

NATIONAL OPEN UNIVERSITY OF NIGERIA

# PCR 111



## Introduction to Peace Studies

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### Course Blub

Conflicts of different intensities continue to ravage human society. Many individuals wonder why these conflicts pervade both advance and developing societies and why it has become difficult to avoid them. Conflict is an inevitable part of human interaction because of differences in biological, social and cultural make-up of men. Therefore, societies continue to study conflict as a means of understanding it and engendering peace. Therefore, understanding conflict and how to deal with it is a precursor to bringing peace to any society.

Credit Unit:	3 units
Course Status:	Compulsory
Semester:	First
Course Duration:	15
Required Hours for Study:	46



### Ice Breaker

It is expected that as a student in the department of Peace Studies and Conflict Resolution, your aim is to become a Peace Agent anywhere you find yourself and ultimately get employed based on the skills you would have garnered from studying this course and other assigned courses.



## Introduction

PCR111, titled “Introduction to Peace Studies” is one-semester three (3) credit units’ foundation level course. It is available for students as a prerequisite towards a B.Sc. in Peace Studies and Conflict Resolution. PCR111 is specifically targeted at enhancing the employability capacity of the student. In other words, the specific skills that are necessary for the student to be employable are infused all the way into the course material. This course consists of 4 Modules. Each module is further broken down into different units. The units were developed using local examples. This Course Guide will tell you what this course is all about, what materials will be relevant, and how to use them. It will also provide you a guide on how much time to use in order to successfully complete the course. It will also give you some guidance on your self-assessment exercises, tutor-marked assignments, and other details, which will be found in a separate ‘Assignment File.’



## Course Competencies

By the end of this course, you will be able to:

- demonstrate communication and conflict resolution skills
- analyse conflict situations
- mediate ethnic, religious, civil-military relationship crises in Nigeria
- develop skills required in the management of conflict and post conflict situations
- apply human rights and social justice in the promotion of national and international peace process.



## Employability Skills

1. Analytical skills
2. Communication skills (listening & speaking)
3. Mediation skills
4. Negotiation skills
5. Organisational skills



## Working through this Course

The general aim of this course is to give you an introduction to major themes, issues and challenges in study of peace, as well introduce some of the tools, techniques and relevant peace institutions creating the connections and synergies between peace studies and other courses offered in the institution. This course will provide a wider view of issues relevant to peace, through the lens of peace studies, with the sole aim of providing the right tools and the necessary level of commitment to effect a change for the better in terms of peace, violence and conflict on all levels.



## Course Modules and Units

There are four Modules in this course. Each module has an average of five Units. The modules are designed to cover the four major aims of the course and arranged accordingly.

### Module 1 Concepts and Theories in Peace and Conflict Studies

- Unit 1 Conceptualizing Peace and Conflict
- Unit 2 Perspectives on Conflict
- Unit 3 Theories of Conflict
- Unit 4 Causes and Analysis of Conflicts
- Unit 5 Peace Processes

### Module 2 Fundamentals of Peace Studies

- Unit 1 Communication and Peace-Building
- Unit 2 Ethnicity and Peace-Building
- Unit 3 The Essentials of National Integration
- Unit 4 Civil-Military Relations and the Promotion of Peace in Democratic Society

### Module 3 Issues in Conflict Management

- Unit 1 Religion, Peace and Conflicts in Nigeria
- Unit 2 Contemporary Issues in Peace Education
- Unit 3 African Endogenous Peace Institutions for Conflict Resolution
- Unit 4 Small Arms and Light Weapons Proliferation, Children and Girls in Armed Conflicts
- Unit 5 Post Conflict Reconstruction

### Module 4 Discourse in Peace and Conflict Management

- Unit 1 Peace Building
- Unit 2 Gender and Peace Building
- Unit 3 Human Rights, Social Justice and Peace Building
- Unit 4 International Peace Institutions in Africa and Peace Building
- Unit 5 Conflict Prevention



## Course Requirements

To complete this course, you are expected to read all the study units, suggested books and other relevant materials to achieve the objectives. Each unit contains tutored marked assignment, and you are required to submit assignments for assessment purposes. There will be an examination at the end of the course. The course should take you a total of 15 weeks to complete. Please find below a list of the major components of the course.



## Course Requirements

Major components of the course are:

1. Course guide
2. Study units
3. Assignment file
4. Presentation schedule
5. References/Further Readings



## References/Further Readings

These books are recommended for further reading. There are more references at the end of each unit:

Albert, I.O. (2001), *Introduction to Third Party Intervention in Community Conflicts.*, PETRAF and John Archers (Publishers) Ltd.

Albert, I.O. (2002). *Introduction to Third Party Peaceful Transformation Forum Intention in Community Conflicts.* John Archers (Publisher) Limited.

Amoo, Sam G. (1997). *The Challenge Of Ethnicity And Conflicts In Africa: The Need for a New Paradigm.* New York: Emergency Response Division, United Nations Development Programme.

Burgess, H. & Burgess, G.M. (1997)., *Encyclopedia of conflict Resolution.*, Santa Barbara, ABC - CLIO.

Burton, J. (1987). *World Society.* University Press of America.

Deutsch, M.A. (1973). *The Resolution of Conflict.*, New Haven, Conn: Yale

Gayle, Millers & Carol, Miller Lieber (2001). *Conflicts in Context: Local to Understanding Global*

Goldberg, Stephen, Sander, Frank E. A. & Rogers, Nancy H. (1992). *Dispute Resolution: Negotiation, Mediation and other processes*, Little, Brown and Co.

- Lanham, Imobighe T. (Ed.). (2003). *Civil Society and Ethnic Conflict Management in Nigeria*. Ibadan, Nigeria: Spectrum Books, Ibadan, Nigeria.
- Miller, Christopher A. (2004). *A Glossary of Terms and Concepts and Conflict Studies.*, University for Peace.
- Nnoli, O. (1980). *Ethnic Politics in Nigeria*. Enugu. Nigeria: Fourth Dimension.
- Otite, O. & Olawale, I. (Eds.). (1999). *Community Conflicts in Nigeria: Management, Resolution, and Transformation*. Ibadan, Nigeria: Spectrum Books., Nigeria
- Rubin, J. (Ed.). (1981). *Dynamics of Third Party Third-Party Intervention: Kissinger in the Middle East*, New York: Praeger.
- Schmid, Alex P. (2000). *Thesaurus and Glossary of Early Warning Conflict Prevention Terms*, Forum on Early Warning and Early Response. Security. Education for Social Responsibility
- Zartman & Rasmussen J.L., (Eds.), *Peacemaking in International Conflicts, Methods and Techniques.*, Washington DC: US Institute of Peace Press.

### Web Resources

- Gay, B. & Weaver, S. (2011). Theory building and paradigms: A primer on the nuances of theory construction. *American International Journal of Contemporary Research*, 1(2), 24-32

<http://dx.doi.org/10.1111/j.14695812.2007.00349.x>

<https://www.britannica.com/topic/judicial-settlement> Read more on Judicial Settlement here

[https://www.researchgate.net/publication/235932992\\_Procedural\\_Aspect\\_of\\_Arbitration\\_in\\_Nigeria](https://www.researchgate.net/publication/235932992_Procedural_Aspect_of_Arbitration_in_Nigeria)

- Obi Iwuagwu, (2021). *Nation building in Africa: Issues, Challenges and Emerging Trends*. University of Lagos Press and ookshop ltd.
- Olusola Isola (2014) *Interfaith Conflict Mediation Mechanisms and Peace building in Nigeria* <https://icermediation.org/interfaith-conflict-mediation-in-nigeria/>

- Robert Muggah (Ed.). (2009). *Security and Post Conflict Reconstruction: Dealing with fighters in the aftermath of war*. Routledge Taylor and Francis Group

[https://books.google.com.ng/books?id=6B\\_FhCKIGsoC&pg=PA104&dq=Pictorial+illustration+of+the+activities+in+post+conflict+reconstruction&h](https://books.google.com.ng/books?id=6B_FhCKIGsoC&pg=PA104&dq=Pictorial+illustration+of+the+activities+in+post+conflict+reconstruction&h)

[l=en&sa=X&ved=2ahUKEwiCoYLri4\\_8AhV3WqQEHY9aCCAQ6AF6BAgJEA](https://www.researchgate.net/publication/351248994_CHAPTER_1_NATION_BUILDING_ANDITS_IMPLICATIONS)

[https://www.researchgate.net/publication/351248994\\_CHAPTER\\_1\\_NATION\\_BUILDING\\_ANDITS\\_IMPLICATIONS](https://www.researchgate.net/publication/351248994_CHAPTER_1_NATION_BUILDING_ANDITS_IMPLICATIONS)

Umahi, Timothy & Nwano, Theophilus. (2012). Procedural Aspect of Arbitration in Nigeria. *ESUT Law Journal*. Vol. 1. 125-141.

<https://www.sacattorneys.com/the-advantages-and-disadvantages-of-arbitration.html>

<https://www.cfr.org/report/preventing-conflict-coastal-west-africa>

[https://www.researchgate.net/publication/337203734\\_Opportunities\\_for\\_conflict\\_prevention\\_Lessons\\_from\\_the\\_economic\\_community\\_of\\_West\\_African\\_States\\_ECOWAS](https://www.researchgate.net/publication/337203734_Opportunities_for_conflict_prevention_Lessons_from_the_economic_community_of_West_African_States_ECOWAS)

[https://www.researchgate.net/publication/331293173\\_Conflict\\_management\\_and\\_prevention\\_under\\_the\\_African\\_Peace\\_and\\_Security\\_Architecture\\_APSA\\_of\\_the\\_African\\_Union](https://www.researchgate.net/publication/331293173_Conflict_management_and_prevention_under_the_African_Peace_and_Security_Architecture_APSA_of_the_African_Union)

<https://reliefweb.int/report/world/african-union-approaches-peacebuilding>



## Online Facilitation

There are 15 hours of online synchronous and asynchronous tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignment, and keep a close watch on your progress. And on difficulties you might encounter and provide assistance to you during the course. Do not hesitate, to contact your tutor by telephone if you need help.

You should try your best to attend the synchronous online tutorials. This is the only way to have real-time live contact with your tutor and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will gain a lot from participating actively.



## Presentation Schedule

The weekly activities are presented in Table 1 while the required hours of study and the activities are presented in Table 2. This will guide your study time. You may spend more time in completing each module or unit.

Week	Activity
1	Orientation and course guide
2	Module 1 Unit 1
3	Module 1 Unit 2
4	Module 1 Unit 3
5	Module 1 Units 4 & 5
6	Module 2 Unit 1 & 2
7	Module 2 Unit 3 & 4
8	Module 3 Units 1 & 2
9	Module 3 Unit 3 & 4
10	Module 3 Unit 5
11	Module 4 Unit 1 & 2
12	Module 4 Units 3, 4 & 5
13	Revision and Response to Questionnaire

Table 1: Weekly Activities

The activities in Table 1 include facilitation hours (synchronous and asynchronous), assignments, and Discussion Forum. How do you know the hours to spend on each? A guide is presented in Table 2.

1	<b>Synchronous Facilitation (Video Conferencing)</b>	1	11
2	Self-Study and Asynchronous Facilitation (Read and respond to posts including facilitator's comment, self-study)	2	22
3	Assignments, Discussion Forum, and portfolios	1	11
4	Examination		2
	<b>Total</b>	4	46

Table 2: Required Minimum Hours of Study



## Assessment

There are three aspects to the assessment of this course. First, are the self-assessment exercises, second are the tutor-marked assignments; third are the e-exam based examination. In tackling these Self-Assessments and tutor marked assignments, you are expected to apply the information, knowledge and experience acquired during the course.

Table 3 presents the mode you will be assessed.

S/N	Method of Assessment	Score (%)
1	Self-Assessment Exercises	0
2	Tutor Marked Assignments(TMAs)	30
3	Final Examination	70
<b>Total</b>		100

Table 3: Assessment Grading

There are 19 Self-Assessment Exercises in this course. Try to attempt them before you go to the end of each unit to check the correct answers to all the questions. They are meant to strengthen your understanding of the units and prepare you for other graded assessments.

There are three tutor-marked assignments in this course. You only need to submit all the assignments. Each assignment will count 10 % towards your total course mark. This implies that the total marks for the three assignments will now be 30% of your total course mark. The Assignments for the units in this course are contained in the Assignment File. You will be able to complete your assignments from the information and materials contained in your set books, reading and study units. However, it is always desirable at this level of your education to research more widely, and demonstrate that you have a very broad and in-dept knowledge of the subject matter.

Ensure that you do each assignment on or before the deadline given in the Assignment File. If, for any reason you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension. Extensions will not be granted after the due date unless there are exceptional circumstances warranting such.

The final examination for **PCR111: Introduction to Peace Studies** will be of one and half-hour' duration and have a value of 70% of the total course grade. The examination will consist of multiple choice questions (MCQs) and fill in the blank (FBQs) questions which reflect the practice exercises and tutor-marked assignment you have previously encountered. All areas of the course will be assessed. You will use the time between the completion of the last unit and sitting for the examination, to revise the entire course. You may find it useful to review your tutor-marked assignment and comment on them before the examination. The final examination covers information from all aspects of the course.

## How to Get the Most from the Course

In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the

study units tell you when to read, and which are your text materials or set books. You are provided exercises to do at appropriate points, just as a lecturer might give you an in-class exercise.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If this is made a habit, then you will significantly improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a Reading section. The following is a practical strategy for working through the course. If you run into any trouble, you could put a call across to your tutor. Remember that your tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly, it is your first assignment.
2. Organize a Study Schedule: Design a 'Course Overview' to guide you through the Course. Note the time you are expected to spend on each unit and how the assignments relate to the units. You need to gather all the information into one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates and schedule of work for each unit.
3. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please, let your tutor know before it is too late for help.
4. Turn to Unit I, and read the introduction and the objectives for the unit.
5. Assemble the study materials. You will need your set books and the unit you are studying at any point in time.
6. Work through the unit. As you work through the unit, you will know what sources to consult for further information.
7. Well before the relevant due dates (about 4 weeks before due dates). Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
8. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor.

9. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
10. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the Assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
11. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).



## Tutors and Tutorials

There are 15 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board. The following might be circumstances in which you will find help necessary. Contact your tutor if:

- i. You do not understand any part of the study units or the assigned readings.
- ii. You have difficulties within the exercises.
- iii. You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefits from course tutorials, prepare a question list before attending them. You will learn quite a lot from participating in the discussions.



## Online Facilitation

The Online Facilitation offering is an opportunity for students to engage with facilitators on the course materials. Typically, the facilitation exercise comprises of two main activities:

1. **Video Conferencing Sessions:** Here the facilitator will come online for one hour based on a predetermined schedule. The facilitator will briefly explain concepts in a course module or unit under consideration after which he/she answers questions students may have on the course material. All the video conferencing session will be recorded and made available on the NOUN Learning Space for review and the benefit of those that could not join the sessions.
2. **Discussion Forums:** An online discussion forum is a learning tool that gives students a place to express their opinion and understanding regarding the topic outlined for discussion. Students will be able to challenge one another to think deep on the course. The online facilitator will guide the process. Your contributions in the discussion forums will be scored. You are expected to make your post on the discussion forum before you can read the posts of others.

# MODULE I: CONCEPTS AND THEORIES IN PEACE AND CONFLICT STUDIES

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## Module Introduction

This module will make you to be aware of the concepts and theories in peace and conflict studies. It will also explain the philosophies guiding conflict manifestations and promotion and sustainability of peace in the society. Various perspectives on conflict, theories of conflict, the causes and analysis of conflicts and peace processes will be thoroughly discussed. This is important because it will help you understand the subsequent modules. The learning outcomes below specify what you are expected to learn after going through this module.

Unit 1	Conceptualizing Peace and Conflict
Unit 2	Perspectives on Conflict
Unit 3	Theories of Conflict
Unit 4	Causes and Analysis of Conflicts
Unit 5	Peace Processes

# Unit 1: Conceptualizing Peace And Conflict

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## Unit structure

- I.1 Introduction
- I.2 Learning Outcomes
- I.3 Definition of Conflict
- I.4 The Concept of Peace
- I.5 Perspectives on Peace
  - I.5.1 Ahimsa
  - I.5.2 Satyagraha
  - I.5.3 Conflict Resolution Strategies
  - I.5.4 Pacifism
  - I.5.5 Just War
- I.6 Summary
- I.7 References/Further Readings/Web Resources
- I.8 Answers to Self-Assessment Exercises



## I.1 Introduction

Have you ever been involved in a disagreement with your colleagues or any person within your community? How did you feel after the encounter? Conflict is inevitable within the society. This introductory course in peace and conflict studies will provide you with a broad set of theories, analytic tools, and policy mechanisms for understanding on the issues of peace and conflict. In this unit, you will participate in a diverse range of exercises, such as book reviews, presentations and debates which are structured around case studies, and intended to demonstrate the wide range of skills necessary for applying the theoretical and policy analysis underpinning the course.



## I.2 Learning Outcomes

By the end of this unit, you will be able to:

- define the concept of Conflict.
- explain the meaning of Peace
- describe the various Perspectives on Peace



### 1.3 Definition of Conflict

Conflict has different definitions to different authors. Careful analysis of these definitions will reveal that there are what they have in common. First, we can see the inevitability of conflict in human affairs as indicated in figure 1.



**Fig. 1: Inevitability of Conflict in the Society**

Second, the basic features of conflict situations. Many of the definitions, for example, showed that conflicts involve interdependent parties who perceive some kind of incompatibility between them.

Author	Definition	Key Terms
<b>Coser 1956</b>	Social conflict is a struggle between opponents over values and claims to scarce status power and resources	Struggle, opposition, scarcity
<b>Deutsch 1973</b>	A conflict exists whenever incompatible activities occur ... one party is interfering, disrupting, obstructing, or in some other way making another party's actions less effective	Incompatibility, interference effectiveness
<b>Hocker and Wilmot 1985</b>	'Conflict is the interaction of interdependent people who perceive incompatible goal and interference from each other in achieving those goals'	Behaviours, disagreement, competition
<b>Pruitt and Rubin 1986</b>	Conflict means perceived divergence of interest, or a belief that the parties' current aspirations cannot be achieved simultaneously	Interests, aspirations, beliefs
<b>Conrad</b>	Conflicts are	Communication,

<b>1991</b>	communicative interactions among people who are interdependent and who perceive that their interests are incompatible, inconsistent, or in tension	inter-dependence tension
<b>Folger, Poole, Stutman 1997</b>	Conflict is the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving these goals	Interaction interdependence, Incompatibility

Apparently, you will observe from the definitions above that conflicts are inevitable. The responsibility of not allowing conflict to degenerate into crises rest basically on the parties involved.



## 1.4 Concept of Peace

Peace is generally described as the absence of war. Peace according to Miller and King (2003), is defined as ‘a political condition that ensures the existence of justice and social stability through formal and informal institutions, practices and norms’. It is misleading to think that the absence of war means the presence of peace. It is also important to know that simply avoiding conflicts, does not mean peace, but acting in accordance to the conditions that must be met to guarantee peace in any society. Balancing political power in any region every member of that community must be given a sense of respect and belonging in principle and practice, collectively and individually in accordance with international standards. All these conditions mentioned above come to guarantee positive peace. Peace sought outside the premise of social justice as mentioned above is called negative and it is not true peace. Watch this short video by clicking on the link below to learn more about the definitions of peace:



Peace Meaning

<https://www.youtube.com/watch?v=AepblMZpYCc>

You can also click [here](#) to access the video.

From the video above can you now define peace in your own words?



## 1.5 Perspectives of Peace

A lot of perspectives in peace processes are developed over years. But for the purpose of this module, we will describe the following:

### 1.5.1 Ahimsa

Let us first look at Ahimsa. This is religiously originated from the Jainism, a reforming sect of Hinduism, a faith prominent in Indian region where Gandhi grew up. Ahimsa is translated into English as 'non-violence', but in the original Sanskrit, it conveys more meanings compassing 'non-injury' to all aspects of forms of life, be it man, animal or plant.

### 1.5.2 Satyagraha

We now move to Satyagraha which is a principle of peace which was also pushed by Gandhi which means 'the pursuit of truth' or 'insistence on truth'. Gandhi (1928:36) argued that there is law of nature guiding the process of acquisition. The law according to him states that whatever guided the process of acquisition, will also guide the sustenance or the keeping of that acquisition. He therefore argued that it is better to acquire whatever thing we want, be it political, economic or social in a nonviolent way, so that we can keep it in that same way. 'A thing acquired by violence will be retained by violence alone' Gandhi (1928:36). The idea of satyagraha goes beyond non-violence, to 'embodied a lifelong pursuit of truth'.

### 1.5.3 Conflict Resolution

This perspective talks about mediation, conciliation and arbitration as we have in Figure 2.



Fig. 2: Conflict Resolution

These are processes that encouraged the use of neutral third party to facilitate the process of peace making. The processes could be applied to inter and intra personal and group conflicts. These processes can be studied and practiced independently. Agreements reached with these processes can be binding, therefore enforceable in the court of law.

#### 1.5.4 Pacifism

This is historical theory that rejects the use of war as a means of settling disputes. This theory argues that peaceful efforts should be applied in conflicts. It was first used in 1902 at the tenth Universal Peace Conference at Glasgow, Scotland. People opt for pacifism because of religion or the belief that war is ineffective and obsolete. To some, it goes beyond no war, to include the pursuit for justice and human rights. We have absolute pacifists who believe in no war, even, for self-defence. The conditional pacifists oppose war and violence in principle, but recognize war to be the last resort in some cases. Some pacifists engage in humanitarian acts during wars, but some just refuse to participate in any form. They may be sentenced to community services in cases of state assignments that they refused to be drafted in.

#### 1.5.5 Just War

This theory was derived from the works of Bishop Augustino of Hippo after the fall of the Roman Empire. The theory makes case and guidelines for war. This theory has influenced much of the Western political thoughts in general and international wary laws in particular. It states;

1. That the decisions be made by a legitimate constituent assembly or authority, not by aggrieved individuals,
2. That the decision be made based on the right intention and just cause,
3. That the success be reasonably attainable; and
4. That the envisioned peace be preferable to the situation if war was not fought.

Conditions 3-4 are termed proportionality principles



#### **Discussion**

From your understanding of different definitions of peace and the fact that Nigeria is not engaged in any civil war in recent time, does that mean that we have peace in Nigeria? Post your input in 100 words on the discussion forum.



#### **Scenario**

In the town of Azuzu, the inhabitants are notable for the protection of their territorial integrity with all sense of seriousness, but without going into war, against encroaching towns. Inspite of all the efforts of Azuzu's neighbouring

town, Columbo, to see the two towns go into war, Azuzu maintained that peace could be achieved without going into war.

At different occasions, the people of Azuzu farming at the border communities were molested by the people of Columbo. Farms were destroyed, yields were stolen and the likes. But in all these provocations Azuzu never saw war as an option. Instead, the court of law was approached and the dispute was peacefully settled.

Based on what was presented above, answer question 1 in the Self-Assessment section.



### Self-Assessment Exercises

Fill the gap in the following statements

1. In the case of Azuzu as shown in the scenario presented above, which perspective to peace was adopted in resolving the conflict?  
A. Ahimsa B. Satyagraha C. Pacifism D. Just War
2. From the video you watched earlier peace was NOT defined as a state of  
A. tranquility B. quiet C. harmony D. cordiality
3. Our associations with conflict may be \_\_\_\_\_ or negative?  
A. Abusive B. Positive C. Impactful D. Non-impactful



### 1.4 Summary

In this Unit, you have learnt the definitions of conflict and peace, their basic identities authors that reflected on the terms. Based on the objectives of the Unit, you will be able to tell what is positive peace, negative peace and the conditions that define conflict emergence. This preliminary attempt to define conflict adopted the perspective of functional approach which grounded on the general proposition that conflict can only take place within the following premise of communication, interdependence, incompatibility, cooperation competition, interaction, interdependence struggle, opposition, scarcity, strategy, bargaining, dependence, incompatibility, interests, aspirations, beliefs. Finally, peace should be sought for within the cycle of justice for sustainable peace or we will have negative peace.



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## 1.6 Answers to the Self-Assessment Exercises

1. C
2. D
3. B

## Unit 2: Perspectives On Conflict

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### Unit structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Perspectives on Conflict
  - 2.3.1 Traditional Perspective on Conflict
  - 2.3.2 The Contemporary Perspectives
    - 2.3.2.1 The Cognitive Perspective
    - 2.3.2.2 Interaction Perspective
    - 2.3.2.3 Verbal Aggressiveness Theory – VAT
    - 2.3.2.4 Attribution Theory
    - 2.3.2.5 Integrative Theory
    - 2.3.2.6 Social Influence Theory
    - 2.3.2.7 The Coordinated Management of Meaning CMM
    - 2.3.2.8 Confrontation Episode Theory
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Answers to Self-Assessment Exercises



### 2.1 Introduction

“One man’s food is another man’s poison” Have you heard that saying before? The saying literally means we cannot all see things the same way. This Unit will make you aware of the theories of conflict and peace. It will also explain the philosophies guiding the analysis of conflict and peace studies. It is important because it will help you understand the subsequent modules. The objectives specified below are what you are expected to learn after going through this Unit.



### 2.2 Learning Outcomes

By the end of this unit, you will be able to:

- analyse various contemporary and traditional perspectives of conflict
- compare contemporary and traditional perspectives on conflict.



## 2.3 Perspectives on Conflict

### 2.3.1 Traditional Perspective on Conflict

We shall consider the traditional perspective to Conflict first. This perspective defined conflict as 'an explanation of the relationship between elements or variable' (Folger, Pool and Stutman 1997). This implies that when you talk about conflict theories or perspectives, we are simply trying to understand the explanations or reason guiding the relationship of the variables involved, so, the theory of Conflict and peace studies is an explanation of the ideas guiding the study of peace and conflict in the world today.

The traditional perspectives considers ideas outside the field of communication, namely, the psycho- dynamic perspective, field theory, experimental gaming research, the human relation perspective and the inter-group conflict research, the human relation perspective and the inter-group conflict.

The Psycho–dynamic perspective: This perspective 'probes into the basis of conflicts in unconscious human needs and psychological dynamics.' It can be traced to the works of Freud and the Impressionists who have been ridiculed and harshly critiqued by many scholars. However, this provides insights into our daily thinking concepts that 'the unconscious' 'the ego' and 'and 'the id' processes like repression and wish fulfilment are fundamentals to our understanding of conflict. 'Psycho–dynamic, theorists attempt to describe the mechanisms in the human mind that constrain and channel psychic energy. Their mode has three components:

1. The identity, the source of energy
2. The superego, the value system designed to constrain this energy:
3. The ego, the exclusive function that relates function that relates to the identity, and superego to actual behaviour described human mind as a reservoir of psychic energy 'that can be channelled into various activities. They further argued more on the effect of anxiety, frustration and self-hate to be forces that could be destructive as most times, this aggression is targeted towards the 'vulnerable or acceptable targets' and not towards the actual sources of frustrations, especially when the source is powerful or valued by the person. This explains the 'perception' characteristics of conflict as identified in the definition. At times, ideas are not true, but perceived.

