

Toolkits & Community-Based Methodologies for Conflict Transformation

Desk Review and Recommendations

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INTRODUCTION

Since the 1990s, the Great Lakes Region of Africa (Burundi, Rwanda, the Democratic Republic of Congo) has experienced increased violence and conflict leading to high levels of instability. The causes of instability are complex and have shifted over the years, but conflict and political crisis still greatly affect the lives of those living in the region, particularly youth. Opportunities for young people are limited due to violence, poverty, hunger, lack of education and jobs, displacement, hardships during reintegration efforts, underrepresentation and exclusion from decision-making at family and government levels, little or no support from families and vulnerability to be recruited into armed forces or prostitution. Furthermore, expectations for what constitutes *adulthood* (education, job, marriage, etc.) leave many young men and women in a state of prolonged adolescence.¹ Yet despite negative prospects, there is an overwhelming hopeful sense that social mobility is possible through hard work, responsibility and perseverance.²

With 60% of the total population under the age of 25 years old, the Peace Beyond Borders Programme (PBB) is focusing their attention to this promising majority youth population. The PBB Programme is a peacebuilding initiative, which was launched by Oxfam and 10 national and international organizations as a response to the increased violence in the Great Lakes Region.³ In 2015, they conducted a research initiative at national and regional levels by collecting qualitative information from 348 young men and women interviewed by Impunity Watch staff and 90 young people interviewed by Peer Researchers.⁴ The *Youth Agenda for Peace* was drafted as a result of those interviews and contains invaluable youth recommendations for conflict transformation related to issues of security, governance, access to and management of land, economics and sociocultural conflicts in the region.

This report and subsequent toolkit are a direct response to the recommendations from young people. It is not intended as an exhaustive search of tools related to the topic of conflict transformation, but rather as a basis for dialogue, implementation, evaluation and further research regarding tools that are relevant, accessible and can enrich the PBB Programme and its implementing partners' work with youth.

Over years of work as a practitioner in youth development and conflict resolution, I have seen that far too often young people are labeled strictly as either perpetrators or victims of violence, leading their communities and young people themselves to believe that their abilities to affect positive change are limited. Frequently, youth are seen as *voiceless* or *powerless* and in need of programs that can “give them a voice” or “empower” them. Strategies for working with youth populations must first and foremost include young people as capable decision makers and experts of their own realities and needs. They must work in collaboration with young people to harness local knowledge, creativity and expertise to design sustainable and innovative solutions to challenges faced by youth.

This report seeks to answer the following two questions: what toolkits and methodologies are or have been used to address issues of conflict and identity-based manipulation? And what knowledge and skills imparted by those toolkits and methodologies apply to the needs of young people in the Great Lakes Region?

¹ Marc Sommers, *Low Horizons: Adolescents and Violence in Burundi*, UNICEF, 8 March 2013, p. 25-28, available from: https://www.academia.edu/6774958/Low_Horizons_Adolescents_and_Violence_in_Burundi.

² Peter Uvin, *Life After Violence: A People's Story of Burundi (African Arguments)* (New York: Zed Books, 2009), p. 104.

³ Impunity Watch, *Youth Agenda for Peace in the Great Lakes Region*, Peace Beyond Borders Programme, 2015, p. 3.

⁴ *Ibid.*, p. 4.

BACKGROUND

This report was designed with a goal in mind, specifically, gathering information on already existing community-based conflict transformation toolkits and methodologies for use with youth populations in the Great Lakes Region. It represents the first phase of a consultancy tasked with three main objectives:

- Design a toolkit of community-based methodologies to equip children and youth with knowledge and skills to resist identity manipulation;
- Develop a range of tools and methodologies to be used by Impunity Watch, partner civil society organizations and “Peace Brokers” (elected local community representatives) working for peace under the PBB Programme; and
- Train Impunity Watch staff and partners on the toolkit.

DESK REVIEW OBJECTIVES

- Review toolkits and methodologies that are or have been used to help children and youth thoughtfully evaluate conflict, resist identity manipulation and advocate for peace; and
- Assess which already existing methodologies should be included or referenced in a community-based conflict transformation toolkit for the PBB Programme.

