

Peace Building and Conflict Resolution Diplomacy (PBCRD)



Partners



Contents

Course Overview

Course Name: Peacebuilding and Conflict Resolution Diplomacy

Course Number: 01

About this Course:

Conflict occurs at all levels in the home, in the community, nationally, regionally, and internationally. Conflict is viewed as a dynamic process in which structure, attitudes, and behaviour are constantly changing and influencing one another. (16) Peacebuilding strategies are aimed at ending direct violence and armed conflict and their destructive impact on the community. It addresses the structural injustices by removing the causes of the injustices. Also, it aimed to change the attitudes that produce violent relations in the community.

This course introduces a conceptual framework of conflict as occurring in daily life and the interrelation between conflict, violence, and peace. It provides an introduction to the peacebuilding multidimensions concept, peace building approaches and strategies. It describes the different interventions into conflict. Also, it equips the learners with the needed skills in peacebuilding and conflict resolution and the modern and indigenous mechanisms of conflict resolution.

It provides and overview of peace building and conflict resolution in African context and the AU institutional frameworks. Guided through an exploration of expert's experience engaging with local partners in conflict zones from four East African countries. Learners are exposed to a set of key theories, (17) skills, and approaches to building peace and to cases from the four countries that exemplify the complex challenges of peacebuilding. (18)

Course Objectives

Course Aim: A core-competencies course that prepare participants with conflict resolution skills and conflict sensitivity logic to understand peacebuilding strategies that seek to address the underlying causes of violent conflicts and crises either to prevent them or if they have occurred, to ensure that they will not recur.

Course Objectives:

The PBCRD course aims at equipping participants with:

- Understand peace building strategies that seek to address the underlying causes of conflict.
- Be prepared with core-competencies to access work opportunities at their countries.
- Be familiar with conflict analytical tools.
- Acquire communication skills and active listening techniques.
- Employ strategies for conflict resolution.
- Demonstrate conflict transformation skills and mediation skills.
- Interact in a culturally responsive manner.
- Understand the interdependence of different peacebuilding considerations and multi-dimensional approach for sustainable peace.
- Understand aspects of the context of conflict and the differing perspectives on conflict and peace (inherent in conflict situations)
- Reflect critically on their own positionality and its implications during conflict and peacebuilding contexts.

Course Target Audience

Youth and women are pre-university in the four countries – Ethiopia, Somalia, Sudan & South Sudan.

In Sudan: The targeted trainees are youth from Kassala community that including; High secondary school graduates from Kassala, youth from the refugee camps – Wed Sherifiy and Al-Shagrabah-and youth from Internally Displace People from Nuba Mountains at Kassala's Peripheries.

In Ethiopia: Mekelle at Tigray region (Ethiopia). (youth, women, people with disabilities) at areas like IDP centers, refugee camps, community organizations, and local civil society organizations.

In Somalia: Garowe and Mogadishu for youth, women, and people with disabilities) at areas like IDP centers, High schools, Universities, and civil society organizations.

In South Sudan: Juba and Wau.

Curriculum Structure

- Week 1: A conceptual framework on peace & conflict
- Week 2: Understanding peacebuilding
- Week 3: Conflict analysis
- Week 4: Conflict analysis
- Week 5: Diplomacy, peacebuilding & conflict resolution
- Week 6: Diplomacy, peacebuilding & conflict resolution
- Week 7: Peacebuilding approaches & strategies
- Week 8: Peacebuilding approaches & strategies
- Week 9: Peacebuilding & Conflict resolution in African context; experiences & Challenges.
- Week 10: Peacebuilding & Conflict Resolution in African context; experiences & Challenges

Study Guide and Course Expectations

Recommended Study Time: 24-30 hours per week; 12 hours for formal study time and the remains for studying and assignments, quizzes and tests.

Further Recommended Texts:

Activities Schedule:

One week module contains a workshop and assignment or a forum;

Module one: A workshop on conflict dynamics

Module two: A forum on the key consideration of peacebuilding.

Two-week modules

Module 3: First week, A workshop on applying conflict analysis tool to conflict cases.