Although, this perspective is true to the extent of explaining what goes on in the human mind, it does not consider the external factors, which has to do with actions, reactions and counter actions. The second flaw of this theory is that, it did not explain how one could re-route the impulses in situations for a change of action. Also, why a particular group of people are studied like the case of the German Jews, on this theory.

The Field Theory: Kurt Lewin (1951) is the originator of this theory. His argument was that human behaviour is determined by various fields of force. This movement is called 'life space' which consists of one's important goal, the barriers and necessary requirements to attain to the perception, which is psychological and subjective. It is not objective.

It is important to know that Social external factors, not only the personal view of the person that contribute to actions and reactions that constitute the conflict synergy. In explaining his theory, Lewin further argued that the climate is the quality of the field, which could be pervasive when the climate is 'continent' as everyone perceives the gain of the other to be his loss. The level of hostility will be high, but when the interdependence is 'promotive', persons involved in conflict perceive the gain of the other to be the gain of all, therefore, creating a healthy climate. Therefore, interactions, cooperative or competitive create the climate. This theory explains what goes on in organisational conflicts. When a worker is having poor assessment goes into the office of his boss for reviews, and finds the interaction competitive, he is likely to get aggressive and defensive and the result will be a pervasive climate.

### **Can you identify some of the Shortcomings of the Field Theory?**

One limitation of this theory is the problem of narrowness. It simplified conflict analysis to practically involve the issues of co-operation and competition. This approach can be very misleading in the sense that it makes conflict to be more complex than expected.

The second limitation is over-emphasis on perception of individuals as the main cause of conflicts, because there are other causes, beyond perception. Experimental Game Research: Pruitt and Kimmel (1977) propagated this theory, which is similar to the Social Exchange Perspective. Both perspectives believe that two important factors must be known about conflict, - conflict involves people who are interdependent and conflict people go for interactions that are more rewarding and less costly. The social exchange perspective believes that human behaviour is guided by self-interest, 'meets people's needs'. They also assume that rewards are not objective, but depending on the individual's perception. The second assumption is that rewards and cost are seen as 'exchange of resources among participants during interaction'.

The conclusion is that 'parties exchange resources to influence others behaviours in ways that produce acceptable outcomes'. Therefore, conflict will emerge when one feels that his or her outcomes are too low, and secondly, when he anticipates that there will be resistance when an effort is made to improve on these outcomes, and the other is seen to be responsible for the poor outcomes. This theory looks at conflict as a game of chess with the following assumptions:

The game is structured to be a composition of choices and rewards that which they receive as they select their options. The point is that the choice

life opportunities are limited and the players know what their choices are. The rewards (payoffs) they will receive will not only depend on their choices, but on the choices of others. The choice and the rewards are known to the players; therefore, it makes it game meaningful since they are aware of the implications.

Players rewards depend on the choices they make, therefore, they make selections based on high rewards. The game research and social exchange provide several insights into conflict interaction and conclude that 'conflict interaction can be reduced to a series of exchange governed by participants' calculations and potential outcomes'

The short fall of this approach is that it reduced the extremely wide variety of choices people have in real life to just a few that the game allows. It is very complex in real life to determine what outcomes of actions could be. Some of them come with rewards and costs; so, it is not easy to draw a line between costs and rewards.

It could be very cumbersome to go on calculating rewards and outcomes before taking an action. This is sometimes quite unrealistic. Human Resource Perspective: This is the last of the traditional perspective. It is the most recent and it emphasizes the motivation of workers at the work place. The human relation researches believe that five distinctive types of conflict behaviours based on two independent components of conflict characteristic exist. The assertiveness concerns itself with self-satisfaction and co-operations concern itself with the well-being of others. The styles that could be measured assertively or cooperatively are competing, accommodating, avoiding, collaborating and compromising.

Inter Group Conflict Research: Inter group conflict analysis emphasizes the peculiarities that go with inter group relationships. There are conflicts characters that can only be noticed because people are from different nationalities, religious or ethnic group. The peculiarities of these conflicts lie in the characteristics of the group and it is inevitable.

There are two major problems noticed in inter group conflicts. One or two groups may have economic or political interest and one group stands to gain at the defeat of the other. But, most of the time, both groups do not know these ultimate interests and groups differences are emphasized. Most times the driving force for the conflict is not known. This further complicates the intervention that could be planned for the group.

The second consideration to be noted in inter group conflicts, is that groups in conflict on their own do not have the inherent ability to execute the conflict, but depend on the interaction of the other groups to act. So, prejudice should be discouraged. It is rather important to know that the search for identity is the driving force for group affiliation and the group he does not belong. The inter group perspective focuses on the external social group and how they generate conflict.

## 2.3.2 The Contemporary Perspectives

Now we move to the second perspective of conflict which is contemporary perspective. Contemporary perspective to conflict cut across traditional boundaries revealing a multidisciplinary approach. As many as the disciplines are, they have been grouped into two, - the cognitive and the interaction perspectives. The cognitive and interaction theories seek to be descriptive and predictive. The descriptive answer the question of how people do things in conflict situation, and the predictive answer the question why people do things to escalate conflict.

The Contemporary perspective can be further broken down other perspectives as explained below;

### 2.3.2.1 The Cognitive Perspective

This refers to those theories that believe thoughts and perception are most important in determining thoughts and perceptions are most important in determining communication behaviours. These are the theories that believe that what goes on in the mind of a person determines what he will say. They also believe that everybody is different and unique, therefore will see things differently. So, the cognitive look at ideas of communication – encoding, decoding, planning and strategizing. They also assume that the cognitive constructs are revealed in their beliefs, attitudes, values, and perceptions.

The cognitive way to answer three research questions in conflict analysis:

1. How do individuals and groups differ in their approach to conflict? For example, are women less violent than men?
2. What trait best predicts communication during conflict? Personality traits are searched here, from verbally aggressive, to assertiveness, etc and
3. How does perception influence communication during conflict? For example, what are socially acceptable conducts?

### 2.3.2.2 Interaction Perspective

This perspective believes that behaviour is the key to understanding meanings. This school of thought indicated that you cannot understand a concept outside its context. 'Meaning cannot be discerned independent of its context'. Thus, 'situations are negotiated by actors through the behaviour they enact' Situations to them is fluidic than fixed, therefore, there is much mutual influence, as 'realities and meanings between people emerge and are negotiated through the moves and counter moves of discourse'. (Folger, Marshal and Stutman 1997. Pg.48).

Interaction perspectives seek to answer the following three questions:

1. What rules do people use to interpret conflict situations?
2. What is the interaction pattern in conflict situation?

3. How do people use messages to accomplish many objectives in conflict?

The cognitive and interaction perspectives later broke further into three each, making six contemporary theories.

### **2.3.2.3 Verbal Aggressiveness Theory – VAT**

Knowing that the contemporary theories are communication oriented, the VAT being one of them argues that aggression as a trait possessed by people can be ignited based on the interaction with factors in a particular situation. Infante and Wigley, (1987) argue that verbal aggression is depended on one's level of argumentativeness which is motivated by a willingness to want to argue. If one feels satisfied arguing, they will argue, but if reverse is the case, the person will not want to argue. The implication of this is that people with low argumentative traits, are high in verbal aggressiveness, because they are frustrated and lack the skills to succeed in such situations and therefore turn to aggression in a negative trait that can lead to conflict escalation, long-lasting damage to self-concept and deterioration of relationships. It is important to encourage people to develop argumentative traits as it is positively related to career satisfaction, achievement, superior-subordinate satisfaction, organisational growth and development.

### **2.3.2.4 Attribution Theory**

This theory applies mostly to interpersonal conflict. In analysing conflicts, people look at the causes of the action by attributing it to the characteristic, intentions and the attitudes of the people involved. The second effect of attribution theory is that because their actions will be attributed to other factors, they are encouraged to act appropriately in different situations. Innate (internal) ability of an individual to act in a particular way is referred to as dispositional factors, while external factors like the nature of the task, luck, interferences are called situational factors. So, in analysing any conflict situation, both dispositional and situational factors are considered. These attributions help in the choice of conflict management style that could be adopted.

### **2.3.2.5 Integrative Theory**

This theory allows for open discussion of issues surrounding a conflict without any negative evaluation of the parties involved. Emphasis is placed on the problem. It calls for problem solving (dialogue) and collaboration. The second style is avoidance, which attempts to avoid direct discussion and management of the conflict. It involves denial of conversation etc. The third method is distributive, which aims to resolve the conflict at a win/lose situation. You could employ insults, direct criticism and negative evaluation of the other party.

There are three propositions of this theory: people like to use it because it is easy to attribute the causes of the conflict to others or situation. The second

reason is that, it encourages non-cooperative modes which is easy to identify with in angry situations and the third proposition is that the choice of the method to use in resolving the conflict will affect the outcome and the degree of satisfaction in the relationship.

### **2.3.2.6 Social Influence Theory**

This theory emphasized the use of aggressive verbal acts when they can find justification for it. As much as verbal aggressiveness is frowned at, people can still get coercive without getting the condemnation that go with it because they can find justification for it. 'At the heart of this theory, lies the premise that not all coercive acts are perceived as 'aggressive' (Folger, Marshall, and Stutman 1997).

### **2.3.2.7 The Coordinated Management of Meaning CMM**

This theory of conflict analysis emphasizes that meanings of conversations depend on the context or nature of the relationship between the discussants, including their self-concept and cultural background. The uniqueness of an individual based on its exposure and hereditary comes into play in understanding what he or she is saying. Factors like cultural patterns, life script, constructs, episodes, speech acts, content and raw data are all come together to contribute to understanding what was said. 'The coordinated management of meaning provides a basis for identifying and understanding how the same event can have different meanings for parties involved how these meanings affect their actions' Page 60 (Folger, Marshall, and Stutman 1997).

### **2.3.2.8 Confrontation Episode Theory**

Newell and Stutman (1988 and 1991) argue that communication is not just words, but activity that two or more people come together to co-create. Social confrontation deals with conflict that has to do with conduct and rules. Before conflict can be discussed, the disputants will first and foremost find out the legitimacy of the rule guiding the relationship. The theory has six tracks –

1. No legitimacy
2. Justification
3. Deny behaviour
4. Deny rule broken
5. Deny responsibility and
6. Accept responsibility.

The explanations above revealed that conflict can be seen from the lens of tradition and that of contemporary perspective

The link below shows more about the perspectives of conflict. Copy and paste the link below in a browser to watch the video. The answer to questions 3-5 of the self-assessment Exercises could be found in the video



Conflict Management - Different viewpoints on Conflict Management (Management video 15)

<https://www.youtube.com/watch?v=jw2VCG-2oql>



### Discussion

Read through the conversation on the Parking Lot. Standing as a mediator, analyse the questions after to differentiate between the different perspectives of conflict:

**Jay:** What's your problem? What the hell did you do to my Honda? I said, what did you do?

**Femi:** I drove into my spot and didn't see your bike. What was it doing parked there?

**Kola:** Look, my tire is flat. I can't move the wheel. Crushed in and doesn't move.

**Femi:** I didn't see it until I was on top of it.

**Kola:** You are going to have to pay for this. I can't afford this.

**Femi:** What was it doing in a parking space?

**Kola:** What's your problem? It was parked. Look at the wheel. You came around pretty good.

**Femi:** Listen, this is my spot. I didn't see it and it shouldn't have been there. You're lucky I stopped when I did. Look at my bumper. What was it doing there?

**Kola:** You ass. Who cares whose spot. Some jerk like you drove over my Honda and says, 'This is my spot'. I don't care who you are, you will fix my Honda.

**Femi:** You are one with a problem. Do you work here?

**Kola:** What does that have to do with anything? Stop looking at your bumper, it looks fine. I want your driver's license and insurance.

**Femi:** Who in the hell do you think you are? (Starts walking away)

**Kola:** You are not going anywhere (Grabs Tom's arm)

**Femi:** Let go of me. You are screwed. I'm calling the police. (Turns to move towards the office)

Jay slugs Tom from behind. The two scuffle for a few moments until others arrive to break them apart.

(Adopted from Working through Conflict)

From the dialogue above:

- a. Why did the conflict escalate to physical violence?
- b. What assumptions does your answer reveal? Post your answers in not less than 200 words in the discussion forum



### Case Study

The link below contains a journal publication on conflict using Igboland as a case study. Copy and paste the link in a browser to read the article and then use it to answer question 1 of the Self-Assessment exercises

<https://www.idosr.org/wp-content/uploads/2019/05/IDOSR-JCISS-21-68-77-2016.-UME.pdf>



### Self-Assessment Exercises

1. All the following are extrajudicial conflict resolution method in Igboland except
  - a. Oath taking
  - b. Covenant (igba ndu)
  - c. Divination
  - d. sacrifice
2. According to Folger et al, a theory is defined to be 'an explanation of the relationship between elements or \_\_\_\_'
  - a. man
  - b. nature
  - c. element
  - d. danger
3. From the video on the explanation of perspectives of conflict, the other two perspectives mentioned aside traditional were resolution-focused and \_\_\_\_
  - a. interventionist
  - b. interactionist
  - c. instructionist
  - d. interloping



### 2.4 Summary

To recap on what was learnt in this unit, it is important to remember that we defined conflict and peace with analyses of the definitions with emphases on major ideas that guide the proper understanding of the concepts of peace and conflict. The different perspectives of theories that have been guiding the study of peace and conflict will be discussed in full in the cause of the course. The essence of this approach is to acquaint the students with the different schools of thoughts which will explain for the different approaches to conflict and peace studies and analyses. 'Conflict is the interaction of interdependent people who perceive incompatible goal and interference from each other in achieving those goals' (Hocker and Wilmot 1985).

There are two major perspectives of conflict – the traditional and the contemporary. The traditional was further divided into four – Psychodynamic

perspective, Field Theory and the Concept of Climate, Experimental Gaming and Social Exchange, The Human Relation Perspective and Inter Group Conflict Resolution.

The Contemporary Perspective and Inter-action Perspective: This is defined as 'A political condition that ensures justice and social stability through formal and informal institutions, practices and norms'. Miller and King (2003). Different perspectives of Peace were identified and discussed in Unit I. – Ahimsa, Satyagraha, Conflict Resolution Strategies, Pacifism and Just War.

This unit has examined various traditional and modern conflict theories. The knowledge of these theories will definitely assist us to understand the concept and theories of conflict. This we shall extensively discuss in the next unit



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## 2.6 Answers to the Self-Assessment Exercises

1. d
2. c
3. b

## Unit 3:Theories of Conflict

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### Unit structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Theories of Conflict
  - 3.3.1 What is a Theory?
  - 3.3.2 Theories of Conflict
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Answers to Self-Assessment Exercises



### 3.1 Introduction

Theories are usually propounded to have a clearer, broader and simplified understanding of a concept. As a buildup to the theories of conflict as discussed under the Perspectives of Conflict (See Unit 2), we will be discussing about the various theories of conflict under the System Theory. As stated by UK Essays, a school of theories under the systems theory consider how the roots of violence are all interconnected and are products of social, political and economic interactions. New emerging theories such as the human needs theory consider the deprivation of basic human needs to be a direct cause of conflict and suggest that addressing the same would eradicate conflict. Lastly, various social theories from Karl Marx to Franz Fanon provide me with lenses to be used in studying social disruption for these theories really enunciate what causes societal fractures and what can be done about it.



### 3.2 Learning Outcomes

By the end of this unit, you will be able to:

- discuss the general principles of conflict theories
- explain at least 6 (six) theories of Conflict.



### 3.3 Theories of Conflict

#### 3.3.1 What is a Theory?

Just like every other phenomenon, theory, is seen or perceived differently by different scholars and obviously does not have a single meaning. However, it is commonly agreed that theory attempts to provide explanations to phenomena. What then constitutes a theory? Theory is described by Good Vogt, 2005, in Margarita Mouza 2018, is defined as a statement or group of statements that clarify the mechanics of the world around us and frequently

explains relations among phenomena. Theory constitutes the core body for analysis, assists in a resourceful development of the field, and is a necessity in applying real world problems (Gelso, 2006). Researchers have attempted to explain their views on theory using typologies that lead to a plethora of definitions with little agreement on meanings (Bachman & Schutt, 2007; Creswell, 2009; Gay & Weaver, 2011; Gelso, 2006; Harlow, 2009; Heinen, 1985; Kerlinger, 1986; Stam, 2007, 2010b; Sutton & Staw, 1995; Wacker, 1999; Whetten, 1989). The meaning of theory is not preset, nor is it universal (Harlow, 2008); rather, it evokes a determining law, or a construct, originating from the methodical arrangement and understanding of phenomena. As stated by Heinen (1985), theory is a group of rationally arranged laws or relationships that define a discipline, and seeks to clarify a problem, describe revolutionary elements of a phenomenon, or provide predictive utility in a systematic way (Stam, 2007). In contrast, Gelso (2006) indicated that theory originates from the interrelation of variables, and defined theory using eight constructs; (a) descriptive ability, (b) explanatory power, (c) heuristic value, (d) testability, (e) integration, (f) parsimony, (g) clarity, (h) comprehensiveness, and (i) delimitation.

### 3.3.2 Theories of Conflict

1. Systems Theory
2. Structural violence
3. Relative Deprivation Theory
4. Theory of cooperation
5. Human Needs Theory
6. Social Disruption Theory

#### **Systems Theory**

Having explained what theories are in the introductory part of this Unit, let us first consider the Systems theory. This theory considers conflict as the whole of many problematic parts of society which are inextricably linked. Conflict therefore arises not due to individual or micro-level differences and contradictions but of a general system. Systems theories seek to understand conflict by looking at how several elements located in a social system interact with one another. Violence, according to systems theorists, should be viewed from the level of (1) individuals (2) dyads; (3) subsystems (family, community, religious groups and general society). Subsystems are organized in a manner which could either encourage or deter or regulate violence. Direct efforts at changing elements of the system will not prosper since the system will immediately provide a replacement for the missing element. Hence, ending violence, which is a systematic problem, requires a coordinated and comprehensive approach. The general systems theory is useful in uncovering relationships and interactions which contribute to violence from different levels. However, its weakness lies in the fact that it is a “value-free” theory which requires theoretical directions.

#### **Structural violence**

The notion of structural violence impels one to look at *inequalities* within social structures – may it be inequalities in wealth, power, privilege, access and opportunity which breed injustice. According to John Galtung, structural violence has to do with violence arising from a social structure or institution which harms people by deliberately depriving them of their capacities to satisfy their immediate human needs. This kind of violence does not take a physical form or image but consists of “avoidable impairment of fundamental human needs” (Galtung, A 1969, p. 32). In the same light, structural violence also compels one to look at the *connections* between what might be falsely considered as mutually exclusive worlds. In essence, the theory of structural violence as a way of addressing conflict encourages people to proceed with moral outrage and critical participation where previously our reflexive response would be passive acceptance of these inequalities. Institutionalized racism, classism and sexism are forms of structural violence which are usually considered as inherent characteristics of society. Galtung however encourages to look beyond these inequalities and to find connections in order to dismantle structures which permit these injustices. In my view, structural violence is a timely method of deconstructing conflict in today’s world. For instance, the notion of viewing refugees as a potential source of conflict is a worldview tacitly accepted in global policy. Acceptance of refugees is viewed to potentially open the floodgates for terrorism, crime, and other degenerate activities that threaten national security. However, when viewed from perspective of structural violence, we can proceed to view the refugee crisis more critically and conclude that instead of treating refugees as potential threats, they should instead be viewed as people who deserve to be treated with dignity.

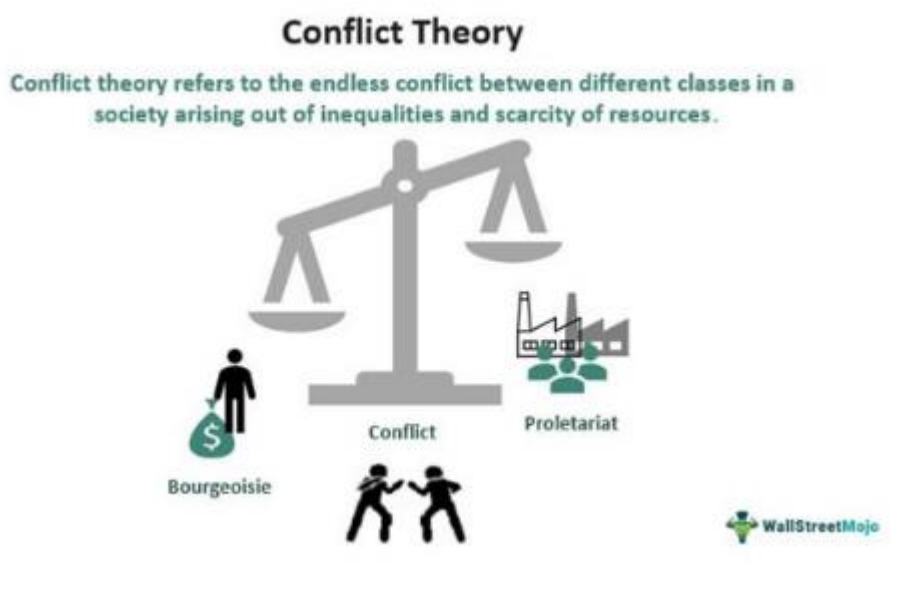


Fig. 3. A Diagrammatic Explanation of Conflict

From figure 3, we can observe that conflict occurs basically over two things: inequality and scarcity of resources. There exist numerous theories of conflict. For clarity sake, focus shall be on theories that are socio-economic and political issues related. In this unit, six of such shall be adequately discussed.

### **Relative Deprivation Theory**

This theory propounded by Walker & Pettigrew, 1984 assumes that social conflict arises due to people's perceptions of inequality. When people perceive that there exists a disparity from what they deserve to enjoy and what they are currently enjoying, they become discontented with their situation. The relative deprivation theory hypothesizes that conflict arises when the gap between two groups within a particular population is too wide, the possibility of rebellion becomes more likely. The assumption is that people are bound to perceive that they enjoy certain entitlements from society and when they are deprived of this while a number of other people belonging to the same population enjoy the same, dissent comes into being. Relative deprivation theory focuses on value expectations which need to be met within a certain society. Thus, when a society has a relatively high rate of economic inequality, the more likely it is that people will rebel. While the origin of the deprivation is economic, a state of poverty does not necessarily translate to violence. However, when expectations of poor individuals become transformed as a group identity, they become a political force that will not hesitate to use violence in order to combat their perceived discrimination. In other words, relative deprivation theory considers that violence stems from a person's judgment of his or her economic circumstances in the community. To a certain extent, an individual's subjective evaluation of his or her community status is essential to their conduct.

### **Theory of cooperation**

The third in the theories of violence we shall be discussing is the theory of cooperation. This progress from the notion that conflicts are generally characterized by cooperation and cooperation is the twin motives. Deutsch (1949, 1985) formulated this theory in order to comprehend the conflict process better and how to come up with more effective conflict resolution methods.

Deutsch's primary thesis is that in order to resolve conflict, it is a key step to understand the nature of interdependence of both parties in conflict. Interdependence could be negative or positive. When the goals of both parties are negatively interdependent, a party's success automatically means the other's failure. Upon the other hand, when the goals of both parties are positively interdependent, one party's success is correlated with the other party's success while one party's failure is also correlated with the other party's failure. In the latter form of interdependence, cooperative relationships can be had in order to secure a win-win outcome for both parties to a conflict.

Cooperative relationships demonstrate several positive features such as effective communication, openness, a friendly atmosphere and commitment to

mutuality. In contrast, competitive relationships bring about the opposite results such as closed communication, lack of coordinated activities, an atmosphere of suspicion and a sense of domination. Based on Deutsch's research, constructive conflict resolution is more linked to cooperative processes rather than competitive processes which he considered destructive.

In order to foster cooperative relationships towards constructive conflict resolution, Deutsch likened it to friendly social relations. This is marked by empowering gestures and a reframing of attitudes. Thus, he recommends that both parties agree to commit to adherence to norms in the conduct of talks and negotiations. Among these norms include respect, honesty, responsiveness, forgiveness, and acknowledgment of responsibility. These values, due to their universal value and acceptance, can pose as common grounds for both parties to stand on.

### **Human Needs Theory**

Human Needs Theory is another perspective to violence. An emerging trend in conflict theory shifts the focus from the political economy to basic human needs. This perspective as propounded by Burton, 1979, is anchored on the fact that human beings need to acquire essentials in order to live with dignity. Human needs theorists place the cause of conflict to unmet human needs. In this light, they argue that violence happens when certain groups or individuals are deprived of basic human needs.

Theorists however have disagreed on what "human needs" means. In Burton's (1979) view, human needs that need to be addressed in the context of conflict go beyond the basic biological or subsistence needs. Instead, unmet needs related to social conflict include identity, recognition, security and development. As Burton's human needs theory progressed, he highlighted how existing state systems have miserably failed to provide a sense of identity thereby fuelling ethno-linguistic separatist movements. If certain ethnic groups are deprived of their freedom to express their own national identities within the status quo, they will tend to establish parallel "revolutionary" systems in order to achieve the same. Burton provides as concrete examples the ethnic nationalist struggle in Kosovo in 1989 as well as various gang subcultures. Burton opined that human need theory can help explain conflict and pave the way for better conflict resolution because Rubenstein (2010) considers the human needs theory as providing a better explanation to social conflict compared to theories which focuses only on the errors of a few manipulative leaders or institutions, as embodied in Samuel Huntington's "clash of civilizations" theory. Echoing Burton's view, Rubenstein views the human needs theory to provide the study of conflict with a more objective basis which goes beyond local or cultural differences. The needs-based approach to understanding social conflict defies traditional notions of conflict and instead uses unsatisfied human needs as the independent variable to explain why elite dominance or cultural differences lead to conflict.

However, Park (2010) critiqued Burton's positivist framework of needs theory and encouraged a more critical definition of "needs" to mean "that

there are needs that do not directly bear upon material sustenance like recognition and freedom from coercion that must also not be obstructed lest there be undesirable consequences” (p. 1). Park took issue with Burton’s reliance on the biological explanation for Needs Theory to support protection of rights and universal freedoms. Instead, she advocates for a psychoanalytic view to suggest that not needs are not universal. According to her, needs are essentially socially constructed. The needs which people pursue are socially engineered and they may even pursue “false” pleasures. In sum, Park considers with caution the use of the “black box” that is human needs. The definition of human needs is not simple but very complex and difficult to understand.