RESEARCH METHODOLOGY

Young people interviewed in the *Youth Agenda for Peace* used words such as *raise –awareness, advocate, promote, engage, organize, encourage, strengthen* and *create* to describe their recommendations for peace.⁵ These key words were the inspiration and starting point for my research phase.

The collection and analysis of existing toolkits and methodologies included information from primary and secondary sources such as informal interviews with practitioners and academics, case studies, my field notes, lessons learned, books and scholarly articles. Additionally, a questionnaire was designed and distributed to Impunity Watch and partner civil society organizations of the PBB Programme in order to gather their specific insights from working in the Great Lakes Region. It should be noted that many effective grassroots organizations might not have the training, materials, time or personnel needed to consolidate their methodologies and experiences into written materials. In some cases, developing tools may actually distract a grassroots organization from focusing on their strong peacebuilding work.⁶ For that reason, further research at the local level would be necessary to supplement findings included in this report.

Many of the findings offer an integrated approach and draw upon a variety of techniques and practices. For the purposes of this report, research findings have been structured categorizing the toolkits and methodologies by the following three themes:

- Engagement and Mobilization
- Artistic Process and Performance
- Oral and Multimedia Storytelling

⁵ Ibid. p. 5-21.

⁶ Limitations to the Rights-Based Approach in Conflict Resolution (Part 2) with Peter Uvin (accessed September 27, 2015); available from <http://peacemedia.usip.org/resource/limitations-rights-based-approach-conflict-resolution-peter-uvuin>

For each relevant toolkit and methodology under the identified themes, a more detailed analysis has been conducted with the aim to capture:

- Key technical or transferrable life skills and lessons imparted by the identified toolkit or methodology as they relate to recommendations made by young people in the *Youth Agenda for Peace*;
- Potential challenges, if any, that may arise in implementation of the identified toolkit or methodology; and
- Related resources, if any, which could inform the implementation of the identified toolkit or methodology.

MAIN FINDINGS

The main findings of this report present methodologies, existing toolkits and resources in a manner that is accessible for individuals and organizations to reference when designing youth development and conflict transformation programming.

EXISTING TOOLKITS AND COMMUNITY-BASED METHODOLOGIES FOR CONFLICT TRANSFORMATION			
Methodology, Theme	Organization Name, Country/Region, Age Group	Goals, Objectives, Themes, Lessons	Available Resources, Notes
Engagement and Mobilization			
Co-Creation Method	<ul style="list-style-type: none"> - Butterfly Works - Emerging economies worldwide - No age specifications 	<ul style="list-style-type: none"> - Equality through co-design. - Community-driven action. - Mobilizing and empowering people according to their expertise and through ownership over the process. - Tool that can be used to guide people in their identification of social needs, research, pilot programs and strategy for sustainability and scaling up. 	<ul style="list-style-type: none"> - Publications (available in English): <i>How to Do it Yourself: Start your own Social Campaign Toolkit</i>, <i>How we did it: Building Bridges Peace Mapping Campaign</i> with case study from Kenya and <i>Research and Results: How to Measure Impact Guideline</i> - Supplemental documents and information on software for campaign development including an Ushahidi demo video
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Knowledge on how to define a cause, build a youth-led social campaign and disseminate information to raise awareness of a specific issue among community members such as other youth, police, military, families and government leaders.</p> <p><u>Potential Challenges and Considerations:</u> Depending on the dissemination strategy, projects may require access to computers, cell phones, internet or equipment for printing of materials.</p> <p><u>Related Resources:</u> See Butterfly Works project page for more information such as mobile apps to inform civilians about the electoral system or farmers about how to optimize productivity as well as the “C’est la Vie” platform that encourages behavioral change with a focus on women’s rights.</p>			
Collective Action	<ul style="list-style-type: none"> - Frog Design - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Group investigation to generate solutions to community problems. - Apply design thinking outside of the design world. - Tool that can be used by community leaders who want to work with groups to solve shared problems, build new skills and gain knowledge. 	<ul style="list-style-type: none"> - <i>Collective Action Toolkit</i> which includes six activity areas and exercises with step-by-step instructions for implementation (available in English) - Related case studies (available in English)
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Critical thinking and collaboration skills to encourage listening and negotiation between youth and their families, communities and government.</p> <p><u>Potential Challenges and Considerations:</u> While the toolkit provides several activities to assist in identifying a shared issue among group members, it does not discuss the implications of a diverse group (differences in age, ethnicity, gender, etc.) and how to focus group work to one particular issue if the needs and interests of the members are not the same.</p>			

