Study Unit 6

Peace Building Practice

Study Unit Outline

Peace Building Practice

6.1 Peace Education

6.2 Peace Advocacy

6.3 Peace Activism

6.4 Peace Volunteerism

6.5 Peace clubs

6.6 Peace for a

Study Unit Duration

This Study Session requires a 2 hours of formal study time.

Introduction

You are welcome to your sixth module of learning in this course. It is expected that by the end of the module, you would gain full understanding of conceptual framework of peace building in practice as promoted through the various platforms indicated in the unit outline.

Learning Outcomes of Study Unit 6

Upon completion of this study module, you should be able to:

1.1 Understand the workings of peace building practice through the various platforms.

1.2 Initiate and promote peace building interventions through peace education, advocacy, activism, volunteerism, clubs, etc.

Module Description

This module introduces you to the various avenues that peace promoters use in peace building interventions. It will take you through the various platforms and provide you with information that can better prepare you to use the different avenues effectively advancing peace building efforts.

6. 1 Peace Education

This unit will enable the learner to be able to:

- Discuss what peace is
- Define peace education
- Highlight the background to peace education

6.1.1 Definition of peace and peace education

Before discussing about peace education, an understanding of what peace is first of all, is necessary.

Peace has been defined differently by different people over time. Initially, peace was taken to mean absence of war or direct violence. At later point, an alternative view on what peace is started to emerge. From the 1960s, the narrow understanding of peace as absence of direct physical violence expanded. Accordingly, peace is no longer considered only as absence of direct violence, but absence of indirect and structure violence as well. This was and is because death or destruction is not only caused by direct violence alone, but also by indirect and structural violence as well.

With regards to definition of Peace education, some writers define it as "cultivation of knowledge base, skills, attitudes and values that seek to change and transform people's mindsets, attitudes and behaviours that create or exacerbate violent conflicts". (Castro and Galace 2008). It is an activity that teaches the education recipients about what peace is, why it is not there and how to achieve it. Such education will equip people with the requisite knowledge and skills for preventing, resolving, and managing conflicts. Peace Education is premised at such values as non-violence which encompasses respect for human rights, freedom and trust (Castro and Galace 2008). A better tomorrow is achievable if people can learn from their bitter past and resolve to uphold core values and respects for inalienable rights.

6.1.2 Evolution of Peace Education

In 1999, the United Nations General Assembly passed resolution 53/243 on programme of action on culture of peace. This was borne out of the pressing reality of violence ridden societies where civilization has succumbed to "human frailties of greed, selfishness, ambition and xenophobia" (Castro and Galace 2008).   There is thus increasing unkindness amongst people of different cultures and diverse backgrounds and social status.   Quite often, the differences turn into conflicts with devastating consequences. It is therefore important to be tolerant with the diverse communities we are in and to respect, accept and appreciate the diversity.

Given this bitter reality, some steps need to be taken to promote peace. The best way to achieve this is through incorporating issues of peace in the education curricula for learners acquire the skills and knowledge with which to promote peace within and beyond their immediate societies.

Furthermore, different groups in a society may be brought together for peace education programmes. Group members are the introduced to "strategies that may be used at the micro and macro level for reducing suffering caused by multitude of different forms of violence" (Harris n.d.). The new knowledge acquired can be useful assets for resolving conflicts in the short term, while inculcating the values non-violence and peaceful behavior in the minds of learners in the long run. And In recognition of importance of peace education, Kenya Ministry of Education, amongst other countries, introduced peace education programme in its education curriculum for Primary and Secondary schools in 2009 (Munywe 2014). The introduction of peace education curriculum does help to expose pupils to ideals of peace at early.

6.1.3 Key themes of peace education

Peace education is multidimensional in that it comprises of various themes that collectively contribute to culture of peace. Some of the themes are:

1. Disarmament education

    This is necessitated by the threat that proliferation and misuse of small arms in particular, pose to human rights and human security.   This phenomenon can be addressed by

development of policies for preventing proliferation of small arms and regulation of possession and use of weapons.

2. Human rights education

People have to be educated on obligation to respect natural rights as a mechanism for bringing about and maintaining peace.

3. Global Education

This relates to study of programmes that expose individuals to the world beyond their own in order to appreciate and be able to participate in an interdependent global community.

