization	Designation	CNIC
1.	Ms. Asma Siddique	<a href="mailto:asma.siddique@tih.org.pk">asma.siddique@tih.org.pk</a>	Gwadar	5210152889752
2.	Ms. Asfia	<a href="mailto:asfiahussain123@gmail.com">asfiahussain123@gmail.com</a>	Gwadar	4230127783032
3.	Ms. Shahina	<a href="mailto:shahinarashid959@gmail.com">shahinarashid959@gmail.com</a>	Gwadar	5210115156456
4.	Ms. Hina	<a href="mailto:hinabaloch2019@gmail.com">hinabaloch2019@gmail.com</a>	Gwadar	5220450356678
5.	Ms. Eiman	<a href="mailto:eimanliaquatali55@gmail.com">eimanliaquatali55@gmail.com</a>	Gwadar	5210110318660
6.	Ms. Jangul Qadir	<a href="mailto:qadirjangul@gmail.com">qadirjangul@gmail.com</a>	Gwadar	5220323064556
7.	Mr. Zakariya	<a href="mailto:zakriamhammadshabi07@gmail.com">zakriamhammadshabi07@gmail.com</a>	Gwadar	5210109366937
8.	Mr. Gohram Yaseen	<a href="mailto:gohramvasin@gmail.com">gohramvasin@gmail.com</a>	Gwadar	5220458760011
9.	Ms. Sana Wali	<a href="mailto:sana.wali@undp.org">sana.wali@undp.org</a>	Gwadar	5440004149668
10.	Ms. Sakina Afridi (Special person)	<a href="mailto:sa31304@gmail.com">sa31304@gmail.com</a>	Khyber	1730117390366
11.	Mr. Abdul ghani	<a href="mailto:ghani.uni@gmail.com">ghani.uni@gmail.com</a>	Khyber	2120166243173
12.	Ms. Soni Fatima	<a href="mailto:fatimazamanpsy@gmail.com">fatimazamanpsy@gmail.com</a>	Islamabad	1730153503180
13.	Mr. Fahd Abubakar	<a href="mailto:afridif436@gmail.com">afridif436@gmail.com</a>	Khyber	6110174243641
14.	Mr. Sadeer Ahmad	<a href="mailto:Sadeerafr003@gmail.com">Sadeerafr003@gmail.com</a>	Khyber	2120251478109
15.	Ms. Yousra Khan	<a href="mailto:Yusra4584@gmail.com">Yusra4584@gmail.com</a>	Khyber	1620306341166
16.	Mr. Muhammad Alam	<a href="mailto:m.alamafridi123@gmail.com">m.alamafridi123@gmail.com</a>	Khyber	2120194130629
17.	Khalil ur Rehman	<a href="mailto:afridikhalil66@gmail.com">afridikhalil66@gmail.com</a>	Khyber	2120211054303
18.	Ms. Ayesha Bibi Orakzai	<a href="mailto:Aurakzaiayasha09@gmail.com">Aurakzaiayasha09@gmail.com</a>	Khyber	1410112904066
19.	Mr. Aamir Khan	<a href="mailto:aamirk668@gmail.com">aamirk668@gmail.com</a>	Khyber	2120132335169
20.	Amjid Mehmood	<a href="mailto:amjidaup@gmail.com">amjidaup@gmail.com</a>	Khyber	1730114590185
21.	Ejaz Khan	<a href="mailto:ejaz.khan@undp.org">ejaz.khan@undp.org</a>	Khyber	1550164759569
22.	Javeeria	<a href="mailto:Wk6829602@gmail.com">Wk6829602@gmail.com</a>	Khyber	1730184637570
23.	Shan Rasheed	<a href="mailto:Shanrasheed193@gmail.com">Shanrasheed193@gmail.com</a>	Lahore	3540135378771
24.	Mrs. Sharon Shamir	<a href="mailto:sharonshamir@live.com">sharonshamir@live.com</a>	Lahore	3520178003490
25.	Mr. Emmanuel Sadiq	<a href="mailto:EmmanuelSadiq777@gmail.com">EmmanuelSadiq777@gmail.com</a>	Lahore	3520126527995