Community Mapping	<ul style="list-style-type: none"> - Iconoclasistas - Latin America, Europe, Africa, Australia - No age specifications 	<ul style="list-style-type: none"> - Facilitate the exchange of experiences and inspire collaborative action over a geographic space. - Tool that uses cartography to build networks and promote communication and collaboration. 	<ul style="list-style-type: none"> - <i>Community Mapping Manual</i> (available in English, Spanish and German) - PowerPoint presentations and videos (available in Spanish) - Tools for Reflection and Implementation (available in English and Spanish) - Icons and symbols for print
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Technical and transferrable life skills that relate to youth recommendations: Teamwork and collaboration for the exchange of ideas and experiences among youth. Could be used to facilitate exchange between young people from different countries or ethnic backgrounds and discussions related to border issues, land rights, migration and security. It can also be used as a tool to evaluate already existing peace initiatives and whether or not they are actually providing security and services to a particular geographic area.

Potential Challenges and Considerations: While materials can be adapted to fit the available resources, it is recommended to have writing, drawing and coloring materials available.

Gender Conscious Engagement and Recruitment	<ul style="list-style-type: none"> - Search for Common Ground - Worldwide - Girls 20 years old and younger 	<ul style="list-style-type: none"> - Guidance for program managers to ensure involvement and engagement of girls. - Tool that includes considerations and challenges when recruiting girls and suggestions for programming and staffing. 	<ul style="list-style-type: none"> - <i>Engaging and Recruiting Girls in Peacebuilding Programs Toolkit</i> (available in Arabic, English and French)
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Technical and transferrable life skills that relate to youth recommendations: How to meaningfully involve and engage young women and promote their rights to actively voice their opinion.

Potential Challenges and Considerations: As noted in the *Youth Agenda for Peace*, sociocultural traditions may be a hindrance to the promotion of gender equality.

Related Resources: Girl Effect is an organization that has a variety of resources and information available including their *Safety Toolkit: A Resource for Practitioners* for designing safe programs for adolescent girls and the *Insight Toolkit* for working with girls in poverty. Engaging men and boys is equally important in gender equity work. Promundo is an organization that focuses on the link between the violence and trauma that men experience during conflict and perpetuation of violence at home. They have several educational resources available including, *Living Peace Groups Implementation Manual and Final Project Report: GBV Prevention and Social Restoration in the DRC and Burundi*. LOGiCA is another program working in the Great Lakes Region to increase gender-sensitive programming and generate knowledge on how to address gender-based conflict in demobilization and reintegration efforts.

Human Centered Design	<ul style="list-style-type: none"> - IDEO - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Techniques to create new solutions centered on the population for whom you are designing. - Tool that facilitates a three-step process of identifying what people desire, what is technically and organizationally feasible and what is financially viable. 	<ul style="list-style-type: none"> - <i>Human-Centered Design Toolkit</i> which offers techniques, methods, tips and worksheets for implementation (available in English)
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Technical and transferrable life skills that relate to youth recommendations: Development of creativity and innovative thinking to design new approaches to problems first by analyzing and focusing on the needs of youth.

Potential Challenges and Considerations: The human-centered design process begins by identifying what “the people you serve” desire. This choice of language makes me question the ownership that those “people” would actually have over the project being developed. The toolkit includes guidelines for qualitative research including who to talk to, how to gain empathy and capture stories. While these are useful tools for organizers, it does not include ethical considerations if the organizer is an outsider to the particular community where he or she is working.