### **Social Disruption Theory**

This theory is equally relevant to the study of conflict. This is because it is a development of social theory arising from social disruption. In Charles Lemert’s (2016) book, multiple of social theorists and their viewpoints on conflict are critically discussed. From the classical “Great White Men” theories arose alternative views on social relationships and social conflict which can be applied to the contemporary context.

Among the most notable of these social theorists include of course, *Karl Marx*, publicly voted as the world’s greatest philosopher (BBC News, 2015). Marx wrote *Das Kapital* as well as the Manifesto together with Friedrich Engels at a time of extreme economic discontent. Marx focused on his critique of political economy which obscures the internal relationships of labour and capital and discussed a pivotal feature which is the worker’s alienation and estrangement. What is the most striking and palpable among these types of alienation is what fuels labour unrest: that of labour commoditisation and the reduction of the worker to a mere object. Simply stated, the more a worker produces out of his labour power, the cheaper he or she becomes as a commodity. Because the worker is paid at a fixed rate, more and more profit is being gained by the capitalist due to his work but unfortunately the worker does not earn additional wages for it. Marxist thought has gained traction especially with the crisis of global capitalism, environmental destruction, and global poverty. Until, his theory of class as the root cause of contradiction in society remains very relevant. However, many theorists developed a more expansive construction of his view on social classes. *Max Weber*, another classical theorist, came up with an alternative approach to the study of classes. For Marx, one’s class is defined and determined by one’s ownership of the means of production. Thus, Marx considered historical class antagonisms and identified these two groups in contemporary capitalist society as the proletariat and bourgeoisie. The contradictory relationship associated with class struggle will help to push social development forward. Weber considers social groups and classes as determined through the distribution of power. Social stratification then, occurs through overlapping means and not only through economic differentiation.



## Discussion

Copy and paste the links below into your browser to get more facts about on-going discussion on theories of conflict.



Mean Girls and Conflict Theory

<https://www.youtube.com/watch?v=InMeuBdncQg>



Dubois & Race Conflict: Crash Course Sociology #7

<https://www.youtube.com/watch?v=-wny0OAz3g8>



## Case Study

What theory of conflict is obtainable in the video clip below?



Xenophobic violence in South Africa

<https://www.youtube.com/watch?v=kLczhLjHPCA>



## Self-Assessment Exercises

1. What theory of conflict is obtainable in the video clip under the case study?
  - a. Social Disruption Theory
  - b. Human Needs Theory
  - c. Relative Deprivation Theory
  - d. theory of cooperation
2. Who argued that violence happens when certain groups or individuals are deprived of basic human needs?
  - a. Burton (1979), b. Albert (2020), c. Maslow (1964), d. Engel (1956)
3. Relative Deprivation Theory assumes that social conflict arises due to people's perceptions of \_\_\_\_
  - a. reward, b. education, c. man, d. inequality



## 3.4 Summary

From the discussion so far, it is very obvious that the various forms and appearances of conflicts can be situated in one theory or the other. In the context of the discussion in this unit, argument was made that most conflicts have social undertones. In other words, the theories various theories of conflicts, as posited by Karl Max, are embedded in the social context of any given society. The structural theory attempts to explain conflict as a product of the tension that arises when groups compete for scarce resources. The central argument in this sociological theory is that conflict is built into the particular ways societies are structured or organized. It describes the condition of the society and how such condition or environment can create conflict. Structural conflict theory identifies such conditions as social exclusion,

deprivation, class inequalities, injustice, political marginalization, gender imbalances, racial segregation, economic exploitation and the likes, all of which often lead to conflict (Oakland, 2005)



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[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiouWKO\\_77AhURTKQEHUK1CfMQtwJ6BAgSEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DkLczhLjHPCA&usg=AOvVaw0pZMtuy5R4\\_rwOKYXChAX1](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiouWKO_77AhURTKQEHUK1CfMQtwJ6BAgSEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DkLczhLjHPCA&usg=AOvVaw0pZMtuy5R4_rwOKYXChAX1)



### 3.6 Answers to the Self-Assessment Exercises

1. B      2. A      3. D

## Unit 4: Causes and Analysis of Conflicts

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### Unit structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Causes and Analysis of Conflicts
  - 4.3.1 Causes of Conflicts
  - 4.3.2 Conflict Analysis and its Impact in Peace Building
  - 4.3.3 Conflict Mapping
  - 4.3.4 The ABC Triangle
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Answers to Self-Assessment Exercises



### 4.1 Introduction

We saw from the last unit that conflict basically arise as a result of inequality and scarcity of resources. Diller, 1997:6 further described conflict as any form of confrontation between two or more parties resulting from 'a situation where (these) two or more interdependent groups or systems of action have incompatible goals. Of course, it is universally acknowledged that conflict is inevitable. Thus, it is an every moment occurrence'. This unit tends to examine further various causes of conflict in order to enhance better understanding of the subject matter (i.e. conflict) and how it is related to our everyday operations and relationships or interactions.



### 4.2 Learning Outcomes

By the end of this unit, you will be able to:

- describe the Causes of Conflict
- justify the use of analysis of conflicts in conflict resolution.



### 4.3 Causes and Analysis of Conflicts

#### 4.3.1 Causes of Conflicts

Both at the intra-group, inter-group, national and international levels, many experts in peace and conflict studies have shown great concern on the rise in frequency and intensity of conflict, with major focus on the roots or causes of conflict. Thus, there is no way, a meaningful peace can be achieved without considering and analysing the causes of conflict at all levels including intrapersonal. The causes of conflict can be categorized into the following:

- i. Conflicts may occur due to resources;
- ii. Conflicts may take place as a result of psychological needs;
- iii. Conflicts may erupt due to values; and
- iv. Mismanagement of information.

A. **Resources:** Conflicts can emerge due to resources. It is very easy to identify any conflicts that emerge consequent on resources. These conflicts erupt when two or more parties aspire for scarce resources. It is economic phenomenon of demand and supply. Thus, there is tendency for emergence of conflict in a situation whereby the aspiring parties in their demands are more than the available (scarce) resources. Some political analysts have held a contrary view, argued that conflict can emerge as a result of over-availability of resources. For instance, before the advent of 'Petro-Naira' or discovery of crude oil in Nigeria in 1970s, Niger-Delta enjoyed a relative peace, until the crude oil discovery. This discovery, rather than be a blessing, has become a curse to the region. The Region is now baptized with environmental degradation, catastrophic increase in inter-communal crisis, insurgency and counter insurgency, political exclusion and structural backwardness.

The conflict in the Niger Delta Region of Nigeria can be easily identified due to the Resource nature of the conflict. The Nigeria Delta Dissidents as well as their leaders are of the view that Nigeria should reverse to Pre 1970 revenue sharing formula of 50% which later brought about the struggle for true federalism and resource control in Nigeria polity.

The major cause of the violent conflict in Liberia is "the control and exploitation of diamonds, timber and other raw materials... Control over these resources financed the various factions and gave them the means to sustain the conflict" (Report of the UN Secretary General). Here, resources play a dual role: they serve as the root cause of conflict as well as conflict sustenance element.

At interpersonal level, you may see two pupils (fighting over a pencil (resource), each laying claim to the pencil. One of them of course, may decide to let go the pencil (object of conflict) to the other pupil (party), and this will render the conflict terminated. Thus, in some cases such a concession may only achieve a negative peace, and there is need to always adopt a win-win approach because sweeping dirt under the carpet, does not make room clean, but it can only guarantee a bumper harvest of heap. Hold your breath! In the next segment of this unit, we discuss another cause of conflict i.e. psychological needs.

B. **Psychological Needs:** Any conflict that arises due to psychological needs are those that cannot be seen. Psychological needs are psychical

in nature, as they involve a mental phenomenon within an emotional framework.

Different people with different levels of perception, and one's perception determine the direction of his relationship with other parties. It is worth knowing, a wrong perception tends to generate conflict. Thus, there are different dimensions of perceptions:

**Intrapersonal perception:** The way an individual perceives or sees himself in a given time;

**Interpersonal perceptions:** Here, the way one sees other people. This may include the way a child sees his father compared to somebody else's father. Having a negative perception about other people can lead to conflict.

**Perception of situation/environment:** These perceptions are informed by the happenings about us. For instance, the issue of insecurity among the workers in Nigeria has created a form of psychological torment, which has made most of these workers develop a habit of hostility that has often resulted in conflict situations between them and innocent citizens who often deal with government agencies. Some of these workers have begun to seek for alternative and corrupt means to limit the effect of job insecurity may have on their future or doing some strategic saving for the life after retirement. This kind of psychological need usually affects the input of an average worker because he has lost faith in the entire system where labor is disarticulated.

This example shows the multidimensional ways to conflict. Resources have made an average worker to develop a psychological need – working against insecurity. Thus, the insecurity takes different forms i.e. economic; political and social.

- C. **Values:** Conflict may also emerge due to differences in the value of the people or organisations. Value includes philosophy, religion, and ideology among others. The values describe our personalities, our potentials and our shortcomings, even our down-lows. In Nigeria, religion crises have been great problems to this nation. The main problem is not the difference in the religion practice but the conduct and operations of various religious classifications are the problems. In the two major religions in Nigeria, it is preached that human blood is sacred and must not be shed not to incur the wrath of the Almighty God. Yet, both religions are culprits in Nigeria. In order to understand the root of a particular conflict, one must consider the issue of value. Again, before the collapse of Soviet Union at the close of 1980s, there

was cold war between the west and east bloc, which were led by the USA and defunct USSR respectively. The conflict between the blocs aligned the global system, which attracted a holocaust in several parts of the world. Africa has its own share of the violent situation generated by the cold war. The effect of the west-east conflict was felt throughout the world, which necessitated the establishment of non-Alignment organisation, and Nigeria was one of the members.

- D. Management of Information:** Information plays a vital role in the conduct of human and organisational interactions or relationships. Information if not well -managed can generate conflict situation. The way an average informed person perceives things will definitely be different from the way an uniformed individual will behave on a specific issue at a given time.

In Nigeria because government understands the importance of information, that is why there are various information gathering and dissemination agencies like public complaints commission, National Orientation Commission, Ministry of Information among others. This is not to say that government in Nigeria is doing enough in the management of information, that is why there exist several communal crises, sectarian armed conflicts and insurgency in Nigeria, despite the existence of various security machineries, particularly the State Security Services (SSS) and police, who ought to have developed a form of crisis or conflict prevention strategies and peace, generation mechanisms. It is unfortunate that most of our security personnel don't have the knowledge and skills of conflict management. A case study was the brutal murder of Saro-Wiwa and other Ogoni leaders. After the state killing, by Late Gen. Sani Abacha, of these Ogoni leaders, the crisis in the Nigeria Delta has taken a new and more violent dimension rather than subsiding.



Fig 5: Cause of Conflict

The diagram above shows that conflict arises due to struggle or contention over an issue

**I will like you to attempt an analysis of the causes of conflict in the Niger-Delta region of Nigeria**

### 4.3.2 Conflict Analysis and its Impact in Peace Building

The stages or conditions to consider in the analysis of any conflict situation should include:

- Conflict History
  - a) Consider the significant events between the disputants;
  - b) Consider if there have been any previous disputes between the disputants;
  - c) Examine their relationships, if there has been any change in record time;
  - d) Have there been any past efforts to solve the conflict, and consider why these past efforts failed.
- Context
  - a) Examine the step taken by the disputing parties to resolve their differences
  - b) Study the physical environment of the conflict;
  - c) Evaluate the level and trends of communication between the parties and their decision-making principles.
- Primary Parties
  - The major parties to a conflict must be identified;
  - Examine the positions of the parties;
  - The interests of the parties must be evaluated;
  - The values of the parties be examined;
  - The analysis should also consider how the parties perceive themselves; (Examine the leadership authority to dispute settlement.
  - Examine if there are any mutual interests goals or needs between the parties.
- Power
  - Relative power capabilities of the parties should be studied to know if one party is more powerful than the other;
  - If there is balance of power between the disputants, what method of peace process is suitable for the success of the intervention?
  - Identify the source (s) of the parties' power
  - Identify the resources at each of the parties' disposal.
  - Examine how often the parties use their power, and the consequence or result of such power exercise.
  - Examine untapped power bases by the parties.
- Other parties / Stakeholders

Here, we have the secondary parties and shadow parties who must also be considered and their relationships with the primary parties be assessed in

order to understand the overall underlying problems of conflict. It is easier to identify the secondary parties than the shadow parties. Shadow parties often hide their identities but provide resources to the primary parties in the prosecution of conflict. You should therefore examine:

- a. The roles these parties play in the conflict
  - b. The activities / (either aligned or neutral) of these parties towards each of the primary parties;
  - c. The availability of agencies or organisations either private or public whose involvement in the interaction is important to the resolution of the conflict;
  - d. When and how, can these parties be involved in the peace process?
- Issues
    - i. Identify the basic issues, which the parties have already identified themselves;
    - ii. Identify the hidden or secondary issues not stated by the parties, if any. The data or relationship or values or interest or secondary issues not stated by the parties, if any,
    - iii. Consider the types of issues are these. Are they problems of information or values or interest or structure?
    - iv. Determine the most relevant intervention procedure to the identified issues;
    - v. Examine the conflict situation closely and discover if the conflict is a new one or the consequence of improper resolution of previous conflict.
    - vi. Determine the time and effort, which must expended on the conflict for quality resolution.
  - The Immediate Situation

The intervener should determine the most effective conflict management strategy to adopt according to the urgency and demand, the situation of conflict demands. For instance, if the conflict is becoming very violent, the intervener may decide to adopt some violence reduction strategies to limit the casualty rate, which the conflict may generate.
  - Stages of Conflict
    - a) Consider if the conflict is still stabilizing or escalating or even deescalating and the reasons for the trend;
    - b) In the case of conflict escalation, you determine;
      - i. If the issues are transiting from specific to general;
      - ii. The level of size increase of the issues or resources in the conduct of the conflict by the parties;
      - iii. If there is any transition to confrontation from disagreement;
      - iv. The level of increase in the parties exercise of power;
      - v. Emerging relationships between the parties?
      - vi. Situation of communication and propaganda between the parties;

- c) In the case of stabilization, the following should be considered/evaluated;
  - i. Any continued presence of safety-value mechanisms;
  - ii. The level of fear of conflict escalation;
  - iii. Existence of agreements on norms and values;
  - iv. The level of presence of social bonds and traditional or cultural alliance between parties (in a larger organisational structure);
  - v. The level of external interference or threat;
  - vi. The level of time constraints, if any, on the further use of resources.
- Timing
  - a. Determine the right or actual time to intervene;
  - b. Determine the most profitable time for the success of the intervention;
  - c. Identify the party that is more likely to derive benefits from immediate intervention.
- Alternatives and Options for Settlement
  - a) Consider the parties' level of knowledge and understanding of their alternatives;
  - b) Consider the level of parties awareness of each other's alternative or options;
  - c) Examine the steps or efforts taken so far by the disputing parties in the achievement of their alternatives or options;
  - d) Evaluate the realistic nature of the disputing parties.

### **The Onion Analytical Tool**

This analytical tool is also known as Avocado or Doughnut analytical tool. Onion/Avocado/Doughnut lays the three layers – the outer; the whitish; and the inner. This analytical tool is based on the analogy of Onion where the outer layer contains the position (what we say we want). The whitish layer contains the interests of the parties in conflict, which are what they want to achieve from any particular situation. The third layer is the core cause (B) of the situation, and these are needs – these are what we must achieve from the situation. Every intervener is expected to carry out this analysis on each of the disputants.



**Fig. 6. The Onion Conflict Analytical Tool**

In any conflict situation, particularly at national and international levels, one may see a large number of people agitating for the same thing (position). Here, the intervener must exercise some caution in the analysis of the conflict. For instance in Nigeria, a large number of people are clamouring against inclusion of three tenures of four years each in the amended constitution. Their position is campaign against third term.

The analyst of any conflict situation should be conscious of the need to develop the analytical framework which will consider both the position, interest and needs of the parties. The anti-third term campaigners, definitely will have different interests (what they really want). Some may not dislike totally the issue of third term but may only want President Olusegun Obasanjo to relinquish power in 2007 basically for the actualisation of their needs (what they must achieve). The needs of some of them may be to escape any further onslaught against their persons in the raging war against corruption. The needs of some of these people may be achievement of political reckoning. At the same time, some may only wish that the country achieve institutionalisation of good governance, economic development, justice and respect for the rule of law, which they believe could only be achieved, if there is absence of sit-tight syndrome or long stay in leadership.

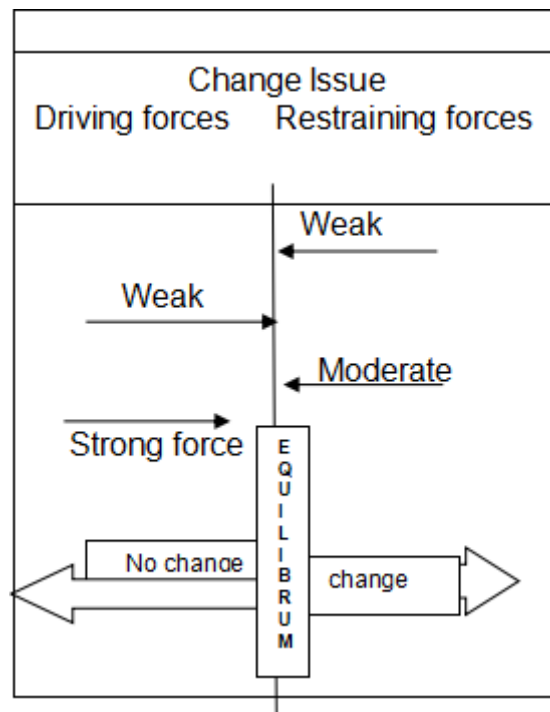
Additionally, some of these anti-third term protesters' or campaigners' needs may be power rotation to any of the other regions or regional divides other than South-West. But for those who are in support of three terms of office for the executive positions, they have different needs. Some may articulate such position (support for third term) for monetary benefits; some for political relevance and power consolidation; some for continued policy implementation of OBJ Administration for national growth; some for mere academic exercise; some for continued war against corruption among others.

Alternative Dispute Resolution process focuses more with interests and needs than positions. While the court system pays great premium on

positions, which is capable of increasing the adversarial relations between the parties. It is not farfetched that it is somehow difficult to see the disputing parties shaking hands or exchanging pleasantries after court ruling; but may occur on rare cases. Apart from the positions of the parties, you are expected to analyse the interests and needs of the party. The interests can easily be identified but needs are always hidden. Understanding the needs of the parties is very important, this you can only achieve through building of trust. The parties need to trust you before they let you know their main targets or needs (what they must achieve).

### Forces-Field Analysis

This analytical tool can be explored to show the different forces influencing a conflict situation. In the course of taking some action plans with the aim of facilitating a change, some other forces may either support or hinder your aspirations. This tool helps one to identify such positive and negative forces that affect or influence the desired change he aspires to make or achieve. Through this analytical tool, one will assess the strengths and weaknesses of those positive and negative forces. It also assists one to identify if there is any form of status quo. The Force Field Analysis was developed by American social psychologist Kurt Lewin (1951) as a useful tool built on the premise that forces are often driven by habits, customs, and attitudes that can affect the change process.



**Fig. 7: Force Field Diagram**

(Source: [www.valuebasedmanagement.net](http://www.valuebasedmanagement.net))

With this tool, we begin the analysis by naming some specific objective (the change we desire to achieve). We will write this objective at the top of the

page and we draw a line down the centre of the page. On one side of the line, we list all the forces that seem to support and assist the action or change, which is to happen. Next to each of the already drawn forces, we draw an arrow towards the centre, varying the length and/or thickness of the arrow to show the relative strength of each force. These arrows are pointing in the direction of the desired change.

On the other side of the line, we list all the forces that tend to hinder our desired action or change from happening. Then, we draw an arrow pointing to each of the negative forces back towards the centre, against the direction of the desired change. Thus, the length and thickness of each arrow will show its relative strength. Thereafter, we will consider which of these forces, we can influence, either to increase the strength or to minimise the negative forces, so as to increase the probability of the desired change coming into fruition. We may wish to review our plan of action and make modifications or amendments to our strategy with the aim of increasing the strength of positive forces and to limit the effects of negative forces.

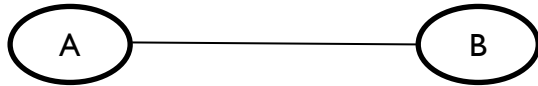
### 4.3.3 Conflict Mapping

Mapping is a technique used to represent a conflict graphically, placing the parties in relation both to the problem and to each other. When people with different viewpoints map their situation together they learn about each other's experiences and perception. How to Map a Conflict Situation

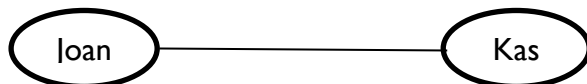
1. Decide on what you want to map, when and from what point of view. Choose a particular moment in a specific situation. If you try to map the whole of a regional political conflict in detail, the results may be so time-consuming, so large and so complex that it is not really helpful. It is often useful to do several maps of the same situation from a variety of viewpoints and see how the different parties might perceive it. Trying to reconcile the differing viewpoints is the reality of working on the conflict. It is a good discipline to ask whether those who hold a particular view would actually accept your description of their relationships with the other parties.
2. Don't forget to place yourself and your organisation on the map. Putting yourself on the map is a reminder that you are part of the situation, not above it, even when you analyse it. You and your organisation are perceived in certain ways by others. You may have contacts and relationships that offer opportunities and openings for work with the parties involved in the conflict.
3. Mapping is dynamic – it reflects a particular point in a changing situation and points towards action. This kind of analysis should offer new possibilities. What can be done? Who can best do it? When is the best moment? What groundwork needs to be laid beforehand? What structures built afterwards? These are some of the questions you should ask as you are carrying out the mapping.

4. In addition to the “objective” aspects, it is useful to map the issues between parties that are in conflict. Why does the conflict exist?

### Conventions in Conflict Mapping



The size of these circles represents the parties,



Thus, a straight line between the two parties shows that there is a good relationship between the parties.

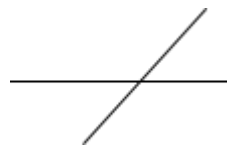
This depicts strong relationship



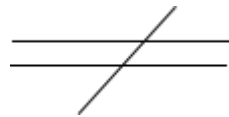
When two lines are drawn, there is a pact between the parties. The two lines represent alliance.



This shows a broken relationship, you may then provide the reasons for such a severance of relationship



This depicts a broken pact or alliance



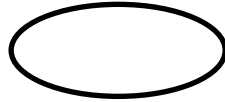
This shows intermittently the relationship that is neutral neither a friend nor an enemy.



This means that Chairman has problem with the M.D, but M.D does not have any problem with the Chairman



This shows the presence of shadow parties



This depicts smaller conflict.



This depicts major conflict.

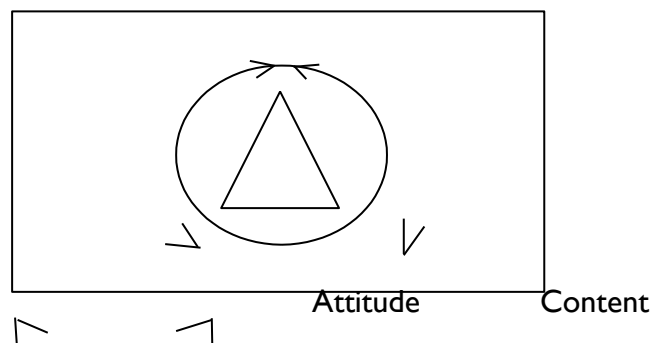


It is quite important for you to know that you can develop your own (or additional) inventions other than the conventional ones discussed above. Thus, Conflict mapping, according to Albert, “enables the peace worker to gain an insight into hidden issues in the conflict --- Mapping entails keeping a graphical record of the location of a conflict, or how the parties are strategically positioned against each other” (Albert, 2001:61)

Mapping cannot give ultimate and desired result in intervention in isolation to other tools, because it does not give answer to all questions. It only presents the peacemaker or intervener an insight to appreciate the underlying causes of conflict and the point of entry for the possible and the point of entry for the possible resolution of conflict that is why you need to understand other analytical tools.

#### 4.3.4 The ABC Triangle

This analytical tool sees conflict having three underlying elements. These elements are the *context* or situation; the *behaviour* of the disputing parties and their *attitudes*. Thus, these three factors affect one another. This tool seems to analyse these factors relate one another, relating them to needs and fears of the parties



### Fig. 8: The ABC Triangle of Behaviour

In the management of such conflict, the third party intervener or peacemaker would look for ways or develop some interventionist strategies (particularly violence reduction strategy) to change the context of the conflict situation. Resources must be channeled for the reduction of frustration by the peacemaker; this he/she can do by helping the disputants to focus on the long term nature of their struggle or providing outlets for non-violent behaviour in order to limit the tension.

Furthermore, how do you carry out the task of an intervener with the application of this tool? First, you draw up a separate ABC Triangle for each of the major stakeholders in the conflict. You list the key issues relating to attitude, behaviour and context from the party's viewpoint. Identify the most important need and fears, and inform each of the parties, his needs and fears as you think, and place these in the middle of the triangle of each of them. This is the product of your perception.

Thereafter, you compare and contrast the perceptions of the parties. After detecting the major object of conflict, then attention can be paid on such majority. These causes and issues, which are the products of the parties' differences, shall be focused on, and the peacemaker will make the parties see reasons on why they should change their negative perceptions as a way to bring about a positive and desired peace.

Click link below to learn more on conflict analysis

<https://www.usip.org/publications/conflict-analysis-questions-and-answers-author>

Watch the video below by clicking the link



Why were the sides in the Nigerian Civil War so weird? (Short Animated Documentary)

<https://youtu.be/rae3AC4kWjU>

From this animated video, analyse the causes of Nigeria Civil War

As a mediator in training, attempt the quizzes contained in the link below:

<https://global.oup.com/us/companion.websites/9780199861620/student/chapter9/quizzes1/mcquiz/>

**Note: The quiz is self-evaluating**



### Discussion

As a student of PCR, how justifiable is knowing the background history of any conflict before trying to mediate in it? Post your answer on the discussion forum and comment on at least two other posts.



### Scenario

A group of students want the school management to reduce the prices of course materials, and the school management ignores such demand, the group of students developed an attitude of frustration, which brought about violent demonstration. As a result, of the attitude of the students, the school management maintained the initial stand of not reducing the prices of course materials, and even asks the students to pay some penalty levy for disrupting the order of the school, and the school calendar. The decision increased the frustration of that group of students, which generated more violent demonstration.

Use the scenario above to answer question one of self-assessment exercises.