4. Conflict resolution education

This equips learners with skills for managing conflicts constructively. Parties have to reach mutually acceptable solutions of disagreement.

Overall, peace education teaches learners to promote non-violence. Altogether, there are three ways of responding to violence:

1. Responding with violence
2. Responding through use of non-violent means
3. Responding by doing nothing

Of the above, the best method of responding to violence is the use of non-violent method. Under this method, there is rejection of engaging in violence that could harm another person. The primary objective of Non-violent response is to secure cooperation of the perpetrators. Apart from harming another person that advocates of non-violence fear is the fact that when violence is responded to in kind, i.e., by violence, it will lead to another violent reaction which will continue to perpetuate the cycle of violence. But to not respond to violence is also not a good option because non response would be interpreted by the perpetrators of violence as acceptance of the practice and there by encourage them to continue with it.

Peace education and peace building are intrinsically linked. Peace building itself is a long-term project of building peaceful communities (Casro and Galace 2008). It is an intervention that seeks to find solutions to the factors that caused or cause conflict. Undertaking a peace building initiative would require gaining a deeper understanding of the conflict first by carrying out systematic assessment of the conflict. A well designed peace building intervention will identify the changes to be achieved beforehand and the activities needed for attaining the change.

6.2 Peace Advocacy

By the end of the unit, the learner should be in a position to, amongst other things:

- Define what peace advocacy is
- Explain the theories that can be used to bring about change
- Discuss policy influencing approaches in peace building

6.2.1 Definition of peace advocacy

Peace advocacy is an important tool for bringing about social and political changes. As is often the case with definitions, peace advocacy may be defined in many different ways. But broadly, peace advocacy is defined as deployment of "strategic and deliberate action directed at changing or influencing a given policy, position and system" (Tadesse 2017). It is a tool that is particularly well suited for addressing social, political and structural conflicts. The advocacy sees attainment of peace as the end goal. Used as a tool, it can create and raise awareness and gain the political will of decision makers of the issues that are at the centre of the advocacy campaign. Peace advocacy primarily concerns policies and activities that promote maintenance of peaceful relations. It is also another way of peace building strategy and can be used to address immediate and structural peace building challenges. This may be done by individuals or coming together of a number of organizations to lobby and push for attention in a given area of peace building. Building coalitions and forming partnership is one of the key elements of peace advocacy.

For peace advocacy to be successful, it should be multi-level and multi-sectoral. This is because although bottom up advocacy and engagement of those affected by the conflict is important, their involvement alone may not translate into the needed change in the long run.

Peace advocacy can:

1. Draw attention to forgotten conflicts. When attention to some conflicts decreases, advocacy is one way of putting it back on the agenda. For example, when South Sudan gained independence, organizations and donors shifted their attention away from Sudan to South Sudan to help establish the structures of the new country. This meant that the international organizations and their donors abandoned attending to peace building needs in Sudan although the issues between the two countries were interlinked as instability in country will inevitably affect the other. It took some organization some advocacy work to convince some organizations and donors to put peace building needs of Sudan back to their agenda.

2. Amplify suppressed narratives

   The narratives of most conflicts are suppressed and therefore can cause conflict if not addressed. Advocacy can amplify the suppressed voices to ensure that they are taken into consideration in the policy making processes.

6.2.2 Advocacy strategies

Peace building advocacy: Organizational positioning

1. Theories about how change happens

   There are several theories that advance how change happens, amongst which are the following:

   - **Large leaps theory**: According to this theory, change will happen in leaps when an issue is defined differently or when different angles of the same issue gain traction as well as participation of key stakeholders and broader reach to the general public.

- **Policy windows theory:** This is about timely advocacy intervention on issues that are already on the agenda.
- **Coalition theory**: According to this theory, change will happen when there is critical mass of advocates with common objectives and can stand together towards a common cause.
- **Power politics theory**: Change happens when advocacy is targeted towards those in power or those close to them.

Policy influencing approaches

Once we know the kind of change that we need, we have to decide on which approach or style to use. Generally, there are two approaches which we can use individually or simultaneously.

One of the approaches is referred to as **inside track** approach. With this approach, we will seek to work closely with all those who are in position of influence. Working in collaboration with decision makers is intended to influence them to make policies or decision that will bring about the change we need.