## CERTIFICATION TRAINING PROGRAM: INSIDER MEDIATION FOR CONFLICT RESOLUTION AND PEACEBUILDING

### Two Weeks Program Schedule (Sep 01-12, 2025)

**August 31, 2025 (1600 onwards) Guest Arrivals**

**September 01, 2025 (Monday)**

**Inaugural Ceremony (0845-1040)**

**0845-0900** Registration of Participants

**0900-0915** Guests to be seated

**0915-0920** Recitation from the Holy Quran

**0920-0922** National Anthem

**0925-0930** Prof. Dr. Jamil Ahmad (Chitrali)  
Director, Institute of Peace and Conflict Studies, University of Peshawar

**0930-0940** Prof. Dr. Johar Ali  
Vice Chancellor, University of Peshawar

**0940-0950** Mr. Malik Kamran Rajar  
National Technical Specialist UNDP Pakistan

**0950-1030** Justice Syed Muhammad Attique Shah-Chief Guest  
Chief Justice, Peshawar High Court

**1030-1040** Group Photo

**1045-1100** Tea Break

### Day one-Training Sessions

**1100 – 1300** Spectrum of Peace  
Dr. Muhammad Asfandiyar Marwat

**1300 –1400** Lunch/Prayer Break

**1400–1600** Understanding Conflict  
Dr. Bilal Shaukat

### Day Two-September 2nd, 2025 (Tuesday)

**0900-1100** Mediation as a Peace Profession  
Prof. Dr. Jamil Ahmad (Chitrali)

**1100–1115** Tea Break

**1115–1315** Identifying and Managing Conflict Trigger  
Dr. Sajjad Ahmad Khan

**1315–1430** Lunch/Prayer Break

**1430–1630** Understanding Grievance and Underlying Interests  
Mr. Jawad Aziz Sawal

### Day Three-September 3rd, 2025 (Wednesday)

**0900-1100** Engaging Resistant Parties in Mediation  
Prof. Jamil Ahmad (Chitrali)

**1100-1115** Tea Break

**1115-1315** Prof. Qibla Ayaz (Guest Speaker)  
Guidance from Islam: Mediation, Reconciliation, Tolerance and Love for Nature

**1315-1400** Lunch/Prayer Break

1400-1600	Understanding Human Rights in Mediation Mr. Muhammad Faheem
1600-1630	Networking over Tea
1700-1800	Mediation as Healing: Integrating Psychosocial Perspectives into Conflict Resolution Ms. Paiman Malik
2100 onwards	Movie Night 01- Film Screening & Reflection Session Post-Movie Reflections Ms. Humaira Atiq
<b>Day Four-September 04th, 2025 (Thursday)</b>	
0900-1100	Categories & Shades of Human Rights Ms. Rukhshanda Naz
1100-1115	Tea Break
1115-1315	Mediator's Role in Protecting Human Rights Mr. Khalid Ayub
1315-1400	Lunch/Prayer Break
1400-1600	Constitutional Foundations of Mediation in Pakistan Mr. Muhammad Nadeem Farid
<b>Day Five-September 05th, 2025 (Friday)</b>	
0900-1100	Dialogue and Mediation – Balancing Perspectives Prof. Jamil Ahmad
1100-1115	Tea Break
1115-1315	Impact of Mediation on Reducing Case Backlog in Pakistan Courts Mr. Umar Khan Utmanzai
1315-1430	Lunch/ Jumma Prayer Break
1430-1630	Nisar Muhammad Khan (Guest Speaker) Public Office: Executing Legal System but Accommodating ADR
<b>Day Six- September 06th 2025 (Saturday)</b>	
0900-1100	Recognition of Mediation Agreement Prof. Jamil Ahmad (Chitrali)
1100-1115	Tea Break
1115-1315	Official Documentation and Registration Process Prof. Jamil Ahmad (Chitrali)
1315-1400	Lunch/Prayer Break
<b>Historical City Peshawar Tour (1400-2100)</b>	
1400-1430	Departure to Peshawar Museum
1430-1600	Peshawar Museum: Guided Tour & Orientation Briefing
1600-1630	Departure to Gorgatri
1630-2000	Guided city tour starting at Gor Khatri, passing through Sethi House, Ghanta Ghar, and Mahabat Khan Mosque, concluding at the historic Qissa Khwani Bazaar
2000 and onwards	Dinner and returning
<b>Day Seven- September 07th 2025 (Sunday)</b>	
0900-1100	Enforcement & Follow-Up Procedures Mr. Jibreel
1100-1115	Tea Break
1115-1315	Conflict Analysis Ms. Humaira Atiq
1315-1400	Lunch/Prayer Break
1400-1600	Reverend Shahzad Murad (Guest Speaker) Urban Life, Interfaith and Inclusive Growth
<b>Day Eight-September 08th, 2025 (Monday)</b>	
0900-1100	Conflict Mapping and Tracking Dr. Asfandiyar Marwat
1100-1115	Tea Break
1115-1315	Finalizing, Reviewing and Ensuring Compliance Hina Khan, Session Judge