### Self-Assessment Exercises

Attempt this quiz on causes of conflict

1. The most suitable analytical tool that can be deployed by the intervener in the situation is \_\_\_\_\_
  - a. Forces-Field Analysis
  - b. Onion Conflict Analytical
  - c. mapping Analytical tool
2. According to the publication in the link above, conflict analysis is the duty of who?
  - a. Security agencies
  - b. Everybody
  - c. third party
  - d. the mediator
3. The Niger-Delta conflict is over \_\_\_\_\_
  - a. ego, b. education, c. resources
  - d. chieftaincy title



## 4.4 Summary

In this Unit, we have learnt different causes or sources of conflict. Conflict as we have been made to understand in this Unit, is that it is inevitable. It is the responsibility of everyone to improve on our communication and perception, and channel enough resources to renounce or discourage violent and negative conflict.

We examined resources, psychological needs, values and information management as the root causes of conflict at all levels of human interactions ranging from intra or interpersonal, intra or intergroup, national then to international level which could either be positive or negative in nature



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<https://www.usip.org/publications/conflict-analysis-questions-and-answers-author>

<https://youtu.be/rae3AC4kWjU>.



## 4.6 Answers to the Self-Assessment Exercises

1. a
2. b
3. c

## Unit 5: Peace Processes

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### Unit structure

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Peace Processes
  - 5.3.1 Understanding Alternative Dispute Resolution
  - 5.3.2 Stages and Strategies of Negotiation Process
  - 5.3.3 Mediation Process
  - 5.3.4 Conciliation
  - 5.3.5 Arbitration
  - 5.3.6 Transformative Facilitation
  - 5.3.7 Judicial Settlement
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Possible Answers to Self-Assessment Exercise(s)



### 5.1 Introduction

Have you ever wanted peace so badly after being involved in conflict? Have you ever been compelled to make moves towards ending a feud with another individual or as a mediator? The steps taken to bring about peace are what we call peace process. Peace processes are practical undertakings basically designed to identify and handle conflict in a reasonable, fair, and effective manner. Students in peace and conflict studies are expected through their training, to develop relevant conflict management skills, though their adequate application of relevant conflict management techniques, will definitely find answer to every conflict situation, either at interpersonal or intra-group or even at international and every other levels of human and state interactions, particularly within the framework of inter dependent relationships.

This Unit aims to explain and examine various forms of Alternative Dispute Resolution. Their relevance and contradictions, as processes to the achievement and maintenance peaceful co-existence of all members of an organizational structure and social formations, will be examined.



### 5.2 Learning Outcomes

By the end of this unit, you will be able to:

- identify various alternative dispute resolutions
- explain the stages and strategies in dispute resolution
- analyze the various peace processes in dispute resolution.



## 5.3 Peace Processes

### 5.3.1 Understanding Alternative Dispute Resolution

I believe you must have imagined how seemingly unending, tiring and resources consuming seeking legal redress on conflict could be. Then what is the way out? ADR. Alternative Dispute Resolution refers to various dispute management techniques, which allows for introduction of a neutral third-party intervention. It denounces the gamut of traditional adversarial processes. Alternative Dispute Resolution only involves all forms of conflict management mechanisms, which are not ad-judicial; these include negotiation, mediation, and arbitration (Burgess and Burgess, 1997: 8). The principal ADR processes remain mediation and arbitration (Goldbery et al, 1992).

ADR unravels systematic and professional ways through which third party neutrality can create opportunities to promote creative joint problem-solving culture as well as supervision and facilitation of mutual good agreements, which consider the needs of the parties rather than their positions. But court adjudication basically considers positional views of the parties.

Before adopting ADR approach for the resolution of any conflict, the parties in dispute should ask the following questions:

- a. Despite the broken alliance or relationship, is there any need to restore the conflict-ridden relationship?
- b. Are there any communication problems, and is it necessary to seek for the assistance of skilled neutral third party intervention, and consider the reliability of such intervention?
- c. Are we (the parties) willing to meet to settle the areas of dispute?
- d. What level of importance do we (the parties) attach to confidentiality?
- e. Do we (the parties) wish to retain full control over the outcome?
- f. How important is time?

**Watch this animated video for further explanation of ADR**



Alternative Dispute Resolution simplified Arbitration Law lecture in a nutshell

<https://youtu.be/T2F5fK5cnYM>

### 5.3.2 Stages and Strategies of Negotiation Process

Negotiation in ADR is not just embarked on. It is in stages and it requires some strategies. Can you identify some of the stages and strategies?

#### Stages

According to Albert (2004:1), there are various stages through which negotiation can be facilitated. These include;

- a. Establish contact with other directly, by written words or symbols or through an intermediary;
- b. Create at least a minimally positive professional relationship;
- c. Identify topics to be addressed and determine how discussions will be conducted;
- d. Transmit both substantive information and messages about the type and strength of feelings;
- e. Communicate about their desires, positions, or demands and possible needs and interests;
- f. Generate options and assess their validity;
- g. Seek to influence each other to obtain advantage or satisfaction;
- h. Create procedures and ritual for gaining final approval for agreements; and
- i. Develop ways to implement, monitor, and ensure compliance with understandings that have been reached.

#### Strategies

There are three basic strategies of negotiation process. These include the following:

- a. Competitive bargaining: This is also known as hard bargaining and distributive, position, zero sum, or win – lose bargaining. Here, the negotiation process or bargaining tends to be conducted through a framework of competition. The bargainers see the diplomatic process as competition, in which each of them strives to achieve victory. It promotes victor, vanquished' relationship, as immediate benefits, not considering prominently the relevance of future relationships;
- ii. Compromising (Cooperative) bargaining: This is also known as soft bargaining, wins some – lose some or gives and take bargaining. Here, a party strongly has a desire to maintaining a future relationship with the opponent. His bargaining principle is integrative and interest based, not minding to make concessions in order to hasten a mutual agreement with the other party. But it is worth – noting that such as desperate bid to make quick agreement may be injurious to bargainer. A good example is the conflict between Nigeria and Cameroon over the ownership of Bakassi Peninsula. Gen. Gowon Administration made

a rash of concessions to the Ahidjo Cameroon, in order to promote a mutual confidence through the Agreements between the parties. After collapse of Gowon regime, successive administrations in Nigeria have refused to further honour these agreements because of what they have considered as the excessive nature of Gowon concessions, which reestablished the conflict situation that had long bedeviled the bilateral relations between Nigeria and Cameroon.

- iii. Collaborative bargaining: This is also known as integrative or problem solving bargaining or interest or positive – sum or – win bargaining. Here, both parties create avenues to explore possibilities through their collaborative efforts to achieve a win – win situation where both parties agree to give premium on their respective interests without any unnecessary compromise.

### 5.3.3 Mediation Process

#### What is mediation?

Mediation is a 'form of conflict management whereby a skilled and/or powerful third Party (State, International organisation, NGO) acts ... to facilitate communication between conflict parties that consent to the initiative to bring a partial solution (e.g) exchange of prisoners) or a settlement. The initiative for mediation usually comes from the outside or from the weaker of the conflicting parties" (Schimid, 2000: 54).

Miller and King 2004: 23 – 24, defined mediation as any voluntary, non-binding process, even informal, conducted by a neutral third party with the aim of promoting the dispute settlement between the disputing parties. According to Mediation involves third party intervention, which must operate with considerable neutrality,

Christopher Miller goes further to present the relevance of mediation 'in dispute resolution, particularly in acute situations',

*...where the mediator provides an opportunity to mend the relationship of the disputing parties through the provision of valuable communication means that may awaken the mutual consciousness of the parties to consider the path of peace for mutual benefits and development of effective bilateral or multilateral mechanisms for the termination of every form of structural suspicion, for the possible realization of positive peace, as the case may be. Thus, if mediation is not well articulated, the process may only end up in peace that is negative.*

In mediation, the parties are expected to 'maintain considerable control over the process and the outcome' (Ibid). The mediator offers mediating services with the ultimate aim of bringing the contending parties together, and to suggest modalities for the peaceful resolution of dispute. The submissions of the mediator are of no binding substance on the disputants. For instance, in Koreans hostilities, the United Nations General Assembly backed a mediation process with the aim of proposing means and methods for effecting the

termination of the armed conflicts, rather than bringing about negotiations between the disputing parties.

#### 5.3.4 Conciliation

Conciliation is another form of ADR. It is defined as

*‘... a process of formulating proposals of settlement after an investigation of facts and an effort to reconcile opposing contentions, the parties to the dispute being left free to accept or reject the proposals formulated’.* (Hudson, 1994: 232).

According to the US Institute of Peace, conciliation is the least structured of the four major conflict resolution techniques. Unlike a negotiator, arbitrator, or mediator, a conciliator frequently works in pre-negotiation situations to establish and maintain communication among disputants and, if appropriate, to move them into more formal bargaining formats. Conciliators may employ fact-finding and observation techniques, and help disputes to be resolved informally. In addition, conciliators may employ fact-finding and observation techniques, and help disputes to be resolved informally. In addition, conciliators play critical roles in helping agreements to be kept, and (in) reconciliation efforts that prevent future conflicts after agreements are reached. (The US Academy of Peace, 1981: 105).

Conciliation has been argued by some scholars of international law to be a ‘combination of inquiry and mediation’ (Akehurst, 1970: 1). Conciliation, on the issue of formality, is more formal than mediation but less flexible because a conciliator can formulate a new set of proposals where proposals made by a mediator are rejected by the parties, and mediator can only have a single report’ (Ibid).

On the evolution of conciliation, this can be traced to the Bryan Treaties of 1913/1914. Since World War II, the role of conciliation in bilateral treaties has reduced drastically but it has not disappeared (Malanczuk, 1997: 278). Conciliation Commission usually examines the disputes and makes non-binding recommendations for a possible settlement of dispute. The basic relevance or importance of conciliation in international law and relations, in practical terms, lies on the area of study (EPIC I, 1992: 726 – 728). Conciliation commission was established pursuant to Article 83 of the Peace Treaty with Italy of 1947. Some conciliation commission can also be established outside the framework of specific treaties as evident in the United Nations. Instance may include the Conciliation Commission for Palestine under the General Assembly Resolution 194 (iii), 1948 as well as the Conciliation Commission for the Congo under the Resolution 1474 (ES – IV) of the 1960 (Shaw, 1997: 728).

Conciliation is not regarded in some quarters, as sufficient instrument of peaceful settlement of dispute. A great example was the ‘context, of tragedy in Yugoslavia’ where conciliation out rightly failed to address the conflict (Malanczuk, 1997: 281), but it (conciliation) is still a vital mechanism for dispute resolution, as the successes, it has recorded recently, has attracted

international renewal of interest in the approach. We will discuss other forms of ADR and Court Adjudication in Peace Processes II.

### 5.3.5 Arbitration

Arbitration is a form of dispute resolution and an alternative to conventional litigation. The primary difference between litigation and arbitration is that, in the case of arbitration, the parties do not approach a court of law. Arbitration is a private method of dispute resolution where the parties have agreed that their dispute will be heard and decided upon by an arbitrator and not a judge in a court of law. Arbitration is often referred to as “alternative dispute resolution” i.e. an alternative to approaching a court. Unlike a court bench or jury trial, the presentation may consist of just documents, though most often, both sides will still have attorneys to make oral arguments. SAC Attorneys LLP gave more detailed explanation of arbitration as a form of ADR

<https://www.sacattorneys.com/the-advantages-and-disadvantages-of-arbitration.html>

Click on the link above for more detailed explanation on Arbitration especially the advantages and the disadvantages

### 5.3.6 Transformative Facilitation

"Facilitation" is a term that means different things to different people. In the context of this course, facilitation (or group facilitation) as a form of, alternative dispute resolution (ADR), is generally considered to be a process in which a neutral person helps a group work together more effectively. (Cambridge English Dictionary) describes facilitation is “*the act of helping other people to deal with a process or reach an agreement or solution without getting directly involved in the process or discussion yourself.*” Facilitation can also help “*to make a process possible or easier.*”

Facilitation as an ADR tool refers to an outside person staying neutral, leading the process, and creating participation in a group. Some managers or leaders use skills similar to facilitation to solve disputes with their teams and employees. Commonly, local governments use facilitators during the creation of strategic plans and during council/commission retreats.

Facilitators provide opportunities and resources to a group of people that enable the group to make progress and succeed. A neutral and experienced facilitator helps the group members work together to find their own solutions. When stakes are high, it is especially important to use a facilitator experienced in helping the group set their own ground rules and expectations, establish trust, encourage full participation, facilitate the discussion, hold the time and space, keep up momentum, and work toward solutions.

The best facilitators have in-depth experience and the following skills and abilities (among many others):

- Maintain neutrality,

- Create an inclusive environment,
- Understand group dynamics,
- Communicate clear guidelines,
- Help the group establish its own ground rules,
- Build trust in the process, and
- Keep participation and momentum moving forward.

A facilitator creates and holds a positive safe space where progress is made toward the best solutions. Durable agreements are reached voluntarily by the parties and often captured in writing. Measures agreed to may include how to track future progress and when further facilitation may be desired.

### 5.3.7 Judicial Settlement

Having explored all earlier mentioned conflict resolution mechanisms and still peace is not achieved, JDR is the last resort. Judicial Dispute Resolution (JDR) according to Department of Justice, Inventory of Government-Based Family Justice Services, is a confidential pre-trial settlement conference led by a Justice of the Court of King's Bench. The objective of a JDR is to resolve the dispute so a trial will be either unnecessary, or at most limited to those issues on which the parties do not agree. The parties meet with Justice to confidentially discuss the background of the case and what the parties feel is important in the case. The participants will then discuss possible solutions. If no agreement is reached, the Justice may give a non-binding opinion of what decision they would make if this case and these facts were presented at trial. The Justice's non-binding opinion may help the parties and their lawyers reach a resolution without having to go to trial. A settlement is only reached if everyone agrees. Binding JDRs are also available at the Court of King's Bench. In these cases the parties agree that the Justice's opinion will be binding. This is regarded as the oldest and the simplest form of settling disputes.



#### Discussion



[https://youtu.be/5p\\_11A9jmvU](https://youtu.be/5p_11A9jmvU)

In this video, what is mediation and who is described as a mediator?



[https://youtu.be/aTc8m9Bh\\_FM](https://youtu.be/aTc8m9Bh_FM)

<https://www.proprofs.com/quiz-school/story.php?title=adr-alternative-dispute-resolution>

Briefly discuss any three forms of ADR that you came across in the above videos.



### Case Studies

Watch the video below and use it to answer question 2 of Self-Assessment Exercises



<https://youtu.be/jAAWbt0STzY>



## Self-Assessment Exercises

1. From the video link provided under introduction to ADR, which of the following is NOT a common denominator of ADR?
  - a. It is faster
  - b. time consuming
  - c. inexpensive
  - d. less formal
2. From the conflict case studies above what other actions do you think Rob's boss could not have taken to resolve the situation?
  - a. Judicial settlement
  - b. conciliation
  - c. negotiation
  - d. involving an arbitrator
3. Alternative Dispute Resolution refers to various dispute management techniques, which allows for introduction of a neutral \_\_\_\_ party intervention.
  - shadow
  - b. third
  - c. primary
  - d. biased



## 5.4 Summary

The Unit explored some of the peace processes available in the field of peace and conflict management. It described the term, Alternative to Dispute Resolution as well as its relevance to the study and practice of peace and conflict management. The unit also gave attention to advantages and shortcomings of the various forms of ADR mentioned in the Unit. The unit covers definitions, stages, relevance, demerits of ADR and some of its various forms like Mediation, Conciliation, among others.



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- <https://www.sacattorneys.com/the-advantages-and-disadvantages-of-arbitration.html>



## 5.6 Answers to the Self-Assessment Exercises

1. A
2. A
3. B

# MODULE 2: FUNDAMENTALS OF PEACE STUDIES

## MODULE INTRODUCTION

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### Module Introduction

Having looked at the ***Concepts and Theories in Peace and Conflict Studies*** in the last module, this module, titled Fundamentals of Peace Studies is structured to examine the basic tools, requirements and fundamental principles necessary for attainment of peace especially in a conflict situation. Peace is based on a consequent balance of powers and involves a corresponding structure of expectations and patterns of cooperation. Moreover, peace may become unstable when an increasing gap develops between expectations and power, as here defined, and may collapse into conflict, violence, or war if not approached accordingly.

In this module, four fundamentals of peace shall be discussed. These fundamentals constitute the four units as identified below.

Unit 1            Communication and Peace-Building

Unit 2            Ethnicity and Peace-Building

Unit 3            The Essentials of National Integration

Unit 4            Civil-Military Relations and the Promotion of Peace in Democratic Society

# Unit 1: Communication and Peace-Building

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## Unit structure

- I.1 Introduction
- I.2 Learning Outcomes
- I.3 Communication and Peace-Building
  - I.3.1 What is Communication?
  - I.3.2 Factors Affecting Communication
  - I.3.3 Road Blocks to Communication
  - I.3.4 Active Listening Techniques I
  - I.3.5 Active Listening Techniques II
  - I.3.6 Helpful Languages
- I.4 Summary
- I.5 References/Further Readings/Web Resources
- I.6 Answers to Self-Assessment Exercises



## I.1 Introduction

Communication, defined as the transmission of information is pivotal to peace process and peace building. Peace may not be achievable without effective communication. This Unit, titled communication, is designed to look at the important role that good communication plays in managing conflict, and the dangers of poor communication. Factors that affect communication and active listening techniques will be discussed. The importance of good communication skill in mediation will be emphasized and it is the main tool of mediation. As stated in the introduction to this module, fundamentals of peace, of which communication is a major part, not well managed could result in chaos.



## I.2 Learning Outcomes

By the end of this unit, you will be able to:

- define Communication.
- explain the various factors that affect effective communication; and
- examine effective listening processes.



## I.3 Communication and Peace-Building

### 1.3.1 What is Communication?

As stated earlier, communication is the act of sending and receiving information and giving feedback. This is also the process of encoding messages for sending. When messages are wrongly coded, it will be very difficult to make sense out of it. The contents of our messages include our thoughts, feelings, what we see or perceive. The person sending the message is called the speaker/sender. The listener who is also called the decoder receives the message. The process of encoding and decoding a message is very important, as wrongly decoded message have the ability to cause conflicts. Communication is not complete, until there is a feedback from the decoder. The importance of feedback is to confirm that message was properly encoded and decoded.



**Fig. 9. Effective Communication**

### 1.3.2 Factors Affecting Communication

A lot of other reasons inform our encoding and decoding approaches. Effective communication can either be made or marred through some fundamental factors. These factors include:

#### **Values**

What we value in life tells who we are. Our value systems define our identity and our identity can be expressed in our communication. When our values are similar, our communications are easier and smoother, but when we have different value structure, the tendency to misunderstand is very high. This is so, because interpretation, which is the second phase of communication, is likely to be wrong when the values are not understood. The most likely feedback from wrong interpretation will be further wrong action and reactions.

#### **Perception**

Perception is our subjective understanding of situation or persons. Because perception is personal and not necessarily the objective view of things, it is very likely to influence how we communicate with the other party. If you

perceive a particular religion to be inferior to yours, the possibility of your discussion of that other religion rudely will be high, and this will be noticed in your choice of words and actions.

### **Assumptions**

This is the pre-set idea we have about things. This is a little similar to perceptions but a little stronger. Stereotype and suspicious are products of assumptions. With this present condition, our encoding and decoding of information will be highly influenced. Suspicion is belief based on mistrust and they influence us negatively. We need trust to build relationships, and communication is one of the tools for relationship building.

### **Communication Style**

The choice of verbal or non-verbal language also affects our communication. When we speak, we communicate differently, from when we don't speak. We could be misunderstood when we talk, and we can easily make corrections. But non-verbal communication is subject to various interpretations and this will take a while to get the true interpretations. Gift items like flowers don't make much sense to people who are not from the culture where flower giving is a big issue.

The above discussed factors have tremendous effects on our communication and we all should know it, as the knowledge will help the process of encoding, decoding and feed back and reduce the opportunities for confrontations. When encoders and decoders know these factors, they could make efforts to manage it. Openness, willingness and respect could help to reduce the communication barriers.

As factors that affect communication has been discussed, it is necessary we look at what is peace and conflict resolution as 'Roadblocks to effective communication'.

### **1.3.3 Road Blocks to Communication**



**Fig. 10: Roadblocks to effective Communication**

What are 'Road Blocks' to Communication?

These are certain behaviours that make communication difficult. These 'Road Blocks' make effective Communication difficult. The table below contains some of the 'road blocks'

<b>Ordering:</b> You must... You have to.. You will..	
<b>Threatening:</b>	If you don't, then.. You had better or else..
<b>Preaching:</b>	It is your duty to.. You should... You ought...
<b>Lecturing</b>	Here is why you are wrong... Do you realize?
<b>Providing answers:</b>	What I would do is... It would be best for you...
<b>Judging:</b>	You are bad...lazy! Your hair is too long...
<b>Excusing:</b>	You'll feel better... It's not so bad...
<b>Diagnosing:</b>	You're just trying to get attention... I know what you need...
<b>Prying:</b>	Why? What? How? When?

(Adopted from Training and Facilitators Manual on Conflict Management by CRESNET, USAID/OTI)

### 1.3.4 Active Listening Techniques I

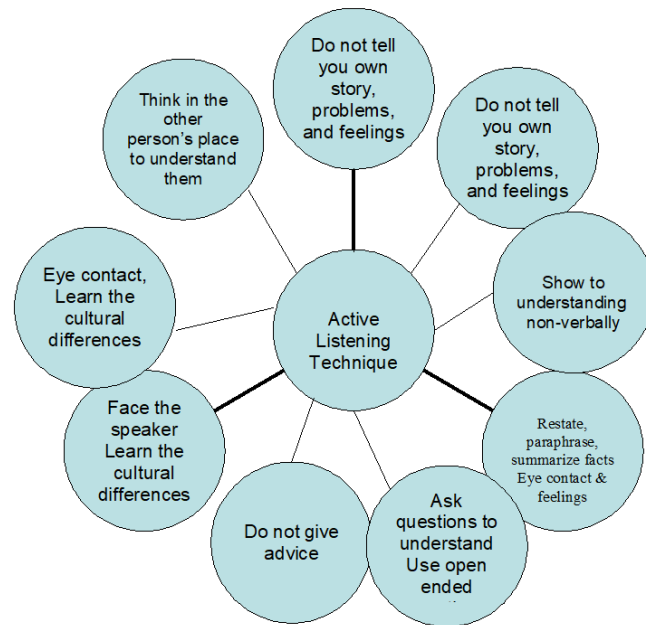
<b>Encouraging</b>	1. To convey interest To encourage the other person to keep talking voice intonations ...don't agree or disagree ...use neutral words			"Can you tell me more..?"
<b>Clarifying</b>	To help you clarify what is said  2. To get more information  3. To help the speaker see other point of	..ask questions  ...restate wrong interpretation to  force the speaker to explain  further		"When did this happen

<b>Restating</b>	<ol style="list-style-type: none"> <li>1. To show you are what is being said</li> <li>2. To check your meaning and interpretation</li> </ol>	...restate basic ideas and facts	What I hear you saying is that "So you want your parents to trust you more?"
<b>Summarizing</b>	<ol style="list-style-type: none"> <li>1. To review progress</li> <li>2. Pull together Important ideas and facts</li> <li>3. To establish basis for further discussion</li> </ol>	...restate major ideas expressed including feelings	"These seem to the key ideas you've expressed."?
<b>Validating</b>	<ol style="list-style-type: none"> <li>1. To acknowledge the worthiness of the other person</li> </ol>	<p>...acknowledge value of their issues and feelings ... show appreciation for their efforts and actions</p> <p>Show understanding non-verbally...?"</p>	"I appreciate your willingness to resolve this matter

Adopted from Training and Facilitators Manual on Conflict Management by CRESNET, USAID/OTI)

### 1.3.5 Active Listening Techniques II

In the diagram below are some techniques that constitute Active Listening Techniques II



**Fig. 11; Active Listening Techniques**

(Adopted from Training and Facilitators Manual on Conflict Management by CRESNET, USAID/OTI)

### 1.3.6 Helpful Languages

#### Anger Management

The "I FEEL" Message	The "YOU ARE" Message
<b>Example: Somebody is frequently late.</b>	
<b>Say: "I FEEL like I cannot depend on you"</b>	Instead of saying: instead of saying so unreliable"
<b>The "I FEEL" message helps the other person understand YOU. It opens dialogue, offers explanations, or prompts an apology</b>	A "YOU ARE" message attacks and blames the other person, or makes the other person feel like he or she has been attacked, even if this was not your intent.

## The Magic Formula

<b>Express how you feel:</b>	<b>"I feel annoyed..."</b>
<b>Describe behaviour:</b>	...when you come late...
<b>Explain consequence for you:</b>	...because I loose time waiting...
<b>Offer your preferred solution:</b>	I prefer you come on time?

Click to open the link below

<https://vkool.com/15-must-know-active-listening-techniques/>

The link above contains some active listening techniques. Can you identify some of these techniques?



### Discussion

Watch this short video (using the link below) on the place of communication in resolving conflicts. Discuss the importance of communication in conflict handling. Also use the video below to answer question one of the Self-Assessment Exercises



Interpersonal Communication - Conflict Resolution

<https://www.youtube.com/watch?v=i0lxxLH7iAA>



### Case Scenarios

**PRACTICE:** The "I FEEL" Message in Helpful Languages in effective communication using the scenarios below

I. A co-worker did not finish an important job in time.  
"You never finish on time!"

You are...!"

Your "I feel" message"

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2. A partner is forgetful  
"You always forget what I ask you to do"

Your "I feel" message:

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3. A team-member is making negative comments.  
"You are always such a pessimist!"

Your "I feel message:

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(Adopted from Training and Facilitators Manual on Conflict management by CRESNET,USAID/OTI)



## Self-Assessment Exercises

1. How many phases of conflict were mentioned in the video?  
a. Five    b. four    c. three    d. two

2. Behaviours that make communication difficult are called \_\_\_\_
  - a. roadblocks, b. channeling, c. modeling, d. regiments
3. The choice of verbal or \_\_\_\_ language also affects our communication
  - a. cues, b. non-verbal, c. audience, d. language



## I.4 Summary

This unit has discussed what communication is all about. It also examine factors affecting Communication, road blocks to communication. It also explains different active listening techniques and helpful languages.



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## 1.6 Answers to the Self-Assessment Exercises

1. a
2. a
3. b

## Unit 2: Ethnicity and Peace Building

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### Unit structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Ethnicity and Peace Building
  - 2.3.1 What is Ethnicity?
  - 2.3.2 Understanding Ethnic Conflict
  - 2.3.3 Impact of Ethnicity on Peace building
  - 2.3.4 Building Peace in Diversity
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Answers to Self-Assessment Exercises



### 2.1 Introduction

This Unit deals with the idea of ethnicity, in terms of group formation and identity. It will further define and describe ethnic conflict as it is seen today in modern literature and the role of ethnicity is conflict. The Africanist perspective of what is ethnic conflict or how to resolve them based on the present of justice, fair play and recognition of what is proper for human, not necessarily based on civilized or tribal cultures.