Intentional Youth Engagement and Job Opportunities Development	<ul style="list-style-type: none"> - Search for Common Ground - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Provide alternatives to violence through opportunities for young people to contribute to a more peaceful society. - Tool that can be used to equip organizers with knowledge to ensure that youth are mainstreamed in conflict resolution activities. 	<ul style="list-style-type: none"> - <i>Children, Youth & Conflict: An Introductory Toolkit for Engaging Children & Youth in Conflict Transformation</i> includes methodologies for engagement such as building partnerships, radio, mentoring and theater as well as tools for monitoring and evaluation (available in English)
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Technical and transferrable life skills that relate to youth recommendations: Practical tools to strengthen the leadership of grassroots organizations and their approaches to helping young people leave armed groups.

Related Resources: For more information on how to build partnerships with civil society organizations, *A Toolkit for Strengthening Partnerships* (available in English) can be found through the United Nations Development Program. In regards to alternatives for youth, youth recommendations from the *Youth Agenda for Peace* includes developing short-term 6-month vocational training programs and centers as an alternative to violence. YouthBuild International has programs in 15 different countries using a model of vocational training for the development of work and life skills. Spark is a similar organization and is already working in the Great Lakes Region to provide youth with entrepreneurship training and education.

Mapping of Youth Leaders and Youth-Led Initiatives	<ul style="list-style-type: none"> - Search for Common Ground - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Guidance for integrating and implementing youth mapping activities. - Customizable tool that can be used to understand the ways young leaders and youth-led groups influence or could influence their communities. 	<ul style="list-style-type: none"> - <i>Mapping Youth Leaders for Peacebuilding Toolkit</i> (available in English)
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Technical or transferrable life skills imparted by methodology that relate to youth recommendations: Develops leadership, teamwork and communication skills as youth identify other young leaders and movements in their communities. Identification of youth assets can assist in the development of youth forums and spaces for young people to gather.

Related Resources: *Mapped! A Youth Community Mapping Toolkit* (available in English) provides more information on mapping of youth assets.

Sports for Social Impact	<ul style="list-style-type: none"> - Streetfootballworld - Africa, Asia-Pacific, Europe, Latin America, Middle East, North America - No age specifications 	<ul style="list-style-type: none"> - Football as a uniting force to create a sense of community and companionship. - Tool that can be used to promote and facilitate social change in eight key areas: employability, education, social integration, peacebuilding, gender equality, health, youth leadership and environmental issues. 	<ul style="list-style-type: none"> - Publications (available in English): <i>Football3 Methodology Handbook</i>, <i>Child Rights Summary</i>, <i>Child Protection in Sport</i>, <i>Playing for Change</i>, <i>Preventing Child Abuse</i> and <i>Claiming the Pitch</i> - Case studies for youth employability, gender equality, peacebuilding, developing safe and accessible football infrastructure and raising-awareness (available in English)
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Technical and transferrable life skills that relate to youth recommendations: Cooperation, teamwork and coexistence among young people from different ethnic backgrounds.

Potential Challenges and Considerations: A facilitator who has a basic understanding of football is ideal and considerations would need to be made for providing a safe area where youth can engage in Football3 activities.

Related Resources: The Sports for Change program of Mercy Corps and Coaches Across Continents both offer additional resources and insight on how to incorporate football into youth development programming.