Module 4: Animation film would be displayed about conflict and the intervention of the third party. Second week, Peer assignment about modern and indigenous mediation.

Modules 5: A group discussion

Module 6: Peer- Assignment in experiences of DDR in Africa.

Assessments Structure

- Week 1: A conceptual framework of peace & conflict which includes one quiz and a final test by the end of the module.
- Week 2: Understanding peacebuilding which includes one quiz and a final test by the end of the module.
- Week 3: Conflict analysis which includes one quiz and a formative test/an assignment by the end of the week.
- Week 4: Continue conflict analysis with focus on analytical tools which includes one quiz and a final by the end of the module.
- Weeks 5: Diplomacy, peacebuilding & conflict resolution which includes two subtopics (Intervening in conflict & Conflict resolution mechanisms), one quiz and a formative test by the end of the week.
- Week 6: Continue Diplomacy, peacebuilding & conflict resolution which includes two subtopics – Essential skills for effective conflict resolution & do no harm. Peacebuilding diplomacy); one quiz and a final test by the end of the module.
- Weeks 7: Peacebuilding approaches & strategies which include; two subtopics (evolution of peacebuilding approaches and definitions, Steps and practical strategies); one quiz and a formative test by the end of the first week.
- Week 8: Continue Peacebuilding approaches & strategies which include; includes sector-specific strategies and Stakeholders in peacebuilding. one quiz and a final test by the end of the module.
- Week 9: Conflict resolution and Peace building in the African context: Experiences and challenges which includes one subtopic (Peace building in Africa: the spectrum of peace

in the African context, Institutional frame works for Conflict resolution and peace building in Africa); one quiz and a formative test by the end of the week.

- Week 10: Continue conflict resolution and Peace building in the African context: Experiences and challenges which include two subtopics (Continue Institutional frame works for Conflict resolution and peace building in Africa, Peace building process, approaches and strategies in Africa Conflict resolution process and conflict resolution mechanisms); one quiz and a final test by the end of the module.
- A final exam by the end of the course.

Academic Support

final exam by the end of the course.

Academic Support

Help?

Consultations held with Public Sector, Private Sector & Employers:

In Sudan, consultation meetings were conducted with the public sector at Kasala -East Sudan with the Ministry of Health, the Ministry of Youth & Sport, and the Kasala Microfinance Finance Institute -Ministry of Social Welfare. Besides the private sector like the Commercial Bank. The consultation also addressed UNIDO that working on a project on Leading Businesses for the youth.

Development Team

Course Lead: Course Lead: Maha Zeinelabdin Abdelwahab

Curriculum Developer: Maha Zeinelabdin Abdelwahab

Module Developers: Abdalla Didan, Benjamin Goro Gimba, Eiman Hussien Abu Damir, Mahder Abraha, Nur Mohamed Mahmoud, & Seife Hailu.

Contextualization Developers: Benjamin Goro Gimba, Eiman Hussien Abu Damir, Mahder Abraha, Maha Zeinelabdin & Nur Mohamed Mahmoud.

Translators:

Full Table of Contents and Page No

Topic	Pages
<p>Acknowledgment:</p> <p>I appreciate the trust bestowed on me by the presidency of Tilburg University and the Partner organization in Sudan (SORD) to lead the Peacebuilding, Conflict Resolution Diplomacy course in terms of developing the curriculum.</p> <p>Appreciation is extended to the experts’ team for their valuable contributions to the development of the curriculum for the youth/women in four African countries (Ethiopia, Somalia, Sudan & South Sudan).</p> <p>Many hours of work by the experts’ team are represented by the course content that study at the e-learning platform for the youth of the four countries.</p> <p>Members of the experts’ team are as follows:</p> <p>Abdalla Ismaeil Didan</p> <p>Benjamin Goro Gimba</p> <p>Eiman Hussein Abudamir</p> <p>Mahder Abraha</p> <p>Nur Mohamed Mahmoud.</p> <p>Seife Hailu.</p> <p>Recognition is given for the role of Dr. Ian White for his contribution and advice in developing the curriculum.</p> <p>I am grateful to the coordinator and the e-learning experts for their guidance, support, and affection added to the joy of carrying out the tasks assigned to the experts.</p> <p>Maha Zeinelabdin Abdelwahab</p> <p>Course Lead</p>	
<p>Abstract:</p>	

This course is unique in looking at peace and conflict in the African context. The course offers an opportunity for the African youth, women in four African countries; Ethiopia, Somalia, Sudan and South Sudan, to have new insight to conflict resolution and peacebuilding in Africa.