### 2.2 Learning Outcomes

By the end of this unit, you will be able to:

- define ethnicity
- explain the impact of ethnic conflict on peace building
- explain the strategies involved in building peace in diversity.



### 2.3 Ethnicity and Peace Building

#### 2.3.1 What is Ethnicity?

The place of ethnicity in peace building process cannot be underestimated. Multiple and contradictory definitions of ethnicity have been offered by a range of scholars from different academic disciplines. Hanna Zagefka defined ethnicity as a collective that has a shared common name, a shared myth of common descent, shared historical memories, one or more differentiating elements of common culture, an association with a specific “homeland,” and a sense of solidarity for significant sectors of the population. A subjective sense of being a group—that is, subjective identification with the group by its

members—is essential. These necessary and sufficient markers of ethnicity might be developed to varying degrees of strength for different groups, but they will all be present to some degree. Ethnicity is a construct rather than a primordial phenomenon. Nonetheless, ethnicity is subjectively experienced as an objective reality by those who subscribe to an ethnic category.

Otite (1999) defined ethnic group to be “categories of people characterized by culture criteria of symbols including language, value systems and normative behaviour, and whose members are anchored in a particular part of the new state territory”. He defines ethnic groups as “the contextual discrimination, by members of one group against others on the basis of differentiated systems of socio-culture symbols”.

Analysis of these definitions, especially that of Otite (1999), is that it shows the understanding of ethnicity as it is been portrayed negatively in Nigeria. But it is clear that in Nigeria, people from different ethnic groups live and mix freely, your ethnicity is not a problem. Ethnic diversity is not a problem, if properly managed; it could be a source of strength.

### 2.3.2 Understanding Ethnic Conflict

According to (Wikipedia, 2016) Ethnic conflict is a conflict between two or more contending ethnic groups. While the source of the conflict may be political, social, or economic, the individuals in conflict must expressly fight for their ethnic group's position within society. Ethnic conflict can further be described as a form of conflict in which the objectives of at least one party are defined in ethnic terms, and the conflict, its antecedents, and possible solutions are perceived along ethnic lines.

In politics, ethnicity, which is structurally primordial, possesses an intrinsic absolute value, involving and demanding a level of loyalty, which transcends that given to any other group or the state. This is a relationship where a person is bound to one's kinsman, one's neighbor, one's fellow believer, not merely because of personal affection, practical necessity, common interest, or incurred obligation, but at least in great part by virtue of some unaccountable absolute import attributable to the very tie itself. This is unlike civil ties which are characterized by amorphous, routine allegiance to the civil state, mostly sustained to a greater extent by governmental use of brutal, suffocating force and hollow ideological rhetoric. The need to differentiate between these two relationships is to show that they are important forces pulling persons in different directions at the same time, seeking for his or her loyalty. Even, with increasing homogenization through modernization and education, ethnic relevance has not been undermined, as the ethnic groups still provide a tangible source of self-identification and a basis for political action, because values and norms of the incipient national character have not grown at the expense of the values and norms of the ethnic group.

In times of personal and political crises, ethnic ties are by far more meaningful to most citizens than civil ties. The sense of security the Africans derive from the ethnic group is vital and is based on "the feeling of security that it gives

him especially as many believe that in the event of their getting into trouble, whether at home or abroad, ... only members of their families and their ethnic group will rally round to their rescue, and not the theoretical nation. *Since the ethnic group is seen as the guarantor of personal security, when the ethnic group is threatened, the members are threatened in a personal sense.* This is why they find threat toward their ethnic group as a fundamental threat to their identity and security.

Ethnic conflict can be categorized into two; Intra-ethnic conflict and inter-ethnic conflict.

**Intra Ethnic Conflict:** - This is defined as a kind of conflict between the same ethnic or sub-ethnic group within the same or different border. The cause of this conflict could be political, religious and economic issues (Sa'adu, 2016). Examples of such intra ethnic conflict in Nigeria are the Ife - Modakeke conflict and Aguleri - Umuleri conflict.

**Inter-Ethnic Conflict:** This is defined as a conflict between, among, or involving two or more ethnic groups living inside the same geopolitical boundaries. Citing of local government headquarters, religion, land disputes and marginalization could bring about such clash Sa'adu, 2016). Examples of such inter-ethnic conflict in Nigeria are the land disputes between the Jukuns in the Former Wukari Federation, Taraba State and Tivs from Taraba/Benue States in Nigeria. Other inter-ethnic dispute occurs in Nigeria whenever the Fulani helmsmen grazed cattle on the neighbouring communities' farms causing damages.

### 2.3.3 Impact of Ethnicity on Peace building

When a system does not provide security, through the protection of identity, we all know that there is going to be a conflict as this raises doubts as to the legitimacy of the formal government in power and the consequence is explosive. The unfortunate part of this government with no 'legitimacy of the people' is that is the *ownership* of the state which is perceived as the only guarantor of a group's identity and security; and what ensues, as it has been observed, is "a desperate struggle to win control of state power ... since this control means for all practical purposes being all powerful and owning everything. Politics becomes warfare, a matter of life and death." In order to sustain this power, the perpetrators fall back on their ethnic relationship for recruitment of 'soldiers' who find it easy and appropriate to be there for their brother. Therefore, the reverse is the case in Africa, where it is the fear of the loss of power, which corrupts and corrupts inhumanely. So, it is clear that ethnicity does not cause conflict, but the normal causes of conflict in the other parts of the world.

### 2.3.4 Building Peace in Diversity

Peace building is the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries. It aims to resolve injustice in nonviolent ways and to transform the structural conditions that generate deadly conflict. In this view, peace building strategies include early warning and response efforts, violence prevention, advocacy work, civilian and military peacekeeping, military intervention, humanitarian assistance, ceasefire agreements, and the establishment of peace zones.

On a general note, issue based approach has been adjudged as conflict management approach that focuses attention on the issues causing the problem. When issues are focused, it is then possible to say that this conflict is resource based, or religious. It helps to get to the root of the problem and issues of human needs, concerns and fears are addressed. This approach tackles the problem to resolve it and therefore derives its name – problem solving technique. This approach is the best, as at the end of the day, every party can go away satisfied, as their fears and concerns are discussed. There is a win-win situation in this process. This approach, although the best in terms of outcome, it is a very long process and strenuous as all the parties must have a chance to talk and be part of the decision process.

Peace-building in itself is seen as a strategy aimed at changing the underlying conditions which allowed or caused the conflict or violence to occur in the first place. It focuses on longer-term change at the attitudinal –social level and changing the structural cause of the violence. Peace building generally has a long-term perspective and includes a huge range of activities and approaches aimed at reducing fear, prejudice and mistrust, humanizing former opponents and building positive relationships. This is often done via mutual social, sport or cultural activities or working on shared concerns. Peace-building works to develop a ‘peace–culture’ where nonviolent methods of dealing with conflict are well socialised and prominent. Psycho/social healing processes such as debriefing, on-going emotional support for traumatized people, reconciliation processes and ensuring justice is seen to be done is crucial peace building activities after periods of violence. On a social/economic level, meeting of basic needs by establishing just and equitable economic and political systems are some of the strategies deployable for peace building in multi-ethnic societies.



#### **Discussion**

Below is a video link on conflict in Africa. Click on the link to watch the video:



Making peacebuilding more effective

<https://www.youtube.com/watch?v=aIN9gQTPJCM>

As a student of PCR and based on personal experiences, how can you promote peace in diversity in a complex society like Nigeria?

Post your answer on the discussion forum and comment on at least two other posts.



### Case Scenarios

The construction of a mosque close to the vicinity of Bachama Chiefdom fueled conflict between Bachama and Hausa Youths. This has become a source of bloodshed in Numan, Adamawa State [This Day Newspaper, June 12, 2004].

Using the case scenario above, answer question 1 of self- Assessment exercises



### Self-Assessment Exercises

1. The kind of conflict in the case scenario above can be categorized as  
A. Intra-ethnic B. Inter-ethnic C. Cultural D. None of the above
2. Which of these was regarded as the major cause of conflict in Africa?  
A. Over population B. Corruption C. External Influence D. Cultural Diversity
3. In the video, what was suggested as the solution to numerous conflicts in Africa?  
A. Exploration of how culture binds us. B. Execution of corrupt leaders C. Birth control to prevent over population D. Cutting ties with western countries



### 2.4 Summary

This unit has attempted to define the term, ethnicity. It has discussed the relevance of ethnicity, conflict in multi-ethnic Society and how to resolve these ethnic conflicts.

Intra and inter-ethnic rivalry cannot be wished away in a multi ethnic nation like Nigeria. Hence the need for national integration and cohesion. Can you identify some ethnic groups in Nigeria?



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## 2.6 Answers to the Self-Assessment Exercises

1. B
2. D.
3. A.

## Unit 3: The Essentials of National Integration

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### Unit structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 The Essentials of National Integration
  - 3.3.1 The Concepts of Nation Building and Integration
  - 3.3.2 Political History of Nigeria
  - 3.3.3 The Military Rule and Nations Building in Nigeria
  - 3.3.4 The Task of Nation Building
  - 3.3.5 Factors for Nation Building
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Answers to Self-Assessment Exercises



### 3.1 Introduction

State creation in Africa with the exception of Somalia was the amalgamation of autonomous large units, which was the case of Nigeria in 1914. The amalgamation of the colony of Lagos, the protectorates of Southern and Northern Nigeria gave birth to this day Nigeria. This act brought together about 250 ethnic nationalities; although they have various levels of conflict and inter-group relationship.

Although the amalgamation gave birth to the state called Nigeria, but it is important to note that, the aim to build a nation was not the motivation. This is very clear in the dichotomy seen between the north and the south. The south was exposed to western educations and Christianity. North was “protected” from the adulteration influences of westernization. Sir Hugh Clifford introduced parliamentary politics into the southern protectorate in 1922, which made Lagos and Calabar have elective representatives, while Sir Arthur Richard constitution of 1947, after 25 years introduced the same system in the north. This laid the foundation of “ours and theirs” syndrome, which has since been an obstacle to the development of nationhood. It is difficult to build a nation called Nigeria, as the north and the south do not see themselves to belong to one country.

Based on the background painted above, do you think nation building is achievable in a country like Nigeria? These are the issues to be dealt with in this unit.



### 3.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept of nation building and integration
- trace the political history of Nigeria peace-building process
- explain the essentials of the task of nation building.



### 3.3 The Essentials of National Integration

#### 3.3.1 The Concepts of Nation Building and Integration

In the words of Ndolo, (2005), nation building is the process of political socialization of the people to become good citizens to enhance political order to help citizens have a stake in the worth for fighting for the interest of the nation. Erondy and Obasi (2000) argue that nation building is a process of mobilizing available resources human, material and financial for socio-economic and political developments of a nation state. For instance, Ilo (2011) argue that nation building is a project that involves the psycho-social reconstruction of individuals to infuse the people who differ widely in language and shared identity. Nwoli cited in Ilo, (2011) argues that progressive transformation of the environment and increase in the quality of things that enhance good life in the socio-economic aspect of national life.

Many scholars conceptualize national integration as a plural society where component parts are reasonably contempt in the polity vis-à-vis equity and justice in resource allocation and access to equal opportunities (fifty-fifty equity share of national cake). Nigerians cannot foster peace and unity on a faulty foundation of political marginalization in all the regions. National integration is a cultural phenomenon tied to the development of a state, the foundation of Nigeria state was bread and buttered on British ambit with the motive of oneness but problem of consensus brought numerous political problems that pitched one ethnic group against another. National integration in post-colonial era is an effort for the entire political enclave to foster peace and unity. National integration, simply put, is a process for unifying a society that tends to make harmonious entity based on the order of its members for harmonious relationship.

A better understanding of the political history of Nigeria will assist in understanding the ethnic diversity of a nation like Nigeria.

#### 3.3.2 Political History of Nigeria

This is important for you to understand as a student of Peace and Conflict Resolution. An analysis of Nigeria's political history and practice will reveal a struggle between the hegemonies and the contenders. It is more of a fight between the tripods – the Hausa, Igbo and Yoruba versus the minority. It is a struggle for power in the center between the three ethnic groups. The minorities struggle at the state levels and within the old regions, created.

Their struggle is more of self-determination within the state than for federal power.

One characteristic of Nigeria political power struggle since after the independence, which is the bane of our political struggle, is the winner takes it all orientation. The ethnic group in power protects his ethnic group and gets more opportunities for them. So, all the ethnic groups compete to be there, as it means well-being for the ethnic group, not for the country; therefore, it is a do or die affair.

The later for most of the post-colonial period in Nigeria has been dominated by the Hausa-Fulani ethnic group and translate into better appointments and other patronages. Political parties are also structured along ethnic lines further dividing the country. Although they try to wear a national outlook after the military administration of 1966; but it is only in geographical spread. Even the National Republican Convention (NRC) was nicknamed (Northern Republican Convention) and the Social Democratic Party (SDP) was called (Southern Democratic Party).

To confirm these views, the presidential candidate for SDP, Chief MKO Abiola who won the 1993 election in all parts of the country, was a southern, was refused the opportunity to rule the country as the Hausa-Fulani hegemony annulled the acclaimed fairest and free election of 1993. Chief Sonekan was invited to led the Interim National Government was overthrow by General Sani Abacha, who arrested Chief Abiola who declared himself the President and charged with treason, detained for four years without trial, and he later died in detention. The south did not see and watch without taking action. They formed the National Democratic Coalition (NADECO) to fight the Abacha Government. However, the death of Abacha paved way for General Abdulsalam who initiated a transition programme that led to the election of Chief Olusegun Obasanjo, as the President of Nigeria in 1999.

In summary, from 1960 – 1999 the old Sokoto caliphate has dominated the centre at the federal level with the South (Yoruba and Igbo) providing Head of Government three times, and the north produced nine times. This is to confirm that the change of baton of power is between the Hausa-Fulani, Igbo and Yoruba. The political landscape since May 1999, with Chief Obasanjo's election as the Head of State to 2007, has revealed another picture of convention between the hegemony (Yoruba) – Hausa, Igbo and the minorities – (South South) and calling for power shift to the south instead of the North in 2022. In a country of about 250 ethnic groups, the political power at the centre is among the Hausa, Igbo and Yoruba. What about the other groups if they have to be part of nation building? This is a critical question you need to reflect on.

### 3.3.3 The Military Rule and Nation Building in Nigeria

Basically, the function of the military is the territorial protection of a nation. They ordinarily should not head the government of any nation. This is not the case in many nations especially in Africa. The military in government is an

aberration because they are supposed to be involved in politics in non-constitutional way. They are not expected to participate in conventional civil politics. Their control of power is done forcefully through a coup d'état. The military has at various times forcefully taken over the government thereby truncating the democracy

Nigeria since independence has witnessed two coup d'états of elected governments led by Major Chukwuma Nzeogu against Alhaji Balewa government in January 1966 and the second led by Government Muhammadu Buhari against Alhaji Shehu Shagari's government in 1983. Although, Chief Earnest Shonekan resigned from office for General Abacha to take over, it was believed that he was forced to go, so General Abacha is classified to be in the same category of Buhari and Nzeogu.

There have been two military coups against military government, which led to the death of General Aguiyi-Ironsi, which led to the emergence of General Yakubu Gowon in July 1966. The second led to the emergence Gen. Babangida after the overthrow of General Buhari in August 1985. Apart from these two successful coups, there have been many unsuccessful ones. The major political problem today, is how we effectively integrate the three regions and the ethnic nations. Many reasons have been advanced for military intervention in democracy. These reasons include;

- i. The military intervention was aimed to arrest the drifting of the politicians into violence. They argue that they want to ensure the survival of the nation on a political entity. The control of corruption, which has entrenched the political administration, is another reason they gave for intervention.
- ii. Reviewing the security and survival of Nigeria following the political crises going on in the West between Chief Obafemi Awolowo (Action Group) and Chief Akintola's Nigeria National Democratic Party led to the declaration of state of emergency in the Region.
- iii. The disagreement that arose from the result of the National Census of 1962 from the different parts of the country on political reforms further compounded the insecurity in the country.
- iv. The break-up and re-allying of the political parties heightened the intensification of the struggle for power over the distribution of offices and patronage. The fall back on the use of thug and rigging by the National Council of Nigerian Citizens (NCNC) during the 1965 Federal elections in the West and the Tiv area of the Middle Belt resulted in overbearing violence which earned the Western Region the name – "the wild wild west". These unsafe situations prompted the intervention of the military in January 1966, which was a welcome development.
- v. In similar fashion, the country was at its crossroads in 1983 after the re-election of the Shagari led government after a "landside" victory. The pro-democracy revolt in the West as they fear that the oppressive government was going to go on for another four years prompted the intervention in 1983. Although, some believe that the 1966 coup aimed to arrest the drifting political insecurity of the time,

others think that the Buhari led coup was aimed at sustaining the Hausa control of the government, but they argued that their intervention was to rescue the country from declining socio-economic condition of the country, as there were problems of bankruptcy, growing external debt and the collapse of social services.

### **Implications of the Involvement of the Military on nation-building**

The military employed the instruments of coercion and force in controlling the states, agencies and resources without any recourse to democratic principles. The civil society was ruled by force and this rendered them intimidated and indifferent. This gave rise to the culture of fear, opportunity and sycophancy in the society.

The most critical implication of the forceful control and dominance is the entrenchment of dictatorship in the administration of the country. Governance/administration was militarized and the management of the economy was by unitarist principles, which emphasized centralization and concentration of power, not devolution of power and separation of responsibilities by the three arms of the government. This unitary approach opposes federalism, and the dictatorial approach made them loot the treasury for private enrichment, and in return unleashed violence of all sorts into the system, which destroyed the socio-economic base of the country.

Armed control of the military contributed to ethnic inequality. The ethnic group that had more people in the military wielded these uncontrolled powers, and had a sense of superiority over the others. In Nigeria for example, the Hausa-Fulani had more numbers and people even made statements indicating them the ruling class/ethnic group of the progressives. This feeling of dominance, coupled with looting of the treasury, followed by lopsided policies that destroyed the country's economy resulted into a lot of tensions. There were calls to end the military rule, and a return to the civil rule. The marginalized ethnic group accused the military of institutionalizing oppression, fraud and evil through dictatorship.

#### **3.3.4 The Task of Nation Building**

Nation building is possible under democratic principles, and de-prioritization of power politics. When a nation does not promote democratic principles in the administration of that country, the chances of building a nation is very small. A country that is pluralistic, like Nigeria can function better in federal system of government, otherwise there will be constant struggle of the elites of the dominated group. For example in Nigeria, because military system ruled the administration, and it is dominated by the Hausa-Fulani ethnic group, the rest ethnic groups are fighting for recognition and control, and the main natural question on power distribution among the zones. The main implication for the power politics is that building a "united nations with one soul and a common destiny" is overlooked, un-thought of and never pursued. The second implication is the politicization of governance and administration.

When rights and responsibility are not distributed based on justice, fair play and excellence, very little can be achieved. The appointment of officers based on ethnicity and state acquisition, and not on competence and availability, how much can we gain? The privatization of power politics leads to the neglect of important areas of nation building. For example, after the independence, it is most appropriate that economic development plans and policies be developed to give the country a direction, but that was not the case in Nigeria. We were and are still pre-occupied with power politics. Our economic plans have been hand down from the West – from Structural Adjustment Program (SAP), to International Monetary Fund (IMF) conditionality and the implications are terrible. Foreign multinationals come into the country, make all the money, exploit our natural resources and leave with bulk of the profit. Because we are not a united country, when the south is exploited, the west shows no concern, and vis versa. The oil exploitation is a very good example of the exploitation of our resources without any natural policy to protect the victims of this exploitation. A deep analysis goes down to ethnic affiliations between the rulers and the victims.

The other problem is the abandonment of the other sectors of the economy because of the wrong focus. Our agro-base and manufacturing sectors need attention and development. Nigeria needs to face the realities of nation building, and it is beyond rhetoric. We have plenty to do to come out of our ethnic groups to be first and foremost Nigerians, before our individual ethnic identities.

### 3.3.5 Factors for Nation Building

#### **Monopoly of Power**

The benefits of power control are enormous, especially the Nigerian way, of winner keeps it all. When a section of the country holds power and claim that it is her birthright, it is definitely going to cause problem. Other sections will not have sense of belonging and cannot work for the unity and development of Nigeria.

#### **True Federalism – Politics and Fiscal**

The principle of true federalism where every part of the country is economically and politically powerful enough to be on their own is the best for Nigeria. Nigeria needs to be restructured in relations to power distribution to allow equity and justice. States should keep their economic resources and make contribution to the central purse for the running of the federal office. This will go a long way to reduce tension in the center of power and reduce the prioritization of political powers.

#### **Internally Grown Economic Ideas**

Until we begin to develop economic and development ideas, that are relevant to the cultural and social conditions of the country, we will only be working

to maintain the west. We need homegrown ideas that are Nigerian in all peripheries that must be implemented to all as an identity that we can be proud of. Agricultural and manufacturing sectors of the economy must be developed. We need to have food sustenance, create jobs and earn foreign exchange in order to have pride in ourselves as Nigerians and begin to defend Nigeria on all fronts.

### **Democratic Empowerment**

The relevance of democratic empowerment for nation building cannot be overemphasized. Democratic principles emphasize equity, justice, and equality of all citizens. Also, it encourages the principle of separation of powers, accountability and transparency. If most Nigerians are empowered to the point that they internalized these values and practice them, Nigeria can move forward towards nation building.

### **Provision of Social Services**

When peoples' needs of education, transportation, housing, and health services are met, it is easy for them to identify with a country that can provide them all these amenities. So, Nigerian leadership must make effort to provide these social amenities.

### **Armed Forces**

The Nigeria military have a history of having done more harm than good to the country and her citizens. It is important that they be kept out of civil power. They hold the record of experts in the destruction of federalism and militarization of governance.

The role of military in nation building is going back to the traditional role of defending the country against external and internal aggressions and the maintenance of the oneness and territorial integrity of the country. They must also be subordinate to the constitution, not to intervene in changing the government. Sovereignty belongs to the people. The army needs to include democratic education in their training. The army generals who stole should be made to refund their loot to deter future looters.



### **Discussion**

Click on the link below to read more on the roles of the military in nation building.

[https://www.researchgate.net/publication/358351262\\_Military\\_Rule\\_and\\_Nation\\_Building](https://www.researchgate.net/publication/358351262_Military_Rule_and_Nation_Building). What other roles had been / are being played by the military in nation-building process?



### **Scenarios**

Click to watch more discussion on nation building and integration, then use it to answer question 2 of the self-assessment questions.



Discussing Nation Building: What Should We Do Differently ? | THE ADVOCATE NG

<https://www.youtube.com/watch?v=lnhEvE3vYjI>



## Self-Assessment Exercises

1. Nation building means ...  
A. Building new countries    B. Promotion of inclusiveness in developing a nation  
C. Developing ones tribe    D. Traveling to other nation for personal development
2. From the scenario video, the task of nation building is the responsibility of \_\_\_\_\_.  
A. The followers    B. The political Elites    C. Everybody    D. The government



## 3.4 Summary

The task of nation building goes beyond just words, and documentations like passports or national identity cards. The task of nation building takes a multi-dimensional approach, which calls for various programs, some ad hoc, some take a long period of time. It takes long-term educational plan and inculcation of what a home is to a person. It calls from the citizens what they can do for their country, and from the country what the country can do for them. It takes a lifetime to build a nation and it is everybody's job.

This unit has paid a primary attention to the political history of Nigeria. It also focused on the general concept of military rule particularly as it affects nation-building in Nigeria. The unit went further to discuss the task of nation building.



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<https://www.researchgate.net/publication/331609153> NATIONAL INTEGRATION IN NIGERIA A PHILOSOPHICAL INSIGHT



### 3.6 Answers to the Self-Assessment Exercises

1. B.
2. C.

## Unit 4: Civil-Military Relations and the Promotion of Peace in Democratic Society

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### Unit structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Civil-Military Relations and the Promotion of Peace in Democratic Society
  - What is Civil Military Relations?
  - 4.3.2 History of Nigeria Civil Military Relations
  - 4.3.3 Civil-Military Reforms in Nigeria
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Answers to Self-Assessment Exercises



### 4.1 Introduction

Having looked at the roles of military and non-military groups separately in nation building process in the last unit, can you imagine what civil-military collaboration will do to a nation? This Unit will focus on the need for improved civil-military relations in Nigeria. An improved or cordial civil relationship will promote peace and democracy. Nigerian civil military relation is very unfriendly because of the many years of military rule in the country. It is important that the military accept that democracy has come to stay in Nigeria, and therefore allow efforts to promote democracy to yield the expected result. So, this Unit will deal with the history of military rule and the characteristics of the military rule, which is different from civilian rule, which explains for the hostile civil military relation.



### 4.2 Learning Outcomes

By the end of this unit, you will be able to:

- describe the civil military relations in peace promotion in democratic society
- trace the history of Nigeria civil military relations in peace promotion in democratic society
- explain various efforts at civil-military reforms in promoting peace in Nigeria.



## 4.3 Civil-Military Relations and the Promotion of Peace in Democratic Society

### 4.3.1 What is Civil Military Relations?

A Civil–Military Relation (CMR) describes the relationship between military organisations and civil society, military organisations and other government bureaucracies, and leaders and the military. CMR incorporates a diverse, often normative field, which moves within and across management, social science and policy scales. Adegbite Aboluwoye (2019) asserted that the military is an important organisation of the modern state. It is obvious that the contribution to the nation building cannot be overemphasized or waved aside. Despite the fundamental role of the armed forces, their relationships with the civilians have been a major concern. The military has been noted in the past for the use of violence in dealing with the civilians and their desire at toppling civilian governments at a slight mistake. The military has used this access to the instruments of violence to control government not only in Nigeria but other African countries.

In Nigeria during the various military regimes the civil-military relations were marred with violation of human rights and consequent strains relationship. Civil-military relation refers to the totality of relations and interactions between the military personnel and the civilians in any political system. With the current democratic system of the fourth republic, it seems there is a new dimension to the relationship between the civilians and the military. There have been symbiotic relations between the civilians and the military personnel.



Fig. 12: A Military Roadblock in an African Nation

Let us do a trace of CMR in Nigeria over the years.

### 4.3.2 History of Nigeria Civil Military Relations

Before the handover of government by General Abdulsalami Abubakar to President Obasanjo in 1999, Nigeria had being ruled by the military for 29 years of Nigeria 45 years of independence. Analysing the difficulty in the

growth and sustenance of democracy show the military do not want to leave power. The struggles between civilians and the military in the ruler-ship of Nigeria were all plagued with unending coup and counter coup plots.