Artistic Process and Performance			
Educational Dance	<ul style="list-style-type: none"> - dance4life - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Bring an end to AIDS, unplanned pregnancies and sexual violence by empowering and educating young people through music and dance. - Global community of youth leaders “agents4change” that replicate model in their communities and schools. - Tool that can be used to educate and engage youth in efforts to promote reproductive health. 	<ul style="list-style-type: none"> - <i>Our Four-Step Process, Global Citizenship and Monitoring and Evaluation</i> guides (available English)
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Education in reproductive health and promotion of leadership and organizational skills among youth.</p> <p><u>Potential Challenges and Considerations:</u> The methodology seems to rely heavily on implementation through already existing institutions such as schools. If an organization or young person wanted to implement a dance4life program in their community, they may need additional support on how to recruit and organize.</p>			
Drama for Conflict Transformation	<ul style="list-style-type: none"> - Youth Theater for Peace - Tajikistan, Kyrgyzstan - No age specifications 	<ul style="list-style-type: none"> - Sustainable conflict prevention at the community level through participatory theater. - Tool that can be used to strengthen youth-serving institutions, equip youth with life skills and create a network of support for young people to lead community-based conflict resolution activities. 	<ul style="list-style-type: none"> - <i>Drama for Conflict Resolution Toolkit</i> draws on theories from Positive Youth Development, Image Theater, Forum Theater and Participatory Theater (available in English)
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Practical skills for organizing theater events, engaging and encouraging communities to participate and offering youth a safe space for self-expression.</p> <p><u>Potential Challenges and Considerations:</u> Some theater methodologies may require more in-depth training in order to effectively and ethically work through complex issues of conflict.</p> <p><u>Related Resources:</u> Search for Common Ground has a <i>Participatory Theater for Conflict Transformation Manual</i> (available in English) that provides more information on using participatory theater. Theater of the Oppressed is another well-known and widely used theater practice with exercises that could be incorporated into a theater program. There are also several theater projects already taking place in the Great Lakes Region such as Project Ariadne and Theatre and Reconciliation, among others.</p>			
Peacebuilding Performance (Music, Dance, Theater)	<ul style="list-style-type: none"> - Theatre Without Borders, Brandeis University and filmmaker Allison Lund - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Documentary and toolkit that challenge and support the work of artists, cultural workers, peacebuilders, educators, students, policymakers and funders in the field of peacebuilding performance. - Tool that can be used to expose an audience to how performance, particularly theater performance, can be used as a tool for resistance, rehumanization and reconciliation. 	<ul style="list-style-type: none"> - <i>Acting Together on the World Stage</i> documentary and toolkit include short videos, interviews and discussions with respected performance artists, community workers and academics in the field of peacebuilding worldwide (available in English with subtitles in Arabic, Hebrew, Japanese, Spanish, Sinhalese and Tamil) - Supplemental documents include tools for leading discussions about the documentary, minimizing harm in peacebuilding work, planning and strengthening

			peacebuilding performance initiatives and a glossary of terms used within peace and conflict studies
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Technical and transferrable life skills that relate to youth recommendations: Practical tools and ethical considerations for planning peacebuilding and cultural activities that can be used for celebration of culture and identity, ethnic integration and reconciliation.

Potential Challenges and Considerations: Access to the toolkit due to cost and language and literacy limitations if the audience does not speak one of the subtitle languages or is unable to read.

Related Resources: *Inspiring Youth in Burundi and the Great Lakes: A Creative Approach to Peacebuilding* (available in English) is an article on Search for Common Ground’s website which discusses the use of music and festivals in peacebuilding work including the Amani Festival in Goma, DRC. Additionally, *The Rhythm of Reconciliation: A Reflection on Drumming as a Contribution to Reconciliation Processes in Burundi and South Africa* (available in English) by Lena Slachmuisjlder discusses the use of drumming as a practice to restore relationships across ethnic divisions and promote unity and hope.

Oral and Multimedia Storytelling

Community-Based Video	<ul style="list-style-type: none"> - InsightShare - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Participatory approaches and community engagement through multi-media for locally led change. - Provides tools for dialogue and engagement with stakeholders at all levels. - Tool that can aid in building the capacity of individuals and communities to understand, claim and fulfill their rights. 	<ul style="list-style-type: none"> - Publications (available in English): <i>A Rights-Based Approach to Participatory Video Toolkit</i>, <i>Insights into Participatory Video: A Handbook for the Field and Community Screenings for Participatory Video – A Guide</i> - Project reports, case studies, photo stories and articles (available in English) - <i>Participatory Video: Better Practice for Social Change</i> webinar series (available in English)
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Technical and transferrable life skills that relate to youth recommendations: In addition to the technical skills of video-production and multi-media storytelling, community film screenings contribute to the creation of youth spaces for inter-ethnic dialogue and exposure to a diversity of views.