This course focuses on concepts of peace and conflict and its relation to violence as well as peacebuilding. It introduces conflict analysis as key process to take action or intervening in conflict. It describes the formal and indigenous mechanisms of conflict resolution. It introduces diplomacy types and levels and the diplomacy in peacebuilding. It avails a platform to acquire conflict resolution skills and demonstrates the importance of communication styles and how to communicate using clean language and do no harm.

The study focuses on the conflict resolution and peacebuilding experiences and challenges in African context including the Institutional frame works for Conflict resolution and peace building by AU and IGAD. The course, in purpose to make learners understand peace and conflict in their context intended to present case studies from the four countries.

The methodology is combined Knowles adult education theory and Lederach peace education theory. Lederach (1995) describes two possible approaches to training and education, the prescriptive and elicitive approaches. A prescriptive approach is similar to traditional educational models, where the trainer acts as the expert and only source of knowledge. The elicitive approach, which is very compatible with Knowles, acknowledges the experience of participants and understands the trainer's role as a facilitator. (13)

The methods would be used have been designed so as to be compatible with the e-learning that composed of a set of methods including; short lectures with PowerPoint presentations and graphics, case studies from the four countries in East Africa, film display, storytelling, and simulation.

Learners are exposed to different theories of conflict, and approaches to building peace, and study cases from the four countries that exemplify the complex challenges of peacebuilding. (17)

This course adopted an assessment procedure including weekly formative assessment and summative assessment after each content block/module. It includes different conflict scenarios and invites learners to apply what they have learned by integrating different peacebuilding skills and approaches. (13)

<p>Abbreviation:</p> <p>AMISOM: African Union (AU) Mission in Somalia</p> <p>AU: African Union</p> <p>CA: Conflict Analysis</p> <p>CM: Conflict Management</p> <p>CP: Conflict Prevention</p> <p>CR: Conflict Resolution</p> <p>CR: Conflict Transformation</p> <p>DDR: Disarmament, Demobilization and Reintegration</p> <p>IGAD: Inter-Governmental Agency for Development</p> <p>PB: Peace Building</p> <p>PCRD: Post-Conflict Reconstruction and Development</p> <p>Pk: Peace Keeping</p> <p>PM: Peace Making</p> <p>SSR: security Sector Reform.</p> <p>UNSCR 1325: United Nations Security Council Resolution 1325 "Women, Peace & Security".</p>	
<p>Chapter/ Module One; A Conceptual Framework of Peace & Conflict</p>	
<p>1. Introduction</p> <p>1.1. Understanding conflict</p> <p>1.1.1. Nature & Positive and negative characteristics of conflict.</p> <p>1.1.2. Causes and types of Conflict.</p> <p>1.1.3. Patterns of conflict; interpersonal and intergroup conflict.</p> <p>1.1.4. Stages of Conflict; how does conflict develop.</p> <p>1.2. Conflict and violence</p> <p>1.2.1. What is violence?</p>	