1315-1400	Lunch/Prayer Break
1400-1600	Communication Skills and Techniques in Negotiations Dr. Mehnaz Gul
2100 onwards	Movie Night 02- Film Screening & Reflection Session Post Movie Reflections- Mr. Jawad Aziz Sawal
<b>Day Nine-September 09th, 2025 (Tuesday)</b>	
0900-1100	Negotiation, Counselling & Mediation Skills: The Insider Mediator Role – Psychological Lens Dr. Summiya Ahmad
1100-1115	Tea Break
1115-1315	Negotiation in High Stakes and Emotionally Charged Syed Akhtar Ali Shah
1315-1400	Lunch/Prayer Break
1400-1600	Active Listening for Effective Mediation Prof. Anoosh Khan
<b>Day Ten- September 10th, 2025 (Wednesday)</b>	
0900-1100	Writing Clear, Concise and Enforceable Agreements Mr. Tariq Afghan
1100-1115	Tea Break
1115-1315	Creating Jargons of Cultural Vocabulary for Mediation Prof. Muhammad Iqbal Jadoon
1315-1400	Lunch/Prayer Break
1400-1600	Brigadier Hamood (Guest speaker) Engaged Citizenry, Collective Social Responsibility and Countering Violent Extremism
2100 onwards	Movie Night 03- Film Screening & Reflection Session
<b>Day Eleven-September 11th, 2025 (Thursday)</b>	
0900-1100	Building a Digital Presence and Ethical Considerations Mr. Shafeeq Gigyani
1100-1115	Tea Break
1115-1315	Social Media for Mediators – Strategy and Best Practices Mr. Afsar ul Mulk Afghan
1315-1400	Lunch/Prayer Break
1400-1600	Introduction to Social Marketing for Mediation Dr. Malik Shakeel Khan
1600-1630	Tea Break
1630-1730	Evaluation and Reflection Session led by UNDP-DHL Team
1830-2000	Outdoor Dinner, Musical Performance, and Networking with UNDP Guests
<b>Day Twelve-September 12th, 2025 (Friday)</b>	
<b>Closing Ceremony (0930-0130)</b>	
0930-1000	Guests to be seated
1000-1005	Recitation from the Holy Quran
1005-1007	National Anthem
1007-1020	Prof. Dr. Jamil Ahmad (Chitrali)
1020-1025	Highlights Video of Insider Mediation Training Program
1025-1045	Ms. Rakhshanda Naz on Women, Peace & Security (WPS)
1045-1100	Participants' Feedback
1100-1110	Dr. Samuel Rizk
1110-1120	Mr. Arno Kirchhof (TBC)
1120-1130	Prof. Dr. Johar Ali
1130- 1150	Barristor Dr. Muhammad Ali Saif
1150-1230	Shield and Certificate Distribution Ceremony
1230-1235	Group Photo
1235 onwards	Closing Lunch

## FIRST REGISTRATION OF A MEDIATION REQUEST

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Office of the Insider Mediator-First Registration Form for Mediation Request

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**Section A: Case Information**

1. **Date of Registration:** \_\_\_\_\_
  2. **Registration Number (office use only):** \_\_\_\_\_
  3. **Type of Case/Conflict:**
    - ☐ Family/Community Matter
    - ☐ Workplace/Organizational Conflict
    - ☐ Land/Property Dispute
    - ☐ Business/Commercial Dispute
    - ☐ Other (please specify): \_\_\_\_\_
- 