The first republic witnessed a resentful military in Nigeria. It is on record that the military were not happy with the political class and the fact that the British deliberately created a tripartite political condition in the country. The Nigerian military at that time had some revolutionaries who were ideological. In essence, there was no synergy between the military and the civilian leaders as most of the soldiers that participated in coup claimed that they were oblivious of the political situation of the country. That was the reason the military claimed they executed the coup to save Nigeria from collapse and disintegration. They even considered themselves as nationalists carrying out nationalistic role.

The second republic was truncated after merely four years of democratic rule. It might not be out of point to say that the military during the second republic were in hurry to return to power. The military officers at this period perceived the civilian leaders as corrupt individuals who cannot steer the nation's ship to desired destination. This implies that the military still had their reservation toward the civilian rule.

During the third republic, the military retained their hegemony despite the transition to democratic rule at the states level. The then military president, General Ibrahim Babangida, rather than handing over to the acclaimed winner of the June 12, presidential election, handed power over to an interim administrator. Analysis of the annulment of the June 12 election claimed to be won by Chief M.K.O Abiola, a Yoruba man, though a Muslim, people believe that, President Babangida refused him his victory because he was a Yoruba man. Issues of ethnicity were seen to play up in the annulment. But social critiques and scholars of civil military studies believe that, it is more of the refusal of the military to give up power to the civilian than the issue of ethnicity, which is being alleged by many. The system of government in the third republic could be described as diarchy in which the civil and military rules were run concurrently. The third republic therefore witnessed the military control of the civil rule.

As far as the CMR in nation building is concerned, there is necessity for reformation. This is to make the process more viable. To you, what aspects of CMR should be reformed?

### 4.3.3 Civil-Military Reforms in Nigeria

The character of the civil military relations has being that of hostility. But there is a need to change this character because we all live together, and most find a way to live together in peace. The importance of a reformed relationship between the civil society and the military cannot be over emphasized especially in a democratic Nigeria, as an improved relationship will

promote peace in Nigeria. Reforming the civil military relation in Nigeria, is very necessary as studies have shown that there is a need to reform the character of states that have just move from military to democracy, like Nigeria.

### **Subordination of the Military to Civil Authority**

Bringing the military under civilian authority is one action that must be taken to improve on the civil military relations. The military must accept the elected civilian president as commander in chief of the armed forces and the supremacy of elected official of the state over appointed officers at all levels.

### **Constitutional Clause for Achieving Civilian Supremacy**

The other condition that must be accepted by the military is the constitutional clause for achieving civilian supremacy. The constitution of Nigeria already specified the supremacy of the civilian ruler-ship. There are “anti-coup” clauses contained in section 1 (2), section 217 (1) what the roles and forms of the armed forces are under a democratic government. The constitution also vests the command and operational use of the armed forces in the elected civilian president. Also, section 218 (1) also states the power of the president, as the commander in chief of the Armed Forces shall include the power to determine the operational use of the country’s armed forces. So, the constitution of Nigeria is very clear on the subordination of the military under the civilian leadership.

### **Legislature Oversight Functions in Defense and Security Matters**

To ensure that the military is under the civilian leadership in democracy, the policy is entrench and symbolized in the legislative arm of the government. Because this arm of the government is comprised of elected officers representing the electorate, as a whole, it is believed to be the best unit to regulate and promote oversight function over the countries armed forces. The significant functions assigned the National Assembly regarding defense and security are specified in the constitution including the role of the armed forces, their structure, strategic requirement and defence priorities, regulations of power excisable by the president as the commander in chief of armed forces, and in the appointment, promotion and disciplinary control of the members (see section 218 and 219) power and control over public funds, including budget approved, controlling expenditure, raise audit of public accounts, and exercising power to conduct investigation (see section 18,85 and 88) to help the National Assembly in carrying out these functions, the House of Representative have set up committees, especially, Defense, Finance Appropriation, Police Affairs, Internal Security, Foreign Relation and Ethnic.

### **Re-professionalization of the Military**

Just like in a post conflict/war, era, the immediate concern on Nigeria agenda in civil military reaction is “the five Ds of civil military though”, which are (1) Democratization, (2) Demilitarization (3) Demobilization, (4) National Defense and (5) Social Development. Although, Nigeria may agree that the

first two have been taken care of to a large extent, it is very important that the last three be taken up very urgently, as these three still pose a lot of concern. In Nigeria today, demobilization of soldiers is still a critical issue. There are questions of policy not only what force level and structure to maintain the number of soldiers to demobilized with reference to what threat perception, and spanning phases. What programs do we need to adopt for reintegration of ex-combatants and what center's measuring to prescribe for policy? However, the Obasanjo's defence and security policy does not indicate a large-scale demobilization, the new policy promised a "comprehensive transformation of the armed forces into an institution able to prove its worth if called upon". The policy's four component points talked about. Continuation of rationalization, down-sizing, and rightsizing (an euphemism for retirement and partial demobilization particularly at the top echelons) to allow the military shed its "dead woods" as well as discard obsolete equipment, and build a much leaner, more agile, technologically sophisticated and professionally oriented military.

- i. Re-equipment of the services and upgrading of soldier's welfare, albeit within the limit of budgetary allocation.
- ii. Reversing the harm inflicted in "military, civilian relation" because of years of military rule, by measures to subordinate the military to the democratically constituted authority.
- iii. Building, rehabilitation and strengthening the relationship between the Nigeria military and the rest of the world especially Africa countries, damaged by years of diplomatic isolation and sanctions attracted by the behaviour of previous regimes'. (Adekanye, 2005. Page 16)

### **Re-Educating Military Officers for Democratic Rule**

The return of military men and women to the responsibilities and demands of new order emphasizes professionalisation and service to one's country. This education program majors on the function for which they are established which is stipulated in Section 217 (1) of 1999 constitution namely:

'Defending Nigeria from external, namely: Maintaining its territorial integrity and securing its borders from violation on land, sea or air

Acting in aid of civil authorities to help keep public order and internal security when called upon to do so by the president but subject to such condition as may be prescribed by an act of the National Assembly' and

Performing such other functions as may from time and time be prescribed by an Act of the National Assembly from time to time' (Adekanye, 2005: 17)

The second principle of the re-educating program is 'that the use of the Armed Forces for internal security roles on a long and sustained basis carries with it the danger of weakening the organisation's combat readiness, morale, and therefore capacity for effective external mission whenever these become necessary'. (Adekanye, 2005:18). What this implies is that it is more implicating for armed of Nigeria, to be used to suppress internal conflicts, as it

provokes the feeling of marginalization from the citizens. So, this principle argues that internal instability which is a product of political in-equilibrium should not be resolved with the use of military force.

The third principle is of a political – economic nature is ‘that resolution of the external question about “how much of defense spending is enough”, if it is to be sustained, must hinge on striking an effective and workable balance between the competing needs or priorities of society through the budgetary process of pluralistic politics’ (Adekanye, 2005: pp.18). This principle calls for a fair distribution of the scarce resources. It is believed that when larger percentage of the budget is placed on defense, other sections like health, education, social development and human security suffer. If these area are not in the expected condition, the possibility is that misappropriation of the budget can lead to internal anarchy which underscores the whole security the armed forces is out to provide; therefore, what boils down to is to recognize the need for “appropriate working balance between security and welfare, that is between the requirement for defense and the need for development’. (Adekanye, 2005:19)

The fourth principle of military re-educations is “that military professionalism thrives best under democratic rule”. (Adekanye, 2005:19) This is so because, the military when in power, want to create the impression that, they are out to develop the country and will not take care of their own. Also, for the fact that they are preoccupied with responsibility other than theirs, they leave the military unattended to, thereby forgetting to invest in their development. Research has it that the Nigeria military lack professionalism because the forces ironically did not get training and development under the prolonged military rule.

Notwithstanding all the reforms of the military put in place by the government, Chukwuemeka Enyiazu, Onyedikachi Madueke, Casmir Chukwuka Mbaegbu (2022) have argued that the Fourth Republic (1999-date) which supposed to be hallmarked with democratic civil-military relation; had rather been characterised by military’s poor human rights record with debilitating impact on her effectiveness and reputation. These authors gave examples of the serious abuse of civilian communities in Odi in 1999 and Zaki Biam in 2001; to extrajudicial killings of members of the Islamic Movement of Nigeria (IMN) in Zaria and Abuja; and the Indigenous People of Biafra (IPOB), (<https://www.crisisgroup.org/africa/west-africa/nigeria/nigeria-challenge-military-reform> 2016); to killing (of) protesters at Lekki killing (tollgate)Lagos state; in Obigbo (2020) and Orlu in 2021 ([Intersociety, 2020](#); [Egbas, 2021](#); [Uneze, 2021](#)).



### Discussion

Click on the link below to read more on the civil-military relations in Nigeria. Based on perceived animosity between the civilians and the military, how can

you mediate to make the relationship better? In not more than 100 words, make your contribution on the discussion forum

<https://www.tvcnews.tv/2019/03/military-donates-relief-materials-to-victims-of-attacks-in-nandu-community/>



### Case Studies

Click on the link below to watch a video on a military operation in Nigeria. From the analysis in the video; I. What is the major position of the interviewee in support of the new Operation being launched?



[WATCH] Review Of The Several Military Operations Recently Launched By Nigeria's Security Agencies  
<https://www.youtube.com/watch?v=O7OFWrZwa2E>

Furthermore, using the same link above, answer questions 1 and 2 of the Self-Assessment Exercises.



### Self-Assessment Exercises

1. From the video \_\_\_\_\_ makes people to give full support to military operations in their area.
  - A. The Name of the operation
  - B. The weapons being used
  - C. The financial resources available
  - D. The personality of the commander
2. Operation Ayen Akpatuma is in \_\_\_\_\_ geo-political zone of Nigeria
  - A. North East
  - B. South West
  - C. North Central
  - D. South East
3. Which of the following was never a military ruler as head of government?
  - A. Olusegun Obasanjo

B. Muhammadu Buhari

C. Ernest Shonekan

D. Aguyi Ironsi



## 4.4 Summary

In spite the shortfall in civil-military relation, it has dovetailed into rendering some humanitarian services in the modern democratic society. There are cases of the military personnel offering free medical services to the civilians. In modern society, the military no longer see themselves as mere instrument of state defense but a part of the civil world. The development of which has indicated the capacity of the military to take on civilian roles, especially, in the role of nation-building. The military is now involved in the ensuring peace in the various internal crises rocking the nation through their various keeping operations. Some of the operations include: Operation Lafiya Dole, Egwu Eke (phyton Dance), Crocodile Smile, Harbin Kunama (Scorpion Sting) AyenAkpatura (Cat Race), and Operation RuwanWata (Rain of Fire)

This unit has been able to do justice to the discourse on Civil Military Relations. It began by discussing the History of Nigeria Civil Military Relations. It went further to examine the factors relevant for Reforming the Civil Military relations and various government's efforts to improve on the Civil-Military relations in Nigeria as well as the effects of reform measure on the Civil Military relations.



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## 4.6 Answers to the Self-Assessment Exercises

1. A.
2. C
3. C

## MODULE 3: ISSUES IN CONFLICT MANAGEMENT

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### Module Introduction

This module focuses on the challenges facing managers of conflict at every strata of the society.

Conflict is an inevitable organizational reality that can bring negative or positive consequences within the organisation. Conflict may lead to some disagreements in the organisation, which might lead to good communication in an organisation. This results in compromise or further appreciation of opposite views. According to Hoban (2004), the consequences of conflict can be described as positive. On the other hand, disagreement can result in polarization of viewpoints. Daresh (2002) argued that it can lead to the end of communication and personal animosity among members within the organisation. In this case, the results of conflict bring about negative effects to the running of the organisation.

Unit 1	Religion, Peace and Conflicts in Nigeria
Unit 2	Contemporary Issues in Peace Education
Unit 3	African Endogenous Peace Institutions for Conflict Resolution
Unit 4	Small Arms and Light Weapons Proliferation, Children and Girls in Armed Conflicts
Unit 5	Post-Conflict Reconstruction

# Unit 1: Religion, Peace And Conflicts In Nigeria

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## Unit structure

- I.1 Introduction
- I.2 Learning Outcomes
- I.3 Religion, Peace and Conflicts in Nigeria
  - I.3.1 Belief Systems in Nigeria.
  - I.3.2 History of Religious Conflicts
  - I.3.3 Causes of Religious Conflicts
  - I.3.4 Resolving Religious Conflicts
- I.4 Summary
- I.5 References/Further Readings/Web Resources
- I.6 Answers to Self-Assessment Exercises



## I.1 Introduction

Look at least 20 people around you presently. Take a note of their ethnic nationalities, language and their religion. What do you observe? That is Nigeria's dynamism. Nigeria is made up of a very complex multi-ethnic, multi-cultural, multi-linguistic and multi-religious society. This, in itself, should have been an advantage and a veritable factor for national unity, national integration and national cohesion. Instead of the plurality of the Nigeria society serving as a catalyst for rapid national development and integration, it is now what is impeding and, therefore, responsible for backwardness and slow developmental phase of the country. Unfortunately, this plurality in culture, language, ethnicity and religion are the very source of conflicts in Nigeria.

In all parts of Nigeria today, there are communal, ethnic, religious and political conflicts that manifest in various forms and are accompanied by ferociousness and destructiveness. These conflicts constitute a threat to the nation's nascent democracy, national stability and security. Of recent, these conflicts have become more recurring and pervasive as a result of repressed dissatisfaction, disillusionment and frustration of the many years of military rule.



## I.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the belief Systems in Nigeria
- narrate the history of religious conflict in Nigeria
- explain the causes of religious conflicts in Nigeria
- discuss various ways to resolve religious conflicts in Nigeria.



## 1.3 Religion, Peace and Conflicts in Nigeria

### 1.3.1 Belief Systems in Nigeria

Nigeria is a heterogeneous society. This heterogeneity is also extended to the area of religion. That means that Nigeria is a multi-religious society. In spite of the multiplicity in religion, there are two dominant groups, namely, Christians and Muslims. Along with these main groups, exist those who are referred to as traditional worshippers. These traditional worshippers exist both in the North and South of the country and there are cases of members of the two dominant groups (Christians and Muslims) identifying with and participating in one form of traditional worship or the other. Examples of traditional worships that attract and get the members of other faiths involved are: Eyo festival, New yam festival, Ogun festival, Osun festival, Argungu fishing festival etc. People of other faiths join in these festivals that belong to the religion of traditional worshippers because they see it as helping them to keep in touch with their cultural values. However, there are some other faiths that would not join in these celebrations but are rather preaching against and condemning them.

Suffice to say here that, it is an erroneous belief that the North of the country is a homogeneous society particularly in the area of religion. It is widely believed by many people who are outside the region that the north is made up of the Hausa/Fulani and that Islam is the religion of all the people in the region. However, the truth is that the north of Nigeria, as other parts of the country, is a multi-ethnic, multi-cultural and multi-religious society. As a matter of fact, there exist in the north, not only Islam, but also Christianity and Traditional worship.

Before the spread of Islam into the north, there existed a variety of traditional worship. Although, this traditional worship differ from one community to the other, their beliefs revolved around a big distant god referred to as Ubangiji, who is surrounded by intermediaries called Iskoki who are directly in touch with men and control their everyday lives. Till today, we still have these traditional worshippers who are called 'Magusawa' in the north of Nigeria.

### 1.3.2 History of Religious Conflicts

Before the coming of the colonialists and after the independence of Nigeria up to the early '70s, there was little or no religious conflict aggravating to violence in any part of the country. People had always lived together in harmony, the faith and religion you belong to notwithstanding. In some parts of the country, there were cases where within a family setting, you could find members of the same family belonging to different faiths and living together harmoniously without any conflict arising as a result of differences in their faiths and beliefs.

However, in the late 1970s, our religious climate started changing for the worse with the violent conflict in October, 1977 between Christian and

Muslim students of Ahmadu Bello University, Zaria. Ever since then the trend has been sustained but the tempo was increased in the early '80s with the outbreak of Maitasine riots in Kano in 1980. The situation was further aggravated by the controversial design of the Federal Military government to join the Organisation of Islamic Conference (OIC) in January, 1986. Both the Christian Association of Nigeria (CAN) and the Jama'atu Nasril Islam (JNI) began a vicious propaganda against and for Nigeria's membership of Islamic Organisation.

While the Christian Association of Nigeria was calling on Christians to rise up and resist what they termed as the 'Islamisation' of Nigeria, Jama'atu Nasril Islam and other powerful Islamic leaders on the other hand, sponsored demonstrations in favor of joining the OIC and called on Muslims to rise against what they perceived as the domination and marginalization of the Muslim majority by the Christian minority. On both sides, the conflict raged on in the media as well as among the elites who were at each other's throats. The ordinary people were not left out in this crisis.

It was this crisis that culminated in the clash between Christian and Muslim students at Kafanchan in Kaduna State on 6th March, 1987 over what was considered a blasphemous remark. The religious clash developed into an inter-ethnic war between the Hausa community and other local ethnic groups. The crisis quickly spread to other towns and villages within the state and scores of mosques, churches, hotels and business centres were burnt and destroyed while several thousands of lives were lost and property worth millions of Naira were also destroyed. It was a crisis where miscreants had a field day. Since then, this type of religious conflicts, particularly between the Muslims and the Christians, has become a recurring decimal cutting across many of our geo-political zones.

Since religion is value-based therefore, people are bound to be emotionally attached and any little whipping up of their sentiment along their religious belief will definitely result into catastrophe. However, it must be stated here that not all conflicts that are classified as religious actually began as one but are either turn into or are named as such because of the religious inclinations of the people involved in the conflict. Examples of conflicts that were regarded as religious conflicts but whose causes are beyond religion are: Fulani-Sayawa in Tafawa Balewa in Bauchi State conflict of 1991; Zango-Kataf crisis of 1992; Jos conflict of April 12, 1994; and the Kaduna crises of 2000 among others.

Conclusively, therefore, religious conflicts are disagreements arising as a result of differences in faith and belief. Many times these conflicts are inter-religions but sometimes they are intra-religion. An example of an intra-religion conflict was the Maitasine riots, which was between a particular sect of Muslims and others who did not belong to this sect.

Human beings have struggled against one another for a variety of reasons. Religious disagreements can be particularly intense. Sectarian violence involves differences based on interpretations of religious doctrine or practice. The

struggles between the Catholic and Orthodox churches, or the wars associated with the Protestant Reformation and Counter Reformation, are examples of this form of conflict. The current violence seen between Sunni and Shia Muslims is also in this category. Closely associated with this kind of conflict is religious fundamentalism. Religious fundamentalism rests on a literal interpretation and strict and intense adherence to the basic principles of a religion. The conflict arises when religious fundamentalists see their coreligionists as being insufficiently pious. Extremism is the idea that the end of a religious goal can be justified by almost any means. Some groups that are convinced that they have divine blessing have few limits to their behaviour, including resorting to violence.

Another form of religious violence is between completely different religions. Wars between Muslims and Christians or Hindus and Buddhists have been framed as wars for the benefit or detriment of particular religions. What is described as religious strife, however, is often not. Although some religions are fighting over doctrinal differences, most conflict stems from more secular causes- a desire for political power, a struggle for resources, ethnic rivalries, and economic competition.

### 1.3.3 Causes of Religious Conflicts

Although some religions are fighting over doctrinal differences, most conflicts stem from more secular causes- a desire for political power, a struggle for resources, ethnic rivalries, and economic competition. Other causes include marginalization, oppression, and government influence, uneven distribution of wealth and resources, division in government, nepotism and socio-religious bigotry. Needless to say, when values, norms, beliefs and ideologies are tempered with, conflicts are bound to erupt. For instance, The Israel/Palestine conflict is a struggle over territory, resources, and political recognition. The Rohingya crisis in Myanmar has less to do with religion and more to do with differences in ethnicity, national origin, and post-colonial identity. Massacres in Sahelian Africa are better framed as farmers versus herders. The long running violence between Protestants and Catholics in Northern Ireland is better framed as a violent dispute between one group who holds allegiance with the Republic of Ireland and the other who holds allegiance with the United Kingdom

Fwa (2003) while researching religious crises in Kaduna State of Nigeria quoted two religious leaders on their opinions on the causes of religious conflicts.

A Muslim cleric identified the cause to be:

Lack of trust between various ethnic and religious groups as a result of deep-rooted misconception and stereotyping. Lack of tolerance, poverty and fear of socio-cultural domination, media reporting, government failure to take action in previous happening, lack of infrastructure, excruciating poverty and manipulation of the people by retired military officers to achieve their ambitions.

While a Christian cleric had a similar opinion and he said the following were the causes of conflict:

The first is the structural imbalance that disfavors the Southern part of the state in term of elections. The basis of this is what he called the “fictitious” census exercise in the state which under counted the southern part and exaggerated the figures of the Northern parts (Fwa 2003)

The analysis confirm the position of some scholar that, ‘failure to resolve the natural question in an inclusive manner is evident in the varied responses across the country to conflicts over identify, nationality, self-determination and autonomy’” (Fwa 2003).

Do we then conclude that religious conflict does not exist? It does. The most obvious example of this in recent years has been the emergence of Islamic State. This organisation carries all the worst examples of religious extremism-sectarianism toward other Muslims (the Shi’a), attempted genocide of religious minorities (Yazidis and Christians), and brutal repression through the apparatus of the state. What we have in actual sense are conflicts as a result of socio- economic and political issues that are played up in religious tones weeping up emotions to seek sympathy, knowing that people get existed over religious issues.

### 1.3.4 Resolving Religious Conflicts

Just like any other conflict, effort to resolve these conflicts have always taken a multi-dimensional approach. Preventions come from both government and non-governmental organisation. But the government has always adopted the establishment of Judicial Commissions of Inquiry. One major methodology adopted by the government in an attempt to resolve the conflict is to set up panel of inquiry. The government gives the mandate for each commission, including finding the cause of the conflict. They are advice to make recommendations on bring lasting peace to the conflict. The general consensus is that, the government always lack the political will to implement the recommendation because of some individuals involves.

**State Creation Instrument:** This is one tool used by successive governments to give a sense of belonging to the people, although this instrument has been a source of conflict too. The choice of the capital of the state or the Local Government headquarters and sometimes the division it brings into the ethnic groups, as one ethnic group could be divided into two states, all these has been sources of conflict.

**The Use of Military Force:** Federal Government has always resorted to military solutions to stop violence and internal aggression. Although the military government had found this method very helpful, it is very embarrassing to notice it is the civilian regime. There is a great deal of the use of force to stop violence many times, and it has not helped in the restoration of peace and reconciliation.

**Peace and Reconciliatory Meetings:** This is another method of resolving conflict employed by both the government and the non-governmental organisations. These meeting help to promote peace and reconcile the disputing parties. This strategy tries to appeal to the conscience of the parties to initiate dialogue in resolving their differences. Read this piece on how two religious leaders from different religions are contributing to peace process in various communities of Nigeria.



### Discussion

Below is a link to newspaper content on two leaders of different religious divides collaborating to bring about peace in their communities. Do a critical analysis the story and suggest ways the government can build on the initiative to foster peace among religious groups in Nigeria. Add your post to the discussion forum in not more than 100 words

<https://www.premiumtimesng.com/investigationspecial-reports/381905-special-report-how-imam-pastor-brought-peace-to-warring-nigerian-communities.html>



### Case Scenarios

Click on the link to watch the video below on religious crises in Kaduna State



<https://www.youtube.com/watch?v=mDjOZHG7G5o>

Answer the following questions



### Self-Assessment Exercises

I. From the video, the major cause of conflict in Kaduna state was

\_\_\_\_\_

- A. Access to resources
  - B. Ethno-Religious division
  - C. Rivalry among political elites
  - D. Undue taxation
2. Religious fundamentalism simply means \_\_\_\_\_
- A. Fight for supremacy of one's religion
  - B. Peace preaching of ones religious beliefs
  - C. Fight for equality among religious divides
  - D. Agitation for political power by religious leaders

3. The first major religious crises in Nigeria took place in Zaria in \_\_\_\_\_
- a. October, 1977
  - b. November, 1970
  - c. December, 1980
  - d. January, 1981



## 1.4 Summary

Reviewing the causes of these conflicts and the responses to resolving them, it will show clearly that they are not entirely religious conflicts as the bone of contention is not religious, neither are they as a result of religious interpretations, so, they are not religious conflicts, but socio-economic and political conflicts that are presented as religious conflicts. Many of the perpetrators of the conflicts are people from different religious background engaging in socio – political and economic crises. There are no textual or contextual interpretations of the religious books leading to any form of conflict. This conclusion they bring us to the question of “are all the conflicts called religious conflict, really religious conflicts or are they socio-economic and political conflicts.

This unit has been able to discuss the belief systems in Nigeria. It also discussed the history of religious conflicts in Nigeria. It went further to examine various causes of religious conflicts in Nigeria and ways of resolving religious conflicts.



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## 1.6 Answers to the Self-Assessment Exercises

1. B
2. A
3. A

## Unit 2: Contemporary Issues in Peace Education

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### Unit structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Contemporary Issues in Peace Education
  - 2.3.1 The Concept of Peace Education
  - 2.3.2 Teaching Peace
  - 2.3.3 Peace Education and the Culture of Peace
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Answers to Self-Assessment Exercises



### 2.1 Introduction

We hear about wars, crises and violence almost every day. We tend to imagine, is there would ever be any time that these types of news will cease or at least be reduced to the barest minimum. This is achievable if there deliberate efforts at teaching peace at all levels. This unit is devoted to teaching the contemporary issues in Peace Education. The *Preamble to the UN Charter* reads “...the United Nations was established to “save succeeding generations from the scourge of war”, “to reaffirm faith in the ...dignity and worth of the human person [and] in the equal rights of men and women”, “to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained”, and “to promote social progress and better standards of life in larger freedom...”.

## PEACE EDUCATION



Fig. 13. Peace Education

“Peace education has developed as a means to achieve these goals. It is education that is “directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. It promotes “understanding, tolerance and friendship among all nations, racial or religious groups” and furthers “the activities of the United Nations for the maintenance of peace



## 2.2 Learning Outcomes

By the end of this unit, you will be able to:

- define peace education
- explain the various ways and needs for teaching peace
- explain the linkages between peace education and the culture of peace.



## 2.3 Contemporary Issues in Peace Education

### 2.3.1 The Concept of Peace Education

The Concept of Peace Education is multifaceted as it is an outcome of different educational approaches that are linked together in the culture of peace. Peace Education is related to the idea of promoting knowledge, values, attitudes and skills promote peace and non-violence, active commitment to the development and sustenance of co-operation and democracy. The concept of Peace Education covers:

**Peace as a Topic:** Peace is very elusive but connotes more than a mere absence of war or hostilities, but the presence of justice. Derived from the Latin *pax*, peace in the Western world is generally considered a contractual relationship that implies mutual recognition and agreement. Understandings of peace throughout the world often disclose a much deeper comprehension of peace in relation to the human condition, which also includes inner peace.