The other approach is referred to as the **Outside track**. This is the approach that is confrontational in the search for change. In an attempt to bring about the need change, advocates of change mobilize various constituencies to exert pressure on the decision makers through demonstrations, confrontation and other civil disobedience acts in order to bring about the change needed.

Both approaches seek one outcome, change, but differ in how to bring that change about.

A) The advocacy process and peace building advocacy programming

There are a number of steps with regards to advocacy peace building, but all of which are institution dependent. These include:

- **Definition of the problem**: Have a clear and accurate facts and what you want to do

- **Stakeholder mapping and analysis**: Know the people who have something to gain or loose as a result of the advocacy.

Any advocacy programme must be clear on the following

- What is the problem?
- What is the solution
- How can it be applied?

6.3 Peace Activism

After completing this unit, you will be able to:

- Discuss what peace activism is
- Enumerate what participants in peace activism can do

Definition

Peace activism refers to any person who believes and advocates non-violent means of resolving problems. It seeks to achieve ideals like ending war and minimize inter human violence.

What peace activists do

Participants in Peace activism aspire to attain the desired outcome through protests, pressure or resistance (The Activist Hive n.d.). They can also employ advocacy, non-violence, diplomacy, resistance, boycotts, amongst others. Peace Activists can be organizations or individuals. In particular, these actors can:

1. Mobilize people to fight for a certain cause or against injustice, despite the risks associated with activism. Peace activists are not deterred by any risk and instead persist in pushing for the cause or against the injustice.

2. Build bridges for collective action to achieve the desired change.
3. Use peace education to warn citizen about horror of violence.

6.4   Peace Volunteerism

By the end of this unit, the learner should be in a position to:

- Discuss about peace volunteerism
- Highlight the historical background to peace volunteerism
- Enumerate theories for bringing about peace

Emergency of Peace Volunteerism

After the First World War, International volunteering services began to emerge in response to the horrors of the war. At that time, volunteerism was focused on post-war reconstruction of countries that emerged from the war and building solidarity and reconciliation of people with different backgrounds.

6.4.2 Historical background

Although the initial volunteerism could not prevent outbreak of the Second World War, those efforts were nevertheless continued after the Second World War particularly on the realization that sustainable peace depended on solid connections and trust amongst people (UNV 2015). In 2009, the UN Secretary general highlighted peace building in the immediate aftermath of a country's conflict as important component and called for support of the UN Volunteers programme to enable it identify civilian capacities and develop programmes into which the UN Volunteers with the requisite experience could be deployed as peace building volunteers.

To date, Peace and security have become a growing concern for many organizations and want these to be integrated in post 2015 development agenda. This comes as a result of the multiple conflicts and violence that threaten to impede development. And with this, there is equally growing recognition of the need to engage citizens through volunteerism to promote social cohesion and reconciliation as well as help develop national capacities (UNV 2015).

Now with magnitude of conflicts almost in every community, peace volunteerism is emerging to play central role in fostering peace building amongst communities. Volunteers can help establish and maintain peace.

6.4.3 Theories of bringing about change

Volunteering for peace is a suitable intervention that plays significant role in peace making and peace keeping. It can build social cohesion and bridge social division. There are quite a number of theories that show how this is achieved. The main theories area:

1. Social identity theory: Asserts that great exposure to an out-group provides opportunity for integration into external group and thereby enhancing understanding and acceptance of each other.

2. Intergroup contact theory: Increased contact between diverse groups can reduce inaccuracy perception of the "other" and this can increase intergroup tolerance and understanding. However in situation of serious conflict where parties have entranced position, contact alone may not be sufficient to change perceptions about the other. When members of different groups work together towards a goal, walls of division break down and closed friendship opens up to members of the other groups.

3. Institutional theories: Focus on large social, economic and political structures that produce or support conflicts. Although individual volunteers may not be able to resolve institutional issues by themselves, they can disseminate broader understanding of the issues for communities in conflict through use of drama, songs and poems. They can also encourage transparent governance through civic education. And especially volunteers

from outside the region or ethnic group can make significant contribution as intermediary as they may play impartial role in mediating high conflict situations.

Examples

Overall, peace volunteering can greatly help in preventing, transforming and reducing the impact of conflicts as can be seen in the following examples:

In Kenya, the country's Administration Police set up a Volunteer Cops Initiative that sought to build broken bridges amongst various tribes. Volunteers intermingle freely with target communities to gain trust of community members. The Volunteer Cops initiative, amongst other things:

1. Provides early warning on potentially explosive situations that could otherwise lead to outbreak of violence.

2. Ogranise training workshop for young leaders to impart knowledge, skills and competencies for sustaining peace and development (Mati 2012).