**Section B: Requesting Party Information**

1. **Full Name:** \_\_\_\_\_
  2. **Father's/Guardian's Name:** \_\_\_\_\_
  3. **CNIC/ID Number (if applicable):** \_\_\_\_\_
  4. **Contact Number:** \_\_\_\_\_
  5. **Email Address:** \_\_\_\_\_
  6. **Postal Address:** \_\_\_\_\_
- 

**Section C: Responding Party Information (if known)**

1. **Full Name:** \_\_\_\_\_
  2. **Father's/Guardian's Name:** \_\_\_\_\_
  3. **CNIC/ID Number (if applicable):** \_\_\_\_\_
  4. **Contact Number:** \_\_\_\_\_
  5. **Email Address:** \_\_\_\_\_
  6. **Postal Address:** \_\_\_\_\_
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**Section D: Conflict Description**

- **Brief Statement of the Issue/Dispute (max 300 words):**

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## Section E: Mediation Request

1. **Do you consent to participate in voluntary mediation?**

☐ Yes    ☐ No

2. **What outcome do you expect from mediation?**

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3. **Have any legal or administrative proceedings been initiated on this matter?**

☐ Yes    ☐ No

If yes, please specify: \_\_\_\_\_

## Section F: Declaration

I, the undersigned, hereby request the Office of the Insider Mediator to register my case for mediation. I understand that:

- Mediation is a voluntary and confidential process.
- The mediator does not impose decisions but facilitates dialogue.
- The outcome will depend on mutual agreement between parties.

**Signature/Thumb Impression of Requesting Party:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## For Office Use Only

- **Received by:** \_\_\_\_\_
- **Designation:** \_\_\_\_\_
- **Signature:** \_\_\_\_\_
- **Date:** \_\_\_\_\_

Would you like me to also draft a **shorter, one-page simplified version** of this form for use in community-level or less formal mediation cases?

## NOTICE / INVITATION TO MEDIATION FORM

Office of the Insider Mediator-Notice / Invitation to Mediation

### Section A: Office Information

1. **Reference / Case Registration Number:** \_\_\_\_\_
2. **Date of Issue:** \_\_\_\_\_
3. **Issued by (Name & Designation):** \_\_\_\_\_

### Section B: Recipient Information (Second Party)

1. **Full Name:** \_\_\_\_\_
2. **Father's/Guardian's Name:** \_\_\_\_\_
3. **Contact Number:** \_\_\_\_\_
4. **Email Address:** \_\_\_\_\_
5. **Postal Address:** \_\_\_\_\_

### Section C: Purpose of Notice

This office has received a request for mediation concerning a matter in which you are a party. The request was filed under the reference number mentioned above.

You are hereby **invited to participate** in a voluntary and confidential **mediation process** facilitated by the Office of the Insider Mediator.

### Section D: Key Information

1. **Nature of Case (general description only):**

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2. **Proposed Date & Time of Introductory/Orientation Meeting:**

3. **Venue:** \_\_\_\_\_ at \_\_\_\_\_
4. **Mediator Assigned:** \_\_\_\_\_

## Section E: Your Response

Please confirm your willingness to participate in the mediation process by filling out and returning the attached **Response to Mediation Invitation Form** no later than:

**Deadline:** \_\_\_\_\_

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## Section F: Important Notes

- Mediation is a **voluntary process**; you are not compelled to attend.
  - The mediator is a **neutral facilitator**, not a judge or arbitrator.
  - The process is **confidential**, and discussions will not be used against either party in any legal or administrative proceedings.
  - You may withdraw at any time.
- 

## Section G: Certification

Issued by: \_\_\_\_\_  
(Office of the Insider Mediator Seal/Stamp)

**Signature & Official Stamp:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## RESPONSE TO MEDIATION INVITATION FORM (SECOND PARTY CONSENT FORM)

Office of the Insider Mediator-Response to Mediation Invitation Form

### Section A: Case Information

1. **Reference / Case Registration Number:** \_\_\_\_\_
2. **Date of Notice Received:** \_\_\_\_\_
3. **Name of Assigned Mediator (if known):** \_\_\_\_\_

### Section B: Responding Party Information

1. **Full Name:** \_\_\_\_\_
2. **Father's/Guardian's Name:** \_\_\_\_\_
3. **CNIC/ID Number (if applicable):** \_\_\_\_\_
4. **Contact Number:** \_\_\_\_\_
5. **Email Address:** \_\_\_\_\_
6. **Postal Address:** \_\_\_\_\_

### Section C: Response to Invitation

☐ **I Agree** to participate in the voluntary mediation process facilitated by the Office of the Insider Mediator.