**Gender Education:** This form of education emphasizes that gender analysis is nothing, but social, historical, and cultural constructions and arrangements, which indicate acceptable and preferable forms of behaviour and attitudes for men and women. They are not permanent and not biological, so are determined by the society. Gender studies require that focus be given to feminist analyses as well as to the emerging field of masculinities, both of which are sub-fields of gender studies. Gender is not ‘sex’ as it is strictly

biological determinations and chromosomes. The study of masculinities concerns itself with social constructions of what it means to be a man, with the understanding that there is no single form of masculinity. Gender and the building of peace is a rapidly growing interdisciplinary subject that straddles gender studies and peace and conflict studies. It is important to see the linkage between them as social institutionalization of gender is central to politics and, therefore, to peace.

**Intercultural, Inter-racial and Anti-prejudice Education:** This education emphasizes instruction and learning that socially determine activities, like social feelings, cultural sentiments, prejudice and stereotyping, interpersonal relations and expectations, as well as the reflection of social realities. The effective "multicultural" education is concerned about each individual student, and is sensitive to the group and cultural affiliations of every student. Intercultural relations in the classroom may be a source of knowledge and mutual enrichment between culturally diverse learners if managed proactively by teachers. Frustration, misapprehensions and intercultural conflict are a more likely outcome if teachers do not deal with diversity in a sensitive manner.

**Global Education: Education for Developmental and Social Justice:**

Social justice is an advanced stage of human right. Justice is defined by Thomas Aquinas as “the constant and perpetual will to render to everyone what is due him” He further says: “the principle of justice is to give each person or group, whether weak or strong, what is his or her dues and to demand the contribution of each on the basis of equal consideration”. So, education for social justice emphasizes “social contract”, which pursues for a social conduct based on just, impartiality, legitimacy, equity and fairness in awarding what is due.

**Environmental Education:** Environmental education is at the very heart of education for the 21st century because it is the form of education today that is very good not only at recognizing the social connections between people, but also well at recognizing the connections between people and the planet that sustains them. It is education for sustainability which goes way beyond the old-style Nature Studies, in which the environment was the ‘green bit’ tacked on to other subjects. Environmental education becomes integrated into the whole of peace education and into all levels of learning, as it also examines the physical surroundings, curriculum, and teaching of life skills.

**Civic Education: Education For Democratic Citizenship:** Civics and citizenship education promotes citizens participation in the country’s democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of country's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.

**Human Rights Education – Education For Human Dignity:** Human rights education is based on the quality of all-human alone, and no other living thing has. There is a dignity that goes with being human not an animal, and it is not government given, it is God/nature given. It must be respected and protected. So, Human Rights promotion and protection is not based on any other condition than human conditions. According to Declaration on Human Rights, Article 1:

“All human beings are born free and equal in dignity and right. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”.

**Education For Non-Violent Conflict Transformation:**

Non-violent transformation of conflict and the weaponry of non-violent struggle are desirable for those who seek non-lethal means of conflict engagement, which can improve the odds for reconciliation. This include changes in all, any, or some combination of the following matters regarding a conflict: the general context or framing of the situation, the contending parties, the issues at stake, the processes or procedures governing the predicament, or the structures affecting any of the aforementioned. Conflict transformation may occur through the unintended consequences of actions taken by parties internal or external to the conflict, yet deliberate attempts at transformation may also be made.

### 2.3.2 Teaching Peace

**Why teach peace?**

How are the fundamentals of peace known when it is not taught? The teaching here could be formal or informal. Peace Education includes information that give the students a full range of opportunities to make the best choices and students need to learn about the tools to constructively deal with the problems they encounter on both a personal and global level, and it helps them understand their responsibility for elevating the collective human experience. The main goal of teaching peace is to unlock in students the ability to be autodidactic, and to have a powerful understanding of their role in promoting peace in the world.



**Fig. 14: Teaching Peace to the Younger Generation**

### **How is Peace taught?**

Teaching peace is not restricted to a particular school or context using a specific methodology, style or practice. A culture of teaching peace recognizes the varied and diverse learning environments where students encounter opportunities to refine their notions of peace, and this could be indoor or outdoor. Themes of peace and justice can be infused in every content subject so that peace is pervasive in the curriculum. For example, science teachers can teach peace by promoting environmental awareness and ecological thinking. Foreign language teachers can read and/or translate primary-source texts from the target language which detail experiences in personal, local, national and global peacemaking efforts. Physics classes can learn about the subatomic exchange of matter and energy which binds all humans to one another. A culture of teaching peace can also begin in unconventional places. In prisons and juvenile detention facilities in the United States, a curriculum called Solutions to Violence is impacting the incarcerated youths and adults in a positive way.

### **2.3.3 Peace Education and the Culture of Peace**

Fundamentally, peace education aims to counter a culture of war by promoting a culture of peace. It challenges the assumption that violence is innate to the human condition and seeks to equip students with the capacity to resolve conflict without violence. Essentially, Culture of peace education transforms the design of education curricula so as "to promote qualitative values, attitudes and behaviours of a culture of peace, including peaceful conflict-resolution, dialogue, and consensus-building and active non-violence"

The table below shows the transformation of culture through peace education;

From	To
<b>Cultures of militarism</b>	Cultures of Peace
<b>Authoritarian education</b>	Democratic education
<b>Military training</b>	Disarmament education

	Contracting prejudices
<b>Militaristic concepts ,myths and images</b>	Alternative concepts, myths and images
<b>Neglecting fatherhood</b>	Promoting fatherhood
<b>Supporting sexism</b>	Supporting equality between men and women
<b>Obedience, uniformity</b>	Supporting self-reliance, independence and critical thinking
<b>Neglecting equality, justice and human rights</b>	Respecting equality, justice and human rights
<b>Racism and nationalism</b>	Tolerance and global responsibility

The impact of Peace education on global peace is enormous. The impact covers the economy, political and social spheres. For instance, it is a proven fact that the economies which have peaceful environment accumulate more physical and human capital accumulation and enhance to economic growth rapidly. Peace contributes to economic growth by the ways of increasing of productivity in capital and labor, good governance, tourist arrival and efficient of institutions also.



### Discussion

Critically analyse this content (as contained in the link below) and discuss ways of promoting Peace during elections. In not more than 100 words, post your discussion on the discussion forum and comment on at least 2 posts from others.

<https://www.ifes.org/news/violence-monitoring-contributes-peaceful-elections-nigeria>

The link below is a YouTube video on Peace Education. Watch as it will guide you in answering some of the questions below.



Shun Violence Against Women In Elections #WeCanDoBetter

<https://www.youtube.com/watch?v=rheNCADr7mc>



## Self-Assessment Exercises

1. The focus of the video is the protection of which category of people against violence? A. Children B. The poor C. Women D. Foreigners
2. Which of these can never be a means of enhancing peace education A. Citizen Engagement through TV and Radio Advertisements and Technology B. Social Media Engagement for Peace Messaging C. Strengthened Partnerships and Information Sharing D. Armament of citizens against aggressors
3. The end result of Peace Education is A. Promotion of peaceful Co-existence B. Enhancement of ethnic hegemony in a country C. Promotion of racism D. Acceleration of desire for self-determination by ethnic groups



## 2.4 Summary

A culture of peace is always achieved when citizens of the world understand global problems, developing the skills and strategies to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved through systematic peace education.

This unit highlights various ways to teach and promote peace. It began asking the question on why peace is taught. It further explained how one learns to teach peace. It also elaborated on a number of concepts in peace education. It finally examines the issue of peace promoting culture.



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## 2.6 Answers to the Self-Assessment Exercises

1. C
2. D
3. A

## Unit 3: African Endogenous Peace Institutions for Conflict Resolution

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### Unit structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 African Endogenous Peace Institutions for Conflict Resolution
  - 3.3.1 Traditional African Society
  - 3.3.2 Sources of Conflict among Indigenous Africans.
  - 3.3.3 Institutions for Peace and Conflict Resolution in Africa
  - 3.3.4 Traditional Approaches to Conflict Prevention, Management and Resolution in Africa
  - 3.3.5 Causes of Weakness and Erosion of Indigenous Peace Institutions in Africa
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Answers to Self-Assessment Exercises



### 3.1 Introduction

Peace and conflict research has been exported to other regions of the world, unfortunately, largely underpinned by the western hegemonic discourse, unfortunately. Scholars from that region have crafted the fields of peace studies and conflict resolution in Euro-American institutions, largely. According to Tamara Duffy (2000) this discipline reflected Western intellectual traditions, worldviews, expectations, values and rationality embedded in Western culture. The discipline has assumed that the theories and methods derived from a particularistic Western worldview are universally applicable and this can be dangerously misleading.



### 3.2 Learning Outcomes

By the end of this unit, you will be able to:

- analyse the different African endogenous peace institutions that are involved in conflict resolution
- discuss the sources of conflict among indigenous Africans
- identify the different African institutions for peace conflict resolution
- explain different traditional approaches to conflict prevention, management, and resolution in Africa
- explain the causes and weakness of erosion of indigenous peace institutions in Africa



## 3.3 African Endogenous Peace Institutions for Conflict Resolution

### 3.3.1 Traditional African Society

Before the advent of slave trade and colonialism, African societies had well-established mechanisms for peace education, confidence building, peacemaking, peace building, conflict monitoring, conflict prevention, conflict management, and conflict resolution. These institutions and methods were effective and highly respected and their decisions binding on all the parties concerned.

However, the beginning of slave trade and eventually colonialism truncated the indigenous institutional mechanisms for peace in Africa. Slave trading particularly encouraged not only intra-ethnic conflicts but also inter-ethnic conflicts as people were scrambling for slaves to sell. Colonialism, on the other hand, portrayed everything that is African to be barbaric and incapable of serving any useful purpose. The result of all these is that African indigenous peace institutions were destroyed or where they could not be destroyed became weakened to a state of ineffectiveness. Courts were created by the colonialists to adjudicate cases based on their legal system while the police force was also raised up to take cases that used to be taken before the African indigenous peace institutions for amicable settlement were now taken to the courts of the colonialists, which, most times, are not properly resolved.

Indeed, before the coming of the Europeans, Africa had one of the most advanced legal institutions. The administration of justice in Africa was aimed at resolving conflicts rather than pronouncing judgments. Emphasis was placed on reconciliation and restoration of social harmony than on punishment of the conflicting parties. The administration of justice was made an open affair where all adults freely participated. There were no in-camera trials as court sessions as the processes were held in the open with the parties in conflict being freely cross-examined. Truth was the object of the delivery of justice.



**Figure 15: Traditional Conflict Resolution Setting in Africa**

### 3.3.2 Sources of Conflict among Indigenous Africans.

The indigenous Africans are subject to the influence of all natural and generally accepted theories on the causes of conflict such as differences in perception, needs, values, power, desires, goals, opinions, and many other components of human interactions. While this is true for most human beings, the sources of conflict in Africa are mostly land, chieftaincy position, sex matters (in relation to wife or daughter), family property, honour, murder or positioning, matrimonial fall-outs (maltreatment of wife). These are the main sources of conflicts in Africa.

### 3.3.3 Institutions for Peace and Conflict Resolution in Africa

Any human society that wants to advance needs peace and security to do so, therefore, in Africa, before the arrival of the white man with all his institutions, there had been in existence elaborate and effective methods and institutions for the prevention, management and resolution of conflict. These institutions and methods were established by Africans because great emphasis were placed on peaceful resolution of disputes so as to restore social harmony to the conflicting parties while the principles of equity and justice entrenched in their customs and traditions are maintained. Among many African societies, it was strongly upheld that disputes should be settled amicable by persuasion rather than the resort of force or coercion. This system did not condone killings and violence in resolving conflict.

Among the Arusha people of Tanzania, there was instituted the Golib Festival, which was a period for the prohibition of all feuds and hostilities between and within families, clans and villages as the emphasis was laid on abundant food, harmony, fecundity, and the common interest of all the people in the community. The Gikuyu elders of Kenya had it impressed on them that their primary responsibility to their people was the prevention of conflict between members of their community and the prevention of violent and deadly conflicts that would involve the use of supernatural powers, open hostilities bloodshed, and destruction of property.

In the communities of many African countries, the concept of “African Palaver” is widely used to settle conflicts. However various communities in Africa call it various names. Among the Kpelle people of Liberia, it is called “House of Palaver” or “moot”. Here, it is an ad hoc committee or council made up of the kinsmen and neighbours of the parties to a conflict. Every claim from both parties to the conflict was investigated with honesty, transparency and at the end of it all, judgment was delivered and all parties involved shared a drink. In Chad, especially among the Toubou society, the assembly in which conflicts are resolved was called “Cofono”. This is a gathering in which not only the traditional rulers were involved but customary council members from the surroundings, all interested men (both young and old), as well as women groups of all ages. This is because when there is an outbreak of violent conflict, the whole clan was involved. So often a hot and exciting debate about the pros and cons of the conflict, a verdict would be given which was binding on the parties to the conflict.

In the Beti society located in the capital region of Cameroon, the concept is known as “adzo” which means “to say or “to talk”. It means the act of talking things over or the use of dialogue for the settlement of conflict. It usually involves the entire community. All those who feel concerned are invited to participate in the search for an amicable settlement of the conflict. It involves three stages: the first stage is the stage for persuading parties to a conflict to bring their case to the “Palaver.” The second stage has to do with the speech or hearing stage where parties to the conflict confront each other. It is also the stage when the elders will be given the opportunity to hear the full history of the conflict, known as the fear and concerns of the parties and the fundamental issues involved in the conflict. The last stage is one in which the elders, after hearing the facts of the conflict from both sides, retire to a secluded place to take a decision and come back later to drop their verdict. The guilty party is made to compensate the other party in a proportional manner that is made to be symbol, rather than as punishment.

The Palaver system is also used in Mali as a conflict management technique. In Mali society, conflicts are resolved by those that are regarded as the “keepers of the word of authority”. These people render justice in the name of their ancestors. When any conflict is brought before them, they first listen to the parties, call witnesses and from there, go to question session where questions are asked, beginning from the eldest of these local judges, to clarify issues and get the true picture about the conflict. After this, they go into their own proceedings to arrive at a verdict which when given is without appeal and the guilty submits himself to the decision taken. It must be noted, however that the use of “Palaver” is the emphasis on the restoration of harmony within the community rather than the emphasis on who is right or wrong.

Among the Oromo people of East Africa, there was the “Gada” system. Institutions were set up to prevent violent conflicts but where there is an outbreak of violence, they were quickly checked before escalation. Conflicts were resolved through the establishment of truth, a just and honourable verdict given for the restoration of social harmony in the community.

In Nigeria just like other African traditional societies, the indigenous institutions for peace could be summed up as follows: family, elders (within a lineage), clan, females born in a family or village, council of elders, village or town assembly, king-in-council, masquerade system, age grades, hunters association, oracles and deities etc. All these serve as institutions for the maintenance of peace and the resolution of conflict.

### 3.3.4 Traditional Approaches to Conflict Prevention, Management and Resolution in Africa

The following were some of the ways through which conflicts were prevented, managed and resolved in Africa before the coming of the colonialists.

#### **Socialization**

The indigenous African see human existence as unified, interlinked, and integrated in a web. In most communities of the South of Africa, there existed the concept “Ubuntu” which means “collective personhood” or “member of the human family” This concept is contained in the Nguni proverb that states, “I am because we are”. From childhood, people were taught to live in harmony with others and avoid a situation of trying to win at all cost in the case of conflict and dispute settlement. Indigenous Africans impart in their offspring that quarrel and fight with others are to be seen as quarrel between blood relations.

## **Myths**

The use of proverbs, idioms, folktales and songs to describe the nature of the world and how to live in it was another way of preventing, managing and resolving conflicts in Africa. The need to live harmoniously with others and avoid violent conflict because of the dangers inherent in it was one of the reasons for inculcating these myths through the use of proverbs, idioms etc. on the children at tender age.

## **Use of Traditional Institutions in Conflict Monitoring**

The institutions of family, council of elders, clan, female born of a village etc. were used in the task of conflict monitoring and prevention. Each family head is employed and mobilized to prevent conflict through peace education, conflict monitoring and mediation and reconciliation.

## **Ritual Treaties and Blood Covenant**

Rituals treaties and blood covenant were used to remove fear, and engender trust, bind families and villages and to avoid war. Such treaties and covenants involve powerful deities, which makes it not easy to violate as violation would bring dire consequences.

## **Institution and Celebration of Festivals**

There were instituted celebrations of festivals during which the virtues of peace, harmonious living, honesty etc. were extolled in songs. Rituals and sacrifices were performed to the village deities and ancestors for peace, protection, good works, fertility etc.

## **Use of Sanctions**

Sanctions were imposed on families and individuals who were seen to have contradicted the customs and traditions of the people in order to deter others from engaging in behaviours that would engender conflict. Sanctions were meted on such misbehaviour as stealing, willful murder, incest, abuse of elders, willful damage to property, lying, bearing false witness, poisoning, rape etc. Such sanctions included those that were imposed by the deities such as accidents, sickness, death, famine, poverty, misery, barrenness and loss of children etc. to the ones imposed by the society in such as exile, ostracism, fines, compensation, restitution, rendering apology etc.

## Use of Marriages

Marriage is one of the means to the prevention, management and resolution of conflict before slave trader, colonialism and religion changed the societal life of the indigenous Africans. Marriages reduced inter-group wars as children who possessed mixed blood were used to prevent manage and resolve conflict. Most of those marriages were not just intra-tribal but inter-tribal and most times involve the royalty such as the one between Adaeze, the daughter of Obi Ossa; of Aboh and Amain, the king boy of Brass and that between King Ajaja's daughter and Alaafin of Oyo's daughter and King Ajaja in 1730.

## Oath Taking

One of the approaches used in the pre-colonial days to prevent, manage and resolve conflict was oath taking. This was a practice to establish truth and guilt and discourage dishonest attitude and evil actions in society. Most times this was done at the shrine of a very powerful deity over something that could be an avenue for contacting such deity. People are always warned before taking oath on the consequence of doing so on falsehood in order to avoid shame.

## Diplomacy

In the ages past, diplomacy, which was a tool for foreign relations, was also employed in conflict prevention, management and resolution in Africa. This is attested to by the diplomatic exchanges between the empire rulers of Shangai and Mali etc.

### 3.3.5 Causes of Weakness and Erosion of Indigenous Peace Institutions in Africa

**Colonialism:** The arrival of the slave masters as well as colonial masters contributed in no small measure to the ineffectiveness and sometimes, completes erosion of peace institutions in Africa. Slave trade encouraged conflicts within and among tribes while colonialism brought along with it its own system of justice, administration etc. that were alien to that of the Africans. Colonialism denigrated everything that was African and labeled it barbaric.

**Introduction of Islam/Christianity:** the arrival of Christian religion and Islam further weakened and rendered ineffective peace institutions in Africa that had hitherto existed before the coming of this religion. The traditional religion of the people which was the basis of law was weakened and ritual sanctions, treaties and festivals which were based upon the people's religion collapsed and gave way to the new religion which preached forgiveness of sin and purging from unrighteousness through the blood of Jesus.

**European commerce and civilization:** this promotes crass materialism and individualism was another factor that destroyed family solidarity and

corporate integrity and which was responsible for the weakening and eroding of indigenous peace institution in Africa.

Below is a link to a slide share on one of the traditional methods of conflict resolution in Africa. Read it so as to be able to answer the self-assessment questions 1 and 2

[https://www.slideshare.net/Enyioko1/the-role-of-council-of-elders-in-conflict-resolution-in-khana-local-government-area-of-rivers-state-2007-2016-for-publication?qid=c89bb043-f590-41fd-ae9b-c271db2dbcd0&v=&b=&from\\_search=17](https://www.slideshare.net/Enyioko1/the-role-of-council-of-elders-in-conflict-resolution-in-khana-local-government-area-of-rivers-state-2007-2016-for-publication?qid=c89bb043-f590-41fd-ae9b-c271db2dbcd0&v=&b=&from_search=17)



### Discussion

What are the problems that will make the adoption of African approaches difficult and what are your suggestions on overcoming these problems?

Post your answer (maximum of 100 words) to the above question in the discussion forum



### Self-Assessment Exercises

1. In a traditional family/clan setting which of the following has the final say over any conflict situation?  
A. The Council of Elders      B. The father of a household  
C. The women      D. The youths
2. Which of the following is not likely to be a resolution in traditional African Peace process?  
Payment of fine      B. Restoring what was wrongly  
C. Execution      D. Apology to the offended
3. The weakening of traditional institutions in conflict management could be attributed to the following factors **except**  
A. colonialism      B. European civilization  
C. introduction of foreign religions      D. Peace education



### 3.4 Summary

Application of theories and methodologies of peace research and conflict resolution in Africa has largely neglected the simple fact that Africa has well-developed and tested indigenous approaches and methods of conflict management, resolution, pacific settlement of disputes and peace building.

Some scholars have argued that to develop universal models and techniques on peace research and conflict resolution applicable across all social and cultural contexts is simply problematic because, it neglects the specificity of cultural and the diverse cultural milieus that conflict is embedded and critical to its resolution. John Paul Lederach (1998) has therefore proposed an 'elicitive' process of conflict resolution as an alternative to the traditional and dominant 'prescriptive' process. The 'elicitive' process of conflict resolution is based on building and creating appropriate models from the cultural resources and implicit knowledge available in a given setting. The prescriptive process on the other hand, is based on transferring conflict resolution techniques from one setting to another, in particular, the transfer of Western methods to non-Western conflict environment.

This unit has discussed various issues that would stimulate our knowledge of the customary alternative to conflict resolution and prevention. It began with the description of traditional society. It went further to discuss various conflict sources among indigenous Africans, relevant traditional institutions and approaches to conflict prevention, management and resolution in Africa and various causes of weakness and erosion of indigenous peace institutions in Africa.



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### 1.6 Answers to the Self-Assessment Exercises

1. A
2. B
3. D

## Unit 4: Small Arms and Light Weapons Proliferation, Children and Girls in Armed Conflicts

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### Unit structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Small Arms and Light Weapons Proliferation, Children and Girls in Armed Conflicts
  - 4.3.1 Small Arms and Light Weapons Proliferation (SALWs)
  - 4.3.2 Child Soldiers in West Africa
  - 4.3.3 Solutions to Small Arms and Light Weapons Proliferation and Related Problems
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Answers to Self-Assessment Exercises



### 4.1 Introduction

The use of arms whether small, light, improvised or weapons of mass destruction in conflict, is not new; and this explains why the right of self-defense and self-determination are part of the international law. What is rather new is that access to these weapons is easy and cheap. Records have it that you can exchange an AK47 for as little as a bag of grain, and studies have it that, there are more arms with the militias than in the National armies of most African countries. And what is most unacceptable is the indiscriminate use of these weapons, against those that the humanitarian laws are out to protect. As seen in Figure 11, there have been deliberate efforts at wiping off small arms and light weapons but unfortunately these weapons still find their ways into the hands of some undisciplined actors. The proliferation of these weapons in the hands of undisciplined actors has outpaced the efforts to ensure compliance with the basic rules of warfare. The aftermath is levels of wanton violence and streams of horrific images.

The end of the cold war and the collapse of Soviet Union led to the significant change in the dynamics of conflicts and international transfer of arms. These changes also have led to a very high level of civilian casualties and making delivery of humanitarian assistance extremely difficult. Although it is true that arms increase facilitated aggression against civilians, it is also important to know that there are other factors that contribute to the heavy toll paid by the civilians.



**Fig. 16. Destruction of recovered small arms and weapons by military officers**



## 4.2 Learning Outcomes

By the end of this unit, you will be able to:

- describe Small Arms and Light Weapons Proliferation
- explain the challenges in the use of children and girls in armed conflicts
- explain the concept and impact of child soldiers in West Africa
- proffer solutions to small arms and light weapons proliferation and related problems.



## 4.3 Small Arms and Light Weapons Proliferation, Children and Girls in Armed Conflicts

### 4.3.1 Small Arms and Light Weapons Proliferation (SALWs)

#### Definition of Small Arms and Light Weapons

Experts have claimed that some of the weapons used in the Libyan conflict have ended up in wrong hands in Nigeria. It is estimated that the number of illicit arms in circulation in Nigeria is over six million.

#### What is small arm and light weapon and how are they identified?

Small arms and light weapons are distinguished weapons of war that are very simple to use, small in size, and easy to carry, but have the capacity to do grave damage in especially intrastate conflicts. Small Arms, because of their simplicity and durability, their proliferation is made very easy. These weapons require very little upkeep and logistical support as they have very few moving parts. They are also very durable. Even uneducated combatants and children can easily manipulate them as they need very little training and can be easily effectively handled. The qualities of small arms include:

#### Portability and Conceal-ability

This is the first remarkable feature of small arms and light weapons. They can be moved about by individuals or small and light vehicles. Because of their size, concealing them is very easy. They can be hidden in legitimate goods and be smuggled across borders into conflict zones.

### **Military / Police and Civilian Uses**

Second, these weapons are used by the military and the police, and even can be acquired legally by individuals. Because they are not exclusively procured by the national military, it is then vulnerable to abuse by illegal users.

### **Low Cost and Wide Availability**

Also, for the fact that there are various legal users like the military, police and civilians, the number of manufacturers is large and this makes its availability very high. For example, in Uganda, weapons could be purchased, as cheaply as buying a chicken, and in Mozambique and Angola, they are as cheap as 15 USD.

### **Lethality**

Lastly, these weapons are also as dangerous as the big weapons. Some of these small Arms have the capacity to fire up to 700 rounds a minute, and can cause great damage. So, having a small group of people armed with these arms, they can pose a real challenge to any military.

So, the above reasons and more explains why Small Arms and Light Weapons proliferation will continue to be a challenge in managing intrastate/ethnic conflicts.

## **4.3.2 Child Soldiers in West Africa**



**Fig. 17 Child Soldiers in Africa**



**Fig. 18: Child Soldiers Holding Weapons of War**

West Africa got the unenviable tag of the most volatile sub-region with the armed insurgences in Liberia and Sierra Leone in 1989 and 1991 respectively. The other terrible consequence of the war is the great number of child soldiers these wars produced. Records have it that the Liberian war produced estimated 20,000 and Sierra Leone, 10,000 child soldiers. These vulnerable young children were either forced into the army through kidnapping, conscription, raids, press-ganging. Unaccompanied and unguarded children fall prey to these actions. (see figures 12 and 13 While some children volunteering join the army; although it is reported that girls are forced to join “because of gender based sexual services”. (Sesay and Ismail 2003)

Tracing the cases of child soldiers, scholars argue that the poor socio-political conditions, compounded by economic poverty “produced an inherent disposition to child soldiering”. The victimization of the Gios and Manos by Samuel Doe and the rebel activities of the AFL contributed immensely to the volunteering of the children from the Gios and Manos ethnic group “either as a survival strategy, to avenge the killing of parents, family members, friends and the surrogate parents or to protect themselves and their families from further harassment”. (Sesay and Ismail 2003)

Although some others believe that plenty of children join the war because of socio-economic or political gains like looting, raping, access to power through the use of guns, etc. ‘The gun particularly was very attractive because it gave them access to food and new social status of responsibility in unpredictable environments’. (Sesay and Ismail 2003) The presence of Small Arms and Light inexpensive Weapons made recruitment attractive.