3. Help influence how people from different ethnic group relate to each other more harmoniously.

4. Mediate peace amongst the different members of groups on opposing sides of the constitutional referendum and did defuse tension greatly.

5. Organise Peace caravan and peace tents

6. platforms for encouraging interpersonal interaction and solving community problems. Such events promote cultural diversity and reconciliation.

7. Use sports as activities for promoting peace building. They facilitate interaction and understanding among diverse groups. Sports for peace emphasise good sportsmanship and inter-tribal cooperation (Mati 2012).

6.5 Peace Clubs

This unit takes you through different aspects of peace clubs as avenues of peace building.

On completion of this unit, you should be able to:

- Explain what peace clubs are
- Discuss evolution of peace clubs
- Highlight significance of peace clubs
- Approaches that peace clubs use
- Enumerate changes that can be achieved at different levels

Definition of peace clubs

Peace clubs are spaces for dialogue and reflection. Peace clubs and or committees are interest groups within a given area that focus on responding and resolving conflicts peacefully. They also help prevent conflicts from erupting into violence as well as building positive relationships with people from across conflict divide by engagement in peace building and reconciliation efforts. These clubs are constituted by a group of people with diverse backgrounds coming together to promote peace in their immediate communities. Members of peace clubs are motivated to work together to reconcile their past and present differences as a way of solving and preventing conflicts.

6.5.2 Evolution of peace clubs

Over the years, Peace clubs as means of promoting cohesion and harmony, have been gaining traction. In Burundi, the genesis of peace clubs can be trace to 1994 following years of repression and genocide. People from surrounding villages would assemble on a hill that was centrally located. The hill, called Kibimba, became a meeting place for villagers from the surrounding communities. This was despite the fact that this place was not spared genocidal massacre as at one point, seventy secondary school students were collected from Kibimba to a gas station where they were burned alive (Ndayiragije et al, n.d.). Counter retaliations ensued, turning Kibimba into a battle ground. In the height of all these, one Volunteer Nurse, representing Mennonite Central Committee, Susan Seitz and a Chief of displaced camp, Matthias

Ndimurwanko, took initiative to set up a committee to address the situation of conflict in the hill area and explore ways of rebuilding trust and peaceful co-existence in the area. Later, the peace committee was transformed into peace club. It organized inter-communal dialogue sessions and played significant role in managing and preventing further conflicts.

Some organizations set up peace committees to manage conflicts at the local level. For example due to the numerous conflicts that the Kenya Government was not able to stem the out complete, an organization in Kenya called PeaceNet Kenya Provided some complementary efforts and set up Peace Committees in every Districts of Kenya.

In South Sudan, creation of peace clubs became fashionable. The setting up of peace clubs was motivated by the desire to engage youth in peace building activities and participate in vocational training. However, Peace clubs and peace committees in this nascent nation would need to be empowered to enable them and their communities appreciate peace and explore find different ways of achieving it.

6.5.3 Significance of peace clubs

Peace clubs are important foundation that provide effective peace infrastructure through which violent tensions can be mitigated. In a publication by CARE South Sudan, the importance of peace clubs lies in the fact that they can "prevent, mitigate, manage and resolve issues that affect their communities by creating awareness about the benefits of reconciliation and peaceful co-existence" (CARE South Sudan 2019). In particular, local peace clubs are effective fora to advance peace building as they have the advantage of continuing to discharge peace building activities even with little support from international organizations as they take it their responsibility to help their communities.

Some of the cardinal roles of peace club/ Committees are conflict prevention, conflict management and peace building. In discharging these roles, peace clubs engage in variety of activities, like advocacy and mobilization. The clubs perform different roles at different stages of

a conflict. At the confrontation stage, Peace clubs come in-between to encourage conflicting parties to separate in order to avoid continue inflicting harm on themselves. The Club can also encourage parties to engage in conflict solving dialogue.