	<p>1.2.2. Violence is more than behavior it involves context and attitude</p> <p>1.2.3. Conflict and violence are different.</p> <p>1.3. Perspective on peace</p> <p>1.3.1. Positive and negative characteristics of peace. Peace is a process.</p> <p>1.3.2. It involves the management and transformation of conflict.</p> <p>1.3.3. Peace as absence of structural and cultural violence</p> <p>1.3.4. Culture of peace Vs culture of violence.</p>	
Chapter/ Module Two; Understanding Peacebuilding		
	<p>2. Introduction</p> <p>2.1. What is Peacebuilding?</p> <p>2.1.1. the multidimensional nature of peacebuilding, the interdependence of peacebuilding actors, the longer-term vs. shorter-term, the existence of multiple frameworks for peacebuilding</p> <p>2.1.2. Peace building processes</p> <ul style="list-style-type: none"> - Peace enforcement - Peace making - Peace keeping - Peace building. <p>2.1.3. Post-war reconstruction.</p> <p>2.1.3.1. Building relationships and exploring Truth, mercy & justice.</p> <p>2.1.3.2. Transitional Justice</p> <p>2.1.3.3. Disarmament, disintegration & reintegration DDR & Security Sector Reform SSR.</p> <p>2.2. Key considerations in Peace building process:</p> <p>2.2.1. Inclusivity</p> <p>Everyone in the room together.</p> <p>2.2.2. Local ownership</p> <p>Multi-track.</p>	

<p>2.2.3. Power relations Redressing key imbalances.</p> <p>2.2.4. Identity Prejudice Stereotyping and Discrimination.</p> <p>2.2.5. Rights</p> <p>2.2.6. Culture Respecting cultural differences and contributing to enrichment of identities.</p> <p>2.2.7. Customary law Ensuring compatibility with customary practices and law.</p> <p>2.2.8. Leadership -Ensuring leadership capacity and reach.</p>	
<p>Chapter / Module Three ; Conflict Analysis</p>	
<p>3. Introduction</p> <p>3.1. What is Conflict analysis?</p> <p>3.1.1. Why do we need conflict analysis?</p> <p>3.1.2. Elements of conflicts:</p> <p>3.1.3. - Actors and stakeholders of conflict.</p> <p>3.1.4. - Issues and causes of conflict.</p> <p>3.1.5. - Targets and objectives of conflict analysis.</p> <p>3.1.6. - Measures and trends of conflict analysis.</p> <p>3.1.7. - In what political, economic, and social environment conflict is happening.</p> <p>3.2. Key elements and tools for analyzing conflict Timeline tool, stakeholder analysis/ Conflict mapping, conflict tree tool, ABC Triangle, the onion, Prejudice, Stereotype & Discrimination, & The Pyramid.</p> <p>3.2.1. Challenges with conflict Analysis</p>	
<p>Chapter / Module Four; Peacebuilding Diplomacy and Conflict Resolution</p>	

<ul style="list-style-type: none"> 4. Introduction 4.1. Intervention to conflict <ul style="list-style-type: none"> 4.1.1. Conflict Prevention (CP) 4.1.2. Conflict Management (CM) 4.1.3. Conflict Resolution (CR) 4.1.4. Conflict Transformation (CT) 4.2. Conflict resolution mechanisms & skills <ul style="list-style-type: none"> 4.2.1. Formal/modern mechanisms: negotiation, mediation and arbitration. 4.2.2. Critical issues in negotiation; Position, Need, Interest. 4.2.3. Indigenous mechanisms 4.3. Essential skills for effective conflict resolution. <ul style="list-style-type: none"> 4.3.1. Conflict Sensitivity/Do No Harm 4.4. Peace-building diplomacy. <ul style="list-style-type: none"> 4.4.1. What is peacebuilding and why does it matter? 4.4.2. Elements of Peacebuilding 4.4.3. Types of diplomacy. 4.4.4. Multi-Stakeholder Diplomacy 	
Chapter/ Module Five; Peacebuilding Approaches & Strategies	
<ul style="list-style-type: none"> 5. Introduction 5.1 Peace building approaches <ul style="list-style-type: none"> 1. Definition 2. Evolution 3. principles 4. Approaches 5.2 Peace building strategies <ul style="list-style-type: none"> 5.2.1. Steps and practical strategies 	