Potential Challenges and Considerations: Projects require access to resources such as video cameras for short film production and projectors and screens for community screenings.

Related Resources: La Poderosa Media Project is a similar organization that encourages cultural empathy and collaborative learning through visual arts programs in Latin America and the United States. In addition to facilitating self-representation and creative expression among youth through film, they also promote economic advancement of underprivileged youth through equal access to multimedia training and resources. In regards to using film as a tool to create infrastructure, Cine Vagabundo is a mobile cinema project based in Colombia that trains communities in the creation of community screenings through an “Ambassadors of Perspective” program. While the program focus is not violence prevention, it promotes safer communities through communication among neighbors, education and exposure to other world-views as well as an economic opportunity for local merchants to sell their goods at community screenings. Local Voices is a project that collects and shares stories from people in eastern Congo and disseminates those stories in order to foster understanding of local dynamics. For more information on a “rights-based approach”, view *Limitations to the Rights-Based Approach in Conflict Resolution* instructional video lecture with Peter Uvin, which can be found through the United States Institute of Peace website (available in English).

Listening and Learning Exercises	<ul style="list-style-type: none"> - Search for Common Ground - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Guided conversation whereby both parties (researcher and subject) share information and exchange experiences. - Tool that can be used to assist adults and youth researchers in shifting the traditional power dynamics of research to a mutually beneficial and two-sided conversation. 	<ul style="list-style-type: none"> - <i>Listening and Learning Toolkit</i> (available in English and French)
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Communication skills to encourage youth-led research, exchange and debate.</p>			
Participatory Photography	<ul style="list-style-type: none"> - Peace in Focus - Worldwide - No age specifications 	<ul style="list-style-type: none"> - Collaboration with grassroots organizations to reinforce community-driven reflection, problem-solving and innovative solutions to local challenges. - Participatory photography as the entry point for the development of critical life skills and healthy relationships. 	<ul style="list-style-type: none"> - <i>Introduction to Photography and Digital Storytelling Curriculum</i> includes ice-breaker exercises, activities with step-by-step instruction and guidance for organizing community exhibits (available upon request in English and Spanish)
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> In addition to the technical skills of photography and digital storytelling, youth learn visual literacy and leadership skills to be influential and effective communicators through images and words.</p> <p><u>Potential Challenges and Considerations:</u> Projects require access to cameras.</p> <p><u>Related Resources:</u> <i>The PhotoVoice Manual</i> (available in English) provides extensive guidance for the design and implementation of participatory photography projects.</p>			
Storytelling through Oral History Quilts	<ul style="list-style-type: none"> - Dr. Cynthia Cohen - Her project took place in the United States but it is a practice used worldwide - No age specifications 	<ul style="list-style-type: none"> - Provide a space for participants to exchange personal experiences and culture through oral storytelling and visual representation. - Oral history quilts – whether of cloth or paper – are tools that build on storytelling traditions practiced by many cultures. When individual stories are put together to create a quilt, it forms a powerful metaphor for a healthy multicultural community. 	<ul style="list-style-type: none"> - <i>A Patchwork of Our Lives: Oral History Quilts in Intercultural Education</i> offers step-by-step suggestions for implementation (available in English)
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Provide a safe space and outlet for the sharing of stories, especially young people’s grievances.</p> <p><u>Potential Challenges and Considerations:</u> A variety of cloth and sewing materials are ideal, but can be adapted to paper quilts with glue.</p> <p><u>Related Resources:</u> In my experience with visual projects there is level of safety that people feel in being able to produce something that speaks for itself without the need for words. These types of projects can be used to share information about conflicts to other community members or policymakers while still protecting the identity of the authors. An Internet search of <i>arpilleras</i> a tradition used by Chilean women will provide more information and supplemental materials on storytelling through cloth.</p>			
Youth Radio for Peacebuilding	<ul style="list-style-type: none"> - Search for Common Ground, Radio for Peacebuilding Africa - Worldwide 	<ul style="list-style-type: none"> - Guides for radio broadcasters (adults and youth) who are interested in building peace through youth radio programming. 	<ul style="list-style-type: none"> - Publications (available in English and French): <i>Youth Radio for PeaceBuilding – A Guide (2nd Edition)</i>, <i>Sustainability of</i>