☐ **I Decline** to participate in the mediation process.

(If declining, please state brief reason):

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### Section D: Consent and Undertaking

If agreeing to participate, I acknowledge that:

- Mediation is a voluntary and confidential process.
- The mediator is a neutral facilitator, not a decision-maker.
- I will attend scheduled sessions in good faith and with respect.
- I may withdraw from the process at any stage if I so wish.

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## Section E: Signature

Signature / Thumb Impression of Responding Party: \_\_\_\_\_

Date: \_\_\_\_\_

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## For Office Use Only

- Received by: \_\_\_\_\_
  - Designation: \_\_\_\_\_
  - Date of Receipt: \_\_\_\_\_
  - Remarks (if any): \_\_\_\_\_
-



## AGREEMENT TO MEDIATE FORM

Office of the Insider Mediator-Agreement to Mediate

### Section A: Case Information

1. **Reference / Case Registration Number:** \_\_\_\_\_
2. **Date of Agreement:** \_\_\_\_\_
3. **Mediator Assigned:** \_\_\_\_\_

### Section B: Parties to the Mediation

#### Party A (Requesting Party):

- Full Name: \_\_\_\_\_
- CNIC/ID No.: \_\_\_\_\_
- Contact: \_\_\_\_\_

#### Party B (Responding Party):

- Full Name: \_\_\_\_\_
- CNIC/ID No.: \_\_\_\_\_
- Contact: \_\_\_\_\_

### Section C: Purpose of Agreement

The above-named parties voluntarily agree to participate in a mediation process facilitated by the **Office of the Insider Mediator** with the objective of resolving their dispute amicably.

### Section D: Terms of Mediation

1. **Voluntary Nature:** Participation is voluntary, and either party may withdraw at any time.
2. **Neutrality of Mediator:** The mediator shall remain impartial and shall not make binding decisions.
3. **Confidentiality:**
  - Information disclosed during mediation will remain confidential.
  - No recordings or transcripts will be kept.
  - Parties agree not to use mediation discussions in any court or legal proceedings.
4. **Respectful Conduct:** Both parties agree to communicate respectfully and allow each other to be heard.
5. **Good Faith:** Both parties commit to negotiating in good faith with the intention of seeking a mutually acceptable resolution.

6. **Legal Rights:** Entering mediation does not remove the right of either party to pursue legal or administrative remedies if mediation does not succeed.
- 

## Section E: Duration and Sessions

- Mediation shall begin on: \_\_\_\_\_
  - Sessions will be scheduled as mutually agreed.
  - The process will continue until a settlement is reached or either party/mutual decision ends it.
- 

## Section F: Acknowledgment

We, the undersigned, confirm that we have read and understood this agreement, and we willingly commit to participate in the mediation process under the terms stated above.

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## Section G: Signatures

### Party A (Requesting Party):

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

### Party B (Responding Party):

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

### Mediator:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Witness (if required):

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## MEDIATION SESSION ATTENDANCE & RECORD FORM

Office of the Insider Mediator-Mediation Session Attendance & Record Form

### Section A: Case Information

1. Reference / Case Registration Number: \_\_\_\_\_
2. Mediator Assigned: \_\_\_\_\_
3. Session Number: \_\_\_\_\_
4. Date of Session: \_\_\_\_\_
5. Venue: \_\_\_\_\_

### Section B: Attendance

#### Party A (Requesting Party):

- Name: \_\_\_\_\_
- Present: ☐ Yes ☐ No ☐ Represented by (Name): \_\_\_\_\_

#### Party B (Responding Party):

- Name: \_\_\_\_\_
- Present: ☐ Yes ☐ No ☐ Represented by (Name): \_\_\_\_\_

#### Mediator:

- Name: \_\_\_\_\_
- Present: ☐ Yes

#### Other Attendees (if any, e.g., advisors, community elders, observers):

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### Section C: Session Record

1. Opening Notes / Agenda for Session:

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2. **Summary of Issues Discussed:**

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3. **Progress Achieved / Partial Agreements (if any):**

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4. **Challenges or Concerns Raised:**