<p>5.2.2. Sector specific strategies</p> <p>5.2.3. Human rights, human security and peace building</p> <p>5.2.4. Democracy and peace building</p> <p>5.2.5. Development and peacebuilding</p> <p>5.2.6. Gender and peace building</p> <p>5.2.7. Resolution 1325 - responsive peace building</p> <p>5.2.8. Resolution 2250 on youth and peace building</p> <p>5.3 Stakeholders in peace building</p>	
<p>Chapter/ Module Six; Peace Building in African Context, Experiences, and challenges</p>	
<p>6. Introduction</p> <p>6.1. Peacebuilding in Africa: the spectrum of peace in the African context</p> <p>6.2. Institutional frameworks for Conflict resolution and peacebuilding in Africa</p> <ul style="list-style-type: none"> - AU's Post-Conflict Reconstruction and Development (PCRD) framework - AU's Disarmament, Demobilization and Reintegration Capacity Program; cases from the region. <p>6.3. Peace-building process/ Conflict Resolution approaches and strategies in Africa: Cases from Ethiopia/Somalia/Sudan or South Sudan.</p>	

About this Course Manual

Peace, Conflict and Resolution (PCMBT) is provided to you by Kampala International University in partnership with NUFFIC and 11 other partners. It is localized and adapted to ODeL format under the Academic Collectives Initiatives. All Course Manuals produced under Academic Collectives Initiative are structures in the same way, as outlined below.

How this Course Manual is Structured

The Course Overview

The Course Overview gives you a general introduction to the Course Information contained in the Course Overview will help you determine:

- ✚ If the course is suitable for you
- ✚ What you can expect from the Course
- ✚ What skills you will gain from taking this course

The Study Guide will help to guide you on

- ✚ How much time you will need to invest to complete the Course
- ✚ Recommended Reference materials
- ✚ Where and How to get Help and Academic Support
- ✚ Course Assessment and Grading Methods
- ✚ Activity Icons

We strongly recommend that you read the overview carefully before starting your study

The Course Content

The Course is broken down into Study Units on weekly formats. Each Study Unit comprises:



- ✚ An Introduction to the Study Unit Content
- ✚ Learning Outcomes
- ✚ Core Content of the Study Unit with a variety of learning activities
- ✚ In-text Questions and Self-Review Questions
- ✚ A Study Session Summary
- ✚ References and Bibliography
- ✚ Glossary of Terms
- ✚ Self-Review Answers

Your Comments

After completing this course, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:



- ✚ Course Curriculum
- ✚ Contents and Structure
- ✚ Course Assessments
- ✚ Course Duration
- ✚ Course Support (assigned tutors, Learners Support Staff (LSS), technical help etc.)

Your constructive feedback will help us to improve and enhance this course

Course Overview

Welcome to Peace Building and Conflict Resolution Diplomacy (PBCRD)

This course manual supplements and complements a blend of resources & platforms

- ✚ **PBCRD Audiobook** - available via Audio Resources Library app on your official mobile device and accessible online @ www.arlibrary.kiu.ac.ug.
- ✚ **PBCRD Videos Lectures** - available via YouTube and embedded directly into the Learning Management System (LMS).
- ✚ **PBCRD Courseware** - available online via the LMS @ <https://lms.kiu.ac.ug/course/index.php?categoryid=279>
- ✚ **DISH Learning Management System (LMS)** - an innovative virtual platform used to facilitate interaction either via chat or video conferencing, where you can discuss with your tutor and peers wherever you are using your devices with or without internet. You will also use this platform to submit assignments, to attempt quizzes, to receive tutor feedbacks, Course news etc.

Peace Building and Conflict Resolution Diplomacy (PBCRD)

Is this Course for you?

This course provides a solid foundation for you to develop your knowledge and acquire essential skills in peacebuilding and conflict resolution diplomacy. This course introduces a conceptual framework of conflict as occurring in nature and the interrelation between conflict, violence, and peace. It provides an introduction to the peacebuilding multidimensional concept. Also, it

equips the learners with the needed skills in peacebuilding and conflict resolution. It provides and overview of peacebuilding and conflict resolution in African context and the AU institutional frameworks. Guided through an exploration of expert's experience engaging with local partners in conflict zones from four East African countries. Learners are introduced to the main theories of conflict, and approaches to building peace. They are also study cases from the four countries that exemplify the complex challenges of peacebuilding.(17) This is course assists you to acquire skills that allow them to compete in the employment market, self-employment, and/or further education opportunities by focusing on low-threshold e-learning courses, which can be used in online and offline digital learning on a variety of devices and settings. It opens opportunities for self-development, specifically, during the Covid-19 crisis.