	<ul style="list-style-type: none"> - No age specifications 	<ul style="list-style-type: none"> - Tool that can be used to provide a space where young people can publicly analyze conflict and how it affects their lives, collaborate on solutions and celebrate positive initiatives in their communities. 	<p><i>Community Radios (Modules 1 – 5), Responsible Media Coverage of Elections, Covering Trauma, Target Audiences for Peacebuilding Radio, Strategic Communications for Peacebuilding, Rumour Management Manual, Radio Talkshows for Peacebuilding – A guide, How to Produce a Radio Soap for Conflict Prevention/Resolution, Radios Africaines Pour la Paix (RAPP) and Community Radio, Gender, and ICTs in West Africa</i></p>
<p><u>Technical and transferrable life skills that relate to youth recommendations:</u> Leadership, communication and radio skills for the creation of a youth-led spaces where young people can express themselves and be heard by audience members.</p> <p><u>Potential Challenges and Considerations:</u> Independent radio has a history of having a strong impact in the Great Lakes Region. On May 14, 2015 the African Public Radio (RPA) and several other independent radio stations in Burundi were attacked after a failed coup de-eta against President Pierre Nkurunziza. As a result, it has remained a challenge for independent radio and television to operate again in the region. For this reason, specific security measures would need to be considered when implementing radio programming. Additionally, projects require access to resources such as radio-equipment and most likely experienced radio personnel who can serve as mentors for youth.</p> <p><u>Related Resources:</u> Soul Beat Africa is a platform for the sharing of information related to communication, media and social and economic development in Africa. In regards to radio, Studio Ijambo in Burundi trains journalists and produces programs centered on the resolution of local issues. Other independent radio programming in the Great Lakes Region includes the Pole Institute in the DRC and Radio Isanganiro (Crossroads Radio) in Burundi. While focused on health, UNICEF has an <i>Evaluating Health Radio Programs Toolbox</i> (available in English) that can provide insight into evaluating youth radio programs.</p>			

SUMMARY

People are complex and therefore conflict among people is complex. Embracing complexity is perhaps one of the most crucial first steps towards conflict transformation. For that reason, peacebuilding requires a variety of actions, engagement of actors at many levels and recognition of the interconnectedness of all initiatives and individuals involved.⁷ While necessary, contemplating the complexity of conflict can be overwhelming and for that reason, John Paul Lederach suggests that peacebuilders thoughtfully work to simplify (not reduce) the complexity of a conflict to disciplines or concepts that would make peacebuilding possible.⁸ The objectives of this particular project and main findings of this report, lead me to ask, *what disciplines and skills would make resistance to identity-based manipulation and conflict possible?*

Findings under the “Engagement and Mobilization” category share the common objective of creating relational spaces for collective thinking, identification of shared issues and collaborative and community-driven action. Key skills imparted by these findings include teamwork, leadership, communication and organization. Likewise, findings under the “Artistic Process and Performance” category share the common concept of creation with a focus on building the capacity of people to imagine *what could be* through creative endeavors. Lederach refers to this as the *moral imagination*, which when cultivated has the ability to transcend violence or any other type of conflict that we may experience.⁹ Key skills imparted by these findings include creativity, adaptability, strengthening and celebration of self and cultural identity, expression through words and actions and a sense of discipline and responsibility to ethically engage people in creative activities that have the power to evoke emotions. Findings under the “Oral and Multimedia Storytelling” category also share an ethical responsibility to first and foremost create a safe space for the collecting and sharing of experiences. Key skills imparted by these findings include listening, dialogue, healthy debate and visual and oral communication.