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5. **Agreed Next Steps:**

- ☐ Continue mediation
- ☐ Draft settlement terms
- ☐ Suspend for private caucus
- ☐ Adjourned without progress
- ☐ Termination of mediation

Details: \_\_\_\_\_

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**Section D: Scheduling of Next Session (if applicable)**

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Venue: \_\_\_\_\_

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**Section E: Confirmation of Attendance**

**Party A:**

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

**Party B:**

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

**Mediator:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## SETTLEMENT AGREEMENT FORM (FOR WHEN MEDIATION SUCCEEDS)

Office of the Insider Mediator-Mediation Settlement Agreement Form

### Section A: Case Information

1. **Reference / Case Registration Number:** \_\_\_\_\_
2. **Date of Settlement:** \_\_\_\_\_
3. **Mediator Assigned:** \_\_\_\_\_

### Section B: Parties to the Agreement

#### Party A (Requesting Party):

- Full Name: \_\_\_\_\_
- CNIC/ID No.: \_\_\_\_\_
- Contact: \_\_\_\_\_

#### Party B (Responding Party):

- Full Name: \_\_\_\_\_
- CNIC/ID No.: \_\_\_\_\_
- Contact: \_\_\_\_\_

### Section C: Terms of Settlement

We, the undersigned parties, agree to the following terms as the outcome of the mediation process:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

(Attach additional sheets if required.)

### Section D: Implementation & Follow-up

1. **Timeline for Implementation:** \_\_\_\_\_
2. **Responsibilities of Party A:** \_\_\_\_\_
3. **Responsibilities of Party B:** \_\_\_\_\_

4. **Follow-up / Monitoring Arrangements (if any):** \_\_\_\_\_

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## **Section E: Confidentiality & Legal Effect**

- This agreement was reached voluntarily through mediation.
  - The content of discussions remains confidential, except as required for the enforcement of this agreement.
  - This document may be submitted for recognition/enforcement (if applicable under law or organizational rules).
- 

## **Section F: Acknowledgment**

We confirm that:

- We understand and accept the terms of this settlement.
  - We entered into this agreement voluntarily, without coercion.
  - We will honor and implement the commitments recorded herein.
- 

## **Section G: Signatures**

### **Party A (Requesting Party):**

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

### **Party B (Responding Party):**

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

### **Mediator:**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Witnesses (if required):**

1. Name: \_\_\_\_\_ Signature: \_\_\_\_\_
  2. Name: \_\_\_\_\_ Signature: \_\_\_\_\_
-

## CLOSING REPORT / NON-SETTLEMENT FORM

Office of the Insider Mediator-Closing Report / Non-Settlement Form

### Section A: Case Information

1. **Reference / Case Registration Number:** \_\_\_\_\_
2. **Date of Closure:** \_\_\_\_\_
3. **Mediator Assigned:** \_\_\_\_\_

### Section B: Parties Involved

#### Party A (Requesting Party):

- Full Name: \_\_\_\_\_
- CNIC/ID No.: \_\_\_\_\_
- Contact: \_\_\_\_\_

#### Party B (Responding Party):

- Full Name: \_\_\_\_\_
- CNIC/ID No.: \_\_\_\_\_
- Contact: \_\_\_\_\_

### Section C: Mediation Process Summary

1. **Number of Sessions Held:** \_\_\_\_\_
  2. **Dates of Sessions:** \_\_\_\_\_
  3. **Issues Discussed:** \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Section D: Reason for Closure

- ☐ Mutual decision to end mediation without settlement
- ☐ One party withdrew from the process
- ☐ No progress achieved despite sessions



- ☐ Dispute referred to another authority (court, administration, etc.)  
☐ Other (please specify): \_\_\_\_\_

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## Section E: Mediator's Closing Remarks

(Brief summary on conduct of mediation, level of participation, and reasons for non-settlement)

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## Section F: Acknowledgment

We, the undersigned, acknowledge that mediation has been concluded without reaching a settlement. We understand that we retain the right to pursue other remedies or dispute resolution mechanisms.

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## Section G: Signatures

### Party A (Requesting Party):

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

### Party B (Responding Party):

Signature/Thumb Impression: \_\_\_\_\_ Date: \_\_\_\_\_

### Mediator:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Witness (if applicable):

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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