Course Outcomes



Upon completion of Peace Building and Conflict Resolution Diplomacy (PBCRD), you should be able to:

Objective 1 Understand peacebuilding strategies that seek to address the underlying causes of conflict.

Objective 2 Be prepared with core-competencies to access work opportunities at their countries.

Objective 3 Be familiar with conflict analytical tools.

Objective 4 Acquire communication skills and active listening techniques.

Objective 5 Employ strategies for conflict resolution.

Objective 6 Demonstrate conflict transformation skills and mediation skills.

Objective 7 Interact in a culturally responsive manner.

Objective 8 Understand the interdependence of different peacebuilding considerations and multi-dimensional approach for sustainable peace.

Objective 9 understand aspects of the context of conflict and the differing perspectives on conflict and peace (inherent in conflict situations)

Objective 10 Reflect critically on their own positionality and its implication during conflict and peacebuilding contexts.

Timeframe



This is a 12 weeks course. It requires a formal study time of 8 hours per week. We recommend you take an average of one to two hours for an extra personal study. You can also benefit from online discussions with your course tutor. Kindly see course calendar on your course website or LMS for scheduled dates.

Week 1 – Registration and Orientation

Weeks 2 to 11 – Learning Activities and Interaction

Week 12 – Examination

Study Skills



As a distant learner, your approach to learning will be different to that from your school days, where you had onsite education. You will now choose where, what, when and how you want to study. It is most likely you are fitting your study activities around other professional or domestic responsibilities.

You need to have technical skills and be familiar with use of basic desktop appreciation packages, the use of Internet, Web surfing and other basic Skills.

Check out these link to learn or test yourself on your familiarity of these technologies. It is very important you are capable in the use of these tools

<https://edu.gcfglobal.org/en/subjects/tech/>

<https://www.open.edu/openlearn/education/key-skills-assessment>

Assessments



Generally there are two types of assessment: formative assessments and summative assessments. With regards to your formative assessment, they are of four (4) basic forms: In-Text Questions (ITQ), Self-Review Questions (SAQ) and Tutor-Marked Assignments (TMA) and Quizzes.

This manual is essentially filled with ITQs and SAQs. Feedback to the ITQs are placed immediately after the questions, while the feedback to the SAQ are at the back or end of the manual.

ITQs and SAQs will not graded, however TMAs and Quizzes are graded and they constitute **30/40%** of your final course earning. Feedbacks to TMAs and Quizzes will be provided by your tutor in not more than 2 weeks expected duration.

Your Summative Assessment is your final examination. This exam is a **Computer Based Test (CBT)**, however, the question types will be of different format – **Multiple Choice Questions, Essay Questions, Short Answer Questions, True/False Questions** etc.

Final Exam carries **60/70%** of your total course earning.

Schedule dates for submitting TMAs, attempting quizzes and engaging in course activities is available on the course website. Endeavour to always read course notifications and reminders as posted by course tutors on course social platforms.

An alternative is to visit course website often for updates.

Academic Support



A course facilitator is commissioned for this course. You have also been assigned an academic tutor to provide insight into the learning contents. In addition, Learner Support Staff (LSS) are available 24/7 to provide learning support and guidance if you encounter challenges. You may obtain the contacts of your course facilitator, advisor, etutor or LSS.

Academic Support Contacts for this course are available at the DISH project website.

<https://codeesa.kiu.ac.ug/dish.php>

Need Help?



The Course manual complements and supplements BPCRD audiobook and videos. All learning resources are available at <https://lms.kiu.ac.ug/course/index.php?categoryid=279>

For inquiries, you may contact any of the following contacts for information, learning resources, library services etc.