6.5.4 Approaches to peace building

To be successful in their efforts, peace clubs or peace committees need to use approaches that have been proven to be effective. These approaches are interconnected and include the following:

1. Doing no harm: The first approach towards peace building is to "do no harm". Partners then liaise with the peace clubs to look at historical inter-communal conflicts. In a number of cases, conflicts are driven by poverty, cattle raiding, child abduction and proliferation of small arms in the hands of civilians. Partners would then target interventions to address the causes of the conflicts. Such efforts would often result in a easing of tension, improvement of relationship, all of which prepare the ground for conduction of peace and reconciliation workshops or conferences. Do no harm is an approach that recognizes the presence of people, what can divide or connect them as well as determining how best to intervene in order to support the local communities (CARE South Sudan 2019).

2. Conflict sensitivity: CS is another approach that Peace Clubs can use in their peace building efforts. This is an approach that builds on the "do no harm" approach and looks deeper to understand the conflict better and ways of that may relate to the conflict positively and negatively and then act to minimize the negative and maximize the positive impact.

3. Peace building is the final approach peace committee can use. This is the approach that focuses on restoring broken relations and work to provide solutions to factors that ignited conflict.

6.5.5 Achieving change at different levels

All peace club activities are geared towards bringing about change. Such change would occurs after a community that had suffered violent conflicts in the past are taken through reconciliation about the past, finding truth, justice and forgiveness. The changes that can be expected to result from peace club activities include the following:

1. Individual/ personal change:

    Target trainings to bring about change in attitude, values, perceptions and circumstance

2. Socio-political change

    Target training programmes to bring about change in socio- political structures by reforming or creating institutions for handling disputes or injustices that drive conflicts.

6. 6 Peace Fora

Completing this unit will enable you to identify enlist some of the forum that may be used for dissemination of peace.

Peace Fora platforms

Peace fora are platforms for discussing and exchanging ideas on building a better and peaceful world. There are many peace fora platforms amongst which are:

1. **Story telling Forum**: Story telling can be used to build cohesion and peace. The act of telling a story and listening can build empathy and awareness to others experience. Stories can also be used to call for action. In this, journalism, literature and oral tradition

do play significant role in telling stories of sidelined or those without voice in the society. Stories can be used for advancing and selling peace.

2. **Dialogue on Peace Building and State Building Forum:** Such a forum can be local, regional or international. It can bring together any number of conflict affected countries with their partners and the Civil Society. Such forums provide valuable information on the best approaches and strategies for undertaking peace building initiatives. For example, the Finland's Minister of International Development and Co-Chair of the International dialogue on Peace Building and State building, IDPS, H.E Pekka Haavisto, made recommendations, in his presentation to Woodrow Wilson Centre that are crucial for successful peace building. One of the key points, he pointed out, is the necessity for local ownership of peace building interventions. By this, countries and their citizens must take the lead of the peace building processes rather than external partners. In this regard, various local actors, ranging from clan land, religious leaders to members from the cross section of the society – youth, women, special needs groups and so on, have to be brought together to engage in meaningful peace building dialogue (Wilson Centre 2014). This will ensure ownership of the initiatives and thereby increase chances of successful peace building.

Summary

In practice, peace building is pursued through many different avenues:-

- Peace Education to promote the knowledge, skills and attitudes that would help people either to prevent occurrence of conflict, resolve conflict peacefully or create conditions conducive to peace.

- Peace Advocacy, deployment of strategic and deliberate action directed at changing, influencing a given policy, position or system

- Peace activism, pursuance of change through non violent means

- Peace volunteerism, to build social cohesion and bridge social division.

- Peace clubs, as spaces for dialogue and reflection.

- Peace fora, for discussing and exchanging ideas on building a better and peaceful world.

Peace building practices carried out in these platforms have and continue to make significant contribution in moderating, if not preventing, resolving, or transforming conflict. Without the efforts advanced in these avenues, the world would be a worse off place to live in.

Assessments
1. Quiz covering all the units
2. Individual assignment
3. Group work

Assignment (40%)

1. What was the situation that led to passing of UN Security Council Resolution 53/243 on programme of action on culture of peace?
2. What are the methods of responding to violence and which of them is the best?
3. Enumerate the theories that can bring about change and highlight how each brings about the change
4. What are the policy influencing approaches that may be used to exert influence on policy decisions and thereby bring about the desired change?

Group discussion (20%)

1. Discuss what is peace education in relation to the materials and your experience?
2. Discuss what peace advocacy might help achieved

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