Few findings actively target the prevention or transformation of *identity-based manipulation* as a first objective compared to the methodologies that more generally seek the transformation of conflicts. In fact, the majority of available resources related to *identity-based conflict* focus exclusively on gender-identity such as sexual orientation and achieving gender equity. While critical topics, these resources do not reflect what constitutes identity-based conflict in the context of the Great Lakes Region.

According to the *Youth Agenda for Peace* and *Women’s Agenda for Peace*, identity-based conflict in the Great Lakes Region is deeply rooted in ethnic and political issues such as refusal of inter-ethnic marriages, stigmatization of communities based on past disputes, problems related to dual citizenship and manipulation of youth by politicians, among others.¹⁰ Given the local context and research findings as they currently exist, it appears that it would be up to the individual or organization interested in implementing a particular methodology to adapt it to address specific identity-based conflicts or situations. For this reason, the toolkit will aim to fill a gap in available information by focusing on activities for resistance and resilience against identity-based manipulation for use in the Great Lakes Region and similar contexts worldwide.

⁷ John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*, (New York: Oxford University Press, 2005), p. 33.

⁸ Ibid. p. 34.

⁹ Ibid. p. 27-28.

¹⁰ Impunity Watch, *Citizens’ Perceptions of Conflict Transformation in the Great Lakes Region (Burundi, DRC, Rwanda)*, Policy Brief, January 2015 (accessed September 15, 2015); available from [http://www.impunitywatch.org/docs/IW-Oxfam_Policy_Brief_Great_Lakes_\(Jan_2015\).pdf](http://www.impunitywatch.org/docs/IW-Oxfam_Policy_Brief_Great_Lakes_(Jan_2015).pdf)

CONCLUSIONS & RECOMMENDATIONS

Given that the main purpose of the toolkit is for resistance against identity-based violence, the foundation of the toolkit will be in the development of one's personal story and how their story coincides or differs from the collective story of their community or the context in which they find themselves. Effective methodologies found in this report will be adapted for the purpose of equipping young people with skills to resist identity-based violence and promote peace. The toolkit will be divided in five activity areas: *identify*, *imagine*, *create*, *organize* and *strengthen*. Prior to finalizing toolkit content, all material and terms will be tested for relevancy and understanding during a pilot training with Impunity Watch and partner civil society staff.

Through the course of research for this report and the continued tasks of the consultancy, the following recommendations emerged which can be applied to the immediate project of the development of a toolkit for use in the Great Lakes Region as well as more generally for youth development and conflict transformation work worldwide:

- Examine ethical concerns such as the type of program approach being used (needs-based, rights-based, human-centered etc.) and the ways in which it may possibly reinforce existing issues or power dynamics as well as considerations when researchers or program staff are outsiders to the particular community where a program is being implemented;
- Provide research knowledge in a manner that is operationally relevant to local implementing teams and consider whether or not research findings, knowledge and developed tools are reflected in the actual programming;¹¹
- Establish locally understood definitions of human rights and concepts used in conflict transformation such as *tolerance*, *empathy*, *violence*, *resilience*, etc.;
- Include youth in all aspects of program development through participatory approaches to needs assessments, identification of risk factors, implementation and evaluation to ensure that programs are relevant, accessible and replicable by youth populations;
- Embrace the complexity of conflicts and consider all initiatives and actors as interdependent and crucial to conflict transformation. Even actors such as the government or in some cases, civil society organizations whose actions or agendas are counter-productive to peace need to be carefully researched and understood;¹²
- Adapt material-requirements of program methodologies and activities to reflect the available local resources;
- Encourage local ownership over programs through constant collaboration with beneficiaries;
- Dedicate time and funds to the implementation of transparent qualitative and quantitative mechanisms to monitor and measure program impact, including impact that is potentially harmful;
- Question and test the impact, quality and flexibility of programs. This implies a willingness to invite feedback and adapt or make changes if the program is actually not meeting the needs of its beneficiaries; and
- Encourage creativity in order to imagine *what could be* and a willingness to take risks in pursuit of new solutions.

¹¹ Limitations to the Rights-Based Approach in Conflict Resolution (Part 2).

¹² Ibid. (Part 3).

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