DISH Project Help-Desk

Tel:

Email: support@dish.kiu.ac.ug

DISH Project Counsellor

Tel:

Email: counsellor@dish.kiu.ac.ug

DISH Library Services

Tel:

Email: library@dish.kiu.ac.ug

Recommended Further Readings



In addition to this course manual and course videos, you can get more knowledge on Peace Building and Conflict Resolution Diplomacy (PBCRD) via library eBooks and Journals. However, the following texts are recommended for your further readings:

- ✚ Abramson, E., H. A. Cutter, R. W. Kautz, and M. Mendelson. 1958, Types and causes of conflict in the contemporary world
- ✚ ACCORD PEACEBUILDING HANDBOOK 2015.
- ✚ Africa Peace and Conflict Journal. 2014, University for Peace. www.africapeace.org/index
- ✚ “African Union, Disarmament, Demobilization and Reintegration Capacity Program”, (AUDDRCP). Project Document and Funding Proposal October 2012, [Http://www.peaceau.org](http://www.peaceau.org)
- ✚ DFID–Department for International Development. 2010. Building Peaceful States and Societies. A DFID Practice Paper. UKaid from the Department for International Development.
- ✚ Fisher 2015, Working with Conflict / Skills and Strategies for Action.
- ✚ Fisher, R., & Ury, W., 1981, Getting to yes: Negotiating agreement without giving in. New York: Penguin Books.
- ✚ Lederach, John Paul, 1995, Preparing for Peace: Conflict Transformation Across Cultures, Syracuse University Press. Syracuse, NY,
- ✚ Miller, Christopher E. A Glossary of Terms and Concepts in Peace and Conflict Studies, 2nd Edition. Ed. Mary E. King. San José, Costa Rica: University for Peace, 2005. Available online at www.upeace.org/pdf/glossaryv2.pdf
- ✚ Stephen Watts, Jennifer Kavanagh, Bryan Frederick, Tova C. Norlen, Angela O’Mahony, Phoenix Voorhies, Thomas S. Szayna, 2017 “Understanding Conflict Trends”, © Copyright RAND Corporation.
- ✚ Simon Mason and Sandra Rychard, 2005, “Conflict Analysis Tools,” Swiss Agency for Development and Cooperation (SDC), Conflict Prevention and Transformation Division (COPRET), Bern, Available at, <http://www.cee.rthz.ch/publications/pdfs/Conflict>.

- ✚ “Peace Consolidation in Africa: challenges and Opportunities”, Office of the special advisor on Africa (OSAA), December 2005, <http://www.un.org>
- ✚ Terence McNamee & Monde Muyangwa ,The State of Peacebuilding in Africa- Lessons Learned for Policymakers and Practitioners. <https://link.springer.com/content/pdf/10.1007%2F978-3-030-46636-7.pdf>
- ✚ United Nations, “Conflict Analysis Practice Note”, <http://www.unsdg.org>

Navigation Icons

While working through this course, you will notice some frequent use margin icons. These icons serve to “signpost” a particular activity, resource, or task. They have been included to help you find your way easily in this course.

A complete set of icons and what they represent is shown below. We recommend you familiarize yourself the icons and their corresponding meanings before starting your study.

 <p>Contents</p>	 <p>Learning Activity</p>	 <p>Outcomes</p>	 <p>Time & Schedules</p>	 <p>Notice / News</p>
 <p>Study Skills</p>	 <p>Assessments – Quizzes</p>	 <p>Assessments – TMA</p>	 <p>Academic Support</p>	 <p>Case Study</p>
 <p>Help</p>	 <p>Feedbacks & Comments</p>	 <p>Recommended Texts Readings</p>	 <p>Group Work or Project</p>	 <p>Workshop</p>



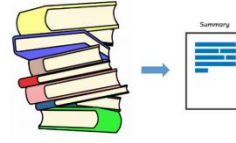
**Live Interaction
– Chat or Video**



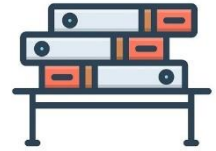
**Peer to Peer
Interaction**



Tips



Summary



References