### Conflict and Postwar Trauma Among Child Soldiers in Liberia and Sierra Leone

One pathetic effect of the Liberian and Sierra Leone wars was the problem of postwar trauma stress disorder. Symptoms of anxiety, depression, hyperactivity; aggressive behaviour, withdrawal, bed-wetting and recurrent nightmares are part of the lives of the children who participate in the wars. The unfortunate part of the problem is that, the government has no capacity

to help these victims, although the governments make statements in this regard. The Lome Peace Accord of 1999 between the government and the RUF recognized the importance of children, and their place in the rehabilitation and reintegration program. In Liberia, efforts are made by NGOs to rehabilitate and reintegrate these ex-combatants, as much as there were no mentions of them in the Peace Agreement. Various methods are adopted in the postwar trauma. There were cases where these young people are sent to centers for six months and they undergo psychotherapy treatments. But there are others who believe that the African traditional method should be adopted which calls for rituals, ceremonies and destruction of war instruments and clothes in the fire, indicating a break away from the evil past.

### **One of the frequently asked questions in international war is ‘Why Children’?**

Why recruit the vulnerable that cannot think things through? Many people here proffered answers based on the socio-cultural, socio-biological and others think of answers on the basis ‘of dirty war terror tactics against civilians in an effort to control population through intimidation and fear’ (Nordstorm, 1997:9-34). They believe that to be able to control terror means that that country’s population can be controlled too.

The second reason is that of humiliation of “the enemy”; this war is fought on the bodies of the weak and unable to defend themselves. The aim is to tell the state that it is not only a failed state; it is unworthy of her people, as she cannot even protect her “innocent” children. But then if the children are made to hurt others including adults, they lose their innocence and deserve no pity and protection.

And the last argument is that children are maimed, killed and violated during wars because they are not strong enough to fight back. The holders of this view say violence against the weak by the strong is not only in the war field, but also in the domestic arena. This is to say, “the unarmed and the undefended are largely the targets of the armed”. (Nordstorm, 1997:29-34)

### **4.3.3 Solutions to Small Arms and Light Weapons Proliferation and Related Problems**

Unprecedented damages have been done to our psyche as a people and especially the under aged by the proliferation of Small Arms and light weapons. Solution to the message is sought for by all and sundry. Scholars have advanced some practicable solutions to the seemingly unending issue of small arms and light weapons. Prominent of these scholars is (Nordstorm 1997: 35-46) some of the solutions include;

**Unveiling the silence surrounding the wars children and girls are subjected to:** This silence is about politics and power implicated in form of

human rights abuse. Only very little can be done if data on these abuses are not made known. How many girls are targeted in war, sold into forced labour, harmed in their homes and communities and why, must be known, otherwise viable interventions cannot be planned. Speaking out is also dangerous as it means speaking against trusted leaders, powerful industries, government/military officials etc. So many people just decide to keep quiet and invariably hurt the children through their silence. The study identified four major levels of solutions.

**Asking the right questions:** Another solution suggested is the clarifications of series of questions. This will go a long way to controlling the harm done to children during conflict. The following questions must be clarified and answered. When the word “human” is used in cases of human rights violation, does it include children? When the word “child” is used, does it include “girls” as “child” is often used is often for boys, as in child soldiering. The big problem for girl child is that she is only considered in sexual abuses and violations and there is no reference to economic potential, political awareness or moral conscience. The girl child is only seen as a “victim”, and the implication for them is that they are vulnerable, weak, lack confidence and cannot make any input in decision processes. Another problem that needs to be clarified in the issue of child is “what age are we talking about here? 12–15 years old or 5–8 years old. Most times the torture of the children before the child soldier ages are never examined. Many children though young suffer tremendous hurtful experiences.

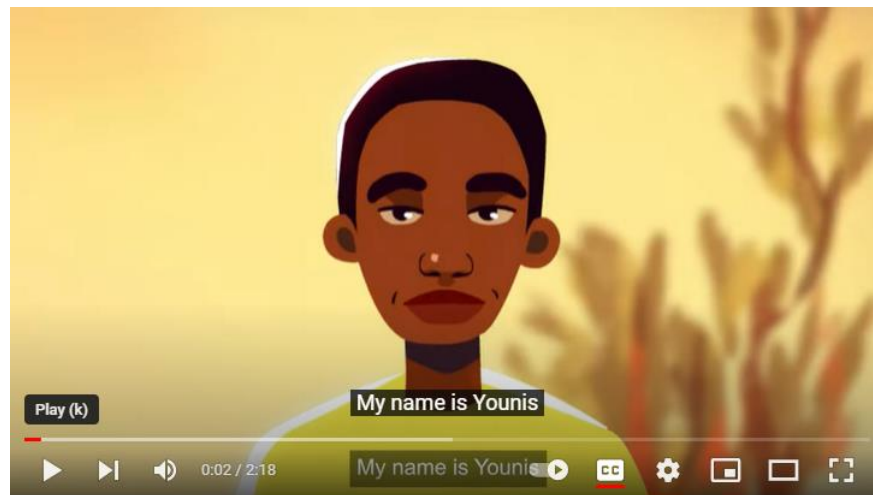
**Placing appropriate value on knowledge:** A problem known is a problem half solved. This is to emphasize the importance of knowledge, of the problem. We need to ask questions to know what percentage of casualties are girls? How the act of torture was carried out? What impact has the war experience on them? Etc. We have to let them tell their stories. We need to hear them proffer solutions, because “it is woefully easy to silence children’s own words and realities’ (Nordstorm 1997 pp 35-46). The questions will be followed through to the centre of the society and solutions rest on our (society) ability to recognize ‘the realities of justice and abuse around the world, not as abstract categories, but as very human realities taking place in the lives of very real people’. (Nordstorm, 1997: 29-34)

**Action:** The third level of solutions is taking actions. It is very surprising to note that the convention on the right of the child is widely accepted and as far back as 1995, 168 countries have signed the treaty, but then, it is within these countries and period that the worst child/human rights violations have taken place. It is then more important to implement the protocol than to just sign the papers. It is important that the voice of children be heard from the mouths of children not adults. Realistic actions that will make impact on how wars are fought, and how the target audience, the unarmed children should be brought to the centre stage in order to begin to give it publicity, attention and governments can begin to do something concrete.

**Giving voice to the children especially the Girls:** In an attempt to proffer solutions on the problem of children in armed conflict, it is important

to give the children a platform on which to operate. This platform will have to wear a gender lens, giving more attention to the girl child. The biggest problem girl child has in conflict situations is that; they are seen as just victims of sexual assault. Their political, economic and social potentials are never considered. The way a child is seen during war, determines what role that will be assigned her after conflict. The beauty of en-gendering these issues is that it provides models for children across divisions of war and peace. This process pushes for justice for all at times. Children can tell their own stories of war and peace, it is then important that a structured voice be created for them through the establishment of an agency.

<https://fightslaverynow.org/why-fight-there-are-27-million-reasons/otherformsoftrafficking/child-soldiers-2/>



My name is Younis - I am a child, not a soldier

<https://www.youtube.com/watch?v=QDaDKiAlpM0>

Watch the short video clips provided above, and then answer the Self-Assessment Exercises



### Self-Assessment Exercises

1. Proliferation of Small Arms and Light weapons is obtainable all over the world but usage of children as soldiers during war is most common in \_\_\_\_\_.  
A. Europe    B. Asia    C. Africa    D. Australia
2. The most pronounced factor responsible for child soldier is \_\_\_\_\_.  
A. Poverty    B. High rate of child mortality    C. Struggle over resources    D. Ignorance
3. The age range of child soldiers is usually between A. 0-10    B. 5-10    C. 10-18    D. 2-5





## 4.4 Summary

The role of Small Arms and Light Weapons on intra-state conflict is very strategic and impactful. The recruitment of children to perpetuate conflict through the dehumanization of human worth; is not only against traditional African values, it is a human right violation. These dangerous situations can be highly controlled if people in positions of authority give it the necessary attention and give the children the right to speak out their mind.

This unit has discussed various issues concerning small arms proliferation as well as the response of ECOWAS to arrest the ugly trend. It began with a discourse on Small Arms Proliferation. It also talked on ECOWAS Convention on Small Arms and generation of Child Soldiers in West Africa. It also discussed on the solutions to these ugly trends of small arms proliferation and generation of child soldiers in Africa as a whole and West Africa in particular.



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## 4.6 Answers to the Self-Assessment Exercises

1. C
2. A
3. C

## Unit 5: Post-Conflict Reconstruction

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### Unit structure

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Post-Conflict Reconstruction
  - 5.3.1 The Post Conflict Environment
  - 5.3.2 Stages and Phases of Peace Process
  - 5.3.3 Peace Agreement
  - 5.3.4 Post Conflict Priorities in the Security Sector
  - 5.3.5 Priority Peace Building Tasks
  - 5.3.6 The Roles and Responsibilities of Donors in Post Conflict Reconstruction
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Answers to Self-Assessment Exercises



### 5.1 Introduction

In the past 50 years, nearly one million people are killed each year as a result of armed conflict. The cost of these wars in terms of human loss and missed developmental opportunities cannot be measured Ball (2003). Although, there will still be skeletal Socio-economic activities, but what is common these days is the fall back of the warring parties on the natural resources to sustain their wars is further making it difficult for some countries to explore their potentials for long term development. Armed conflicts retard developing process and erode development foundation, as people are turned into refugees and Internally Displaced Persons (IDPs). Fundamentals required for development, to tackle poverty, suffering, and provide public goods, protection of people and properties, equitable legal system for investment are always beyond the capacity of post conflict government. Even beyond the physical destruction, is the problem of internal power imbalance, which further complicates the efforts to create enabling community for sustainable development. All these factors possess a lot of challenge for post conflict reconstruction and many countries are calling the international community to help in rebuilding post conflict societies.



### 5.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept post conflict environment
- explain the various stages and phases of the peace process
- describe the roles and responsibilities of donors in post conflict reconstruction.



## 4.3 Post-Conflict Reconstruction

### 5.3.1 The Post Conflict Environment

Ball (2003) presented a table describing the characteristics of post conflict environment

<b>Institutional Characteristics</b>	<b>Economic and Social Characteristics</b>	<b>Security Characteristics</b>
<b>Weak political administrative institutions</b>  <b>Non-participatory political system</b>  <b>Vigorous competition for power at expense of attention to governing</b>  <b>Limited legitimacy of political leaders.</b>  <b>Lack of consensus on direction country should follow</b>	Extensive damage to or decay of economic and social infrastructure. High levels of indebtedness Unsustainably high defense budgets Significant contraction of legal economy and expansion of illegal economy  Reversion to substance activities  Destruction or exile of human resources Conflicts over ownership of and access to land  Gender imbalance Environmental degradation  Weakened social fabric  Poor social indicators	Bloated security forces  Armed opposition, paramilitary force  Overabundance of small arms  * Need to reassess security environment and restructure security forces accordingly  * Lack of transparency in security affairs and accountability to evil authority and to population  * Political role of security forces.  History of human rights abuses perpetrated by

Source: 'The Challenges of rebuilding War-Torn Societies' in Turbulent Peace: The Challenges of Managing International Conflict.

### 5.3.2 Stages and Phases of the Peace Process

When conflicts are negotiated peace processes are in stages. The Peace Process in Negotiated Peace Settlement

<b>Stages</b>	<b>Cessation of conflict Peace building</b>	
<b>Phases</b>	Negotiations Cessation of	Transition Consolidation

<b>Main Objectives</b>	Agreeing on key issues to enable fighting to stop	Signing peace accords	Establishing a government with adequate legitimacy to enable it to rule effectively	Continuing and deepening reform process
		Establishing cease fire		Continuing economic and social recovery efforts
		Separating forces	Implementing reforms to build political institutions and establish security	Continuing promotion of social reconciliation
			Inaugurating economic and social revitalization	
			Promoting social	

Source: 'The Challenges of rebuilding War-Torn Societies' in Turbulent Peace: The Challenges of Managing International Conflict.

### 5.3.3 Peace Agreement

It is important we describe the Peace Agreement reached as working paper. Peace Agreements have the responsibility of decreeing the institutional changes that require a lot of time. Most times, the Peace Agreements allow one to two years for the transition government and give the timetable for the implementation of the activities. Most Peace Agreements do not address the root causes of the conflict, but the compromise necessary for all the stakeholders. This could be because they are desperate to get an agreement and if they try to get to the root causes of the conflict, they might not get agreement signed. If these root causes are not addressed, they serve as stumbling blocks to the mediator who is faced with a flawed agreement or continuation of the violence. Whatever is the argument against Peace, it is important, to know that they may institute necessary steps towards consolidating peace. Peace Agreements are flawed and must be used with plenty of caution, and necessary changes must be made whether they are in the Peace Agreement or not.

### 5.3.4 Post Conflict Priorities in the Security Sector

International communities have realized that, the responsibility to peace goes beyond achieving peace agreement, but continues to the consolidation of the peace process. The security sector is made up of the military, police,

paramilitary, gendarmerie, and other organisations that support the police for quick delivery of justice. The process of developing a security sector reform starts with the identification of the needs and key objectives of the whole sector and secondly, maps the resource framework for the central government. The completion of these tasks will make it possible to identify the priorities and allocation of available resource.

### **Post Conflict priorities in Security Sector:**

1. Assess the environment, redefine the doctrine and mission of the security forces, and task the security forces based on this assessment and on the principle of civil management and oversight of the security forces.
2. Restructure the security forces based on the post conflict doctrines, missions, and budget realities.
3. Increase transparency and accountability on security-related issues within the security forces, the executive branch, and the legislature, as well to the public.
4. Enhance the capacity of the civil authorities to manage and oversee the activities of the security forces.
5. Pursue parallel development of the criminal justice system
6. Train civilian security analysts, in both the public sector and civil society
7. Pursue professional development of the security forces that imbues their members with an understanding of democratic accountability and strengthens their internal management capacity to implement and sustain reforms.
8. Terminate extralegal forms of recruitment to the security sector.
9. Disband and disarm opposition forces and informal paramilitary forces, demobilize government troops

Source: 'The Challenges of rebuilding War-Torn Societies' in *Turbulent Peace: The Challenges of Managing International Conflict*.

### **5.3.5 Priority Peace Building Tasks**

- i. Provide sufficient level of security to civilians to enable economic activity to recover, to encourage refugees and the Internal
- ii. Displaced Persons (IDPs) to re-establish themselves and to business community to invest.
- iii. Strengthen the government's capacity to carry out key tasks.
- iv. Assist the return of refugees and internally displaced persons.
- v. Support the rejuvenation of household economics, especially by strengthening the smallholder agricultural sector.
- vi. Assist community recovery in part through projects that rehabilitate the social and economic infrastructure.
- vii. Rehabilitate infrastructure crucial to economic revival, such as major roads, bridges, marketplaces, and power generation facilities.
- viii. Remove land mines from major transport arteries, fields in heavily populated areas and other critical sites
- ix. Stabilize the national currency and rehabilitates financial institutions.

- x. Promote national reconciliation.
- xi. Give priority to social groups and geographic area most affected by the conflict.

Source: Chester Crocker, Fen Hampson and Pamela Aall (eds) (2003) *Turbulent Peace: The Challenges of Managing International Conflict*, Washington DC: United States Institute for Peace Press,

### 5.3.6 The Roles and Responsibilities of Donors in Post Conflict Reconstruction

Sit back and imagine the damages war and conflict could do to a country. Lives are lost, properties destroyed, source of living cut off and so on. These do bring the economy of such nation to comatose, hence the necessity for the intervention of donors for post-conflict reconstruction. Donor organisations have important roles and responsibilities in rebuilding war torn societies, and it is therefore very crucial that the assistance from the donors be appropriate and relevant to make the needed impact. Although, they have been making much important donations in term of quality and quantity of assistance, there is still much to be done, at different sectors. There are 4 major areas that will be considered in the assistance given to make a change in peace building process.

#### **Creating Sustained Partnerships among External Actors**

First is sustained partnership with other external actors. With time peace builders have to learn one important lesson, which is to sustain assistance, because experience has shown that, when development actors are involved earlier before the Peace Agreement (PA) is signed they advise the warring parties better on how to go about post conflict rebuilding, which otherwise could be political or ignored once the PA is signed.

#### **Enhancing the Effectiveness of Peace building Assistance**

Second, funding of peace building efforts should be flexible and properly channeled to the activities that are for post conflict reconstruction. In the past, there were difficulties in disbursing of fund, some were slow, some donors were not properly targeted. There is a need to have donor coordination for effective assistance. The donors have developed a network which has begun a compilation of the Compendium of Operational Framework for Peace building and Donor Coordination. The important lesson learnt is that no two post conflict environments are the same, therefore, it will be ineffective, to develop a 'wholesale application of approaches'. And the last thing that must be done to improve on the donors effectiveness, is the practice to share information on best practices, although, this depend on the quality of staff, which must be adequately taken care off.

## Effecting Donor Coordination

Third, the need to have an effective donor coordination that can take advantage of the short peace period after the war to effect a well-coordinated plan of action, is very important. The political situation in these countries coming out of war is so fragile that, everything is exaggerated, and they can hinder donor actions, so it is very important that donors be ready with a plan they can put to work immediately.

## Restarting Government

Fourth, strengthening the government of the day. At the end of wars, governments are normally over extended because of the urge to please everybody; more than enough people are part of the government. The capacity of the staff is weak, and cannot perform the required task. It is very important that donor organisation begin to begin to acknowledge the government in power and make the civil society organisations recognise them and work with them, not against them, as the opposition is working hard to discredit them. It will be dangerous to wait until the elected government is power. The transitional government should be supported.

Click on the link below to see a document on the phases and activities of post-conflict reconstruction process. Analyse the diagram in the link above. Use it to answer questions 1 and 2 of the Self-assessment exercises.

<https://www.researchgate.net/publication/324083811/figure/fig1/AS:668601354825729@1536418393044/Phases-and-activities-of-post-conflict-reconstruction-Source-NEPAD-Secretariat.png>



### Discussion

From what you have learnt in this chapter, how would you describe the tasks of Post conflict reconstruction on Security Sector? Also in terms of organisational structure of peace process, what are expected roles of donors in rebuilding a war-torn society?

Post your response of not more than 100 words in the discussion forum.



### Self-Assessment Exercises

- I. The first step to be taken in post-conflict situation is
  - A. Humanitarian food and shelter
  - C. Demobilization of former combatants
  - B. Resettlement of IDP/Refugees
  - D. Reintegration of ex militants

2. All the following but one are the activities of a donor. Identify the odd option
  - A. Provision of aid.
  - B. Mediation in the conflict
  - C. Taking over the affairs of the war torn country
  - D. provision of relief materials
  
3. The government set up to help a nation to find her feet in post-war reconstruction era is known as\_\_\_\_\_ government.
  - A. Interim      B. Transitional
  
  - C. Democratic D. Utilitarian



## 5.4 Summary

A post war society reveal a destroyed infrastructure, economically, undervalued currency, commerce is at a standstill, diverted agro base, unemployment at its peak, which means no job for the former soldiers, no investment opportunities for foreign firms, no exports of whatever kind, mutual dislike between wrong parties, small arm proliferation, lawlessness towards the government and the traditional institution. There is need to demolish and disarm two separate arms quickly and the problem of child soldiers. No sign of legitimate government and lot resentment for the opposition. Democracy tradition and institutions are under mind the policies and the judiciary is seen as part of the problem, instead of solution. Therefore, the job of post conflict reconstruction, calls for an overhaul and a rebuild of the society.

In summary, no two-post conflict environments are similar; therefore all the suggestions can be adjusted to meet up with the context of the conflict. But, it is important to know that as much as there are these differences, there are still general characteristics of war form societies were engender isolations. The first victim of isolation are the soldiers/ex-combatants who are isolated, as they are “ill equipped for civilian life, and have unrealistic expectations after discharge’. (Ball, 2003).



## 5.5 References/Further Readings/Web sources

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## 5.6 Answers to the Self-Assessment Exercises

1. A.
2. C
3. B

## MODULE 4: DISCOURSE IN PEACE AND CONFLICT MANAGEMENT

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### Module Introduction

We have discussed the meaning, concept, theories, causes and also consequences of conflict in previous modules. One thing so much sacrosanct is that conflict is inevitable. Conflict should be well managed so as to guide against it snowballing into protracted crises. This module deals with global efforts aimed at checking the tides of conflicts by addressing the root causes of conflict. It is aimed at taking you outside the classroom and makes you relate the knowledge you have gained in this course to real life situations. What should be uppermost to you is the application of the different concepts and techniques you have learnt to analysing and resolving conflicts as well as preventing reoccurrence of conflict.

- |        |   |
|--------|---|
| Unit 1 | Peace Building  |
| Unit 2 | Gender and Peace Building                                     |
| Unit 3 | Human Rights and Social Justice in Peace Building             |
| Unit 4 | International Peace Institutions in Africa for Peace Building |
| Unit 5 | Conflict Prevention   |

## Unit 1: Peace Building

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### Unit structure

- I.1 Introduction
- I.2 Learning Outcomes
- I.3 Peace Building
  - I.3.1 The Concept of Peace Building
  - I.3.2 Peace Building Approaches
  - I.3.3 The Challenges of Peace Building
  - I.3.4 The Criticisms and Questions of Peace Building Theory and Practice
  - I.3.5 'Military' Peace Building
- I.4 Summary
- I.5 References/Further Readings/Web Resources
- I.6 Answers to Self-Assessment Exercises



### I.1 Introduction

In the early 90s when international community began to show significant interest in reshaping countries recovering from wars, peace-building became a global vocabulary in peace discourse. Here, we are discussing the concept of peace-building through the adoption of analytical framework. So, fasten your seat belt and let us fly.



### I.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept and principles of peace building
- explain the various stages and phases of the peace process
- discuss the challenges of peace building in the community
- analyse peace building needs of your environments
- participate actively in peace building activities in your community
- critique peace-building process.



### I.3 Peace Building

#### I.3.1 The Concept of Peace Building

The concept of peace building by the UN in Namibian Operations in 1978 was understood primarily as a form of post-conflict reconstruction. It has since expanded, as can be seen in the 1992 and 1995 editions of former UN Secretary-General, Boutros Boutros-Ghali's *An Agenda for Peace*, in relation to

post-conflict situations, he identifies peace-building programs to include 'co-operative projects ... that not only contribute to economic and social development but also enhance the confidence that is so fundamental to peace'. This explains why scholars today say that peace building includes:

'Policies, programs, and associated efforts to restore stability and the effectiveness of social, political, and economic institutions and structures in the wake of a war or some other debilitating or catastrophic event'.

Peace building generally aims to create and ensure the conditions for 'negative peace', the mere absence of violent conflict engagement, and for 'positive peace', a more comprehensive understanding related to the institutionalization of justice and freedom' (Miller and King, 2004)

The UN systems have initiated so many ideas of the content of peace building which small selection of them is: Assisting an end to military or violent exchanges through the decommissioning of arms, the demobilization of combatants, and rehabilitation and reintegration programs

- Providing humanitarian relief to victims
- Protecting human rights
- Ensuring security and related services
- Generating an environment of trust in order for social relations to function properly
- Establishing non-violent modes of resolving present and future conflicts
- Fostering reconciliation among the various parties to a conflict
- Providing psycho-social or trauma healing services to victims of severe atrocities
- Repatriating refugees and resettling internally displaced persons
- Aiding in economic reconstruction
- Building and maintaining the operation of institutions to provide such services, and
- Co-coordinating the roles of numerous internal and external parties involved in such interrelated efforts.

(Adopted from the *A Glossary of Terms and Concepts in Peace and Conflict Studies*, by Miller and King 2004).

The intention of peace-building is to create a structure of peace that is based on justice, equity, and cooperation (i.e., positive peace), thereby addressing the underlying causes of violent conflict so that they become less likely in the future. In the literature, peace-building is recognized as dynamic, having something to contribute in every phase of a conflict, and always moving/changing in response to the situation and the stage of the peacemaking efforts (Gawere, 2006).

## Principles of Peace Building

1. Reflect on Values: Peace-building requires ongoing personal and organisational reflection on how peace-building programs connect with their values.
2. Address Basic Needs and rights: Peace-building helps people to meet their own basic needs and rights while acknowledging the needs and rights of others.
3. Analyse conflict and violence: Peace-building requires ongoing analysis of the causes and dynamics of conflict and violence, and the resources for peace.
4. Plan Long-term: Peace-building moves beyond a short-term, crisis orientation toward designing social change over years and decades.
5. Transform Whole Systems: Peace-building changes the personal, relational, cultural, and structural levels.
6. Coordinate Approaches and Actors: Peace-building requires coordinated approaches that reflect responsibility, accountability, and participation by many different actors.
7. Identify and Create Power: Power exists in all relationships. Peace-building requires all people to be aware of their power and create nonviolent forms of power to meet their needs in collaboration with others.
8. Empower Others: Peace-building strengthens and builds upon local efforts and empowers others to act. Peace-building is based on participatory democracy and self-determination.
9. See Culture as a Resource: Cultural values, traditions, and ritual can be resources for peace-building.
10. Innovate and use Creativity: Peace-building uses multiple ways of communicating and learning, rather than relying only on words or dialogue to develop creative solutions to complex problems. Source: Training Manual for Women in Peace-building, WANEP (16-18 Feb. 2006) (unpublished)

### 1.3.2 Peace-Building Approaches

Peace building requires a range of approaches. While many actors engage in multiple categories of peace building, below are some of the highlights of the unique goals of different approaches to peace building.



Fig. 19: Peace Building process in an African Setting

### **Waging Conflict Non-violently**

In this type of approach, advocates and activists seek to gain support for change by increasing a group's power to address these issues, and ripen the conditions needed to transform relations. These include:

#### **Monitoring and advocacy**

- Direct action
- Civilian-based defense



Fig. 20: Clamour for peace by a group of protesters

### **Reducing Direct Violence**

This approach is targeted at efforts to reduce direct violence aim to restrain perpetrators of violence, prevent and relieve the immediate suffering of victims of violence, and create a safe space for peace building activities in other categories that address the root causes of the violence. Activities include:

- Conflict transformation
- Military Conversion
- Reducing Direct Violence
- Peacekeeping
- Military intervention justice
- Ceasefire agreements
- Peace zones

### **Transforming Relationships**

This peace building approach is unique. These processes give people opportunities to create long-term, sustainable solutions to address their needs. These include:

- Trauma healing
- Restorative justice
- Transitional justice
- Transitional election
- Governance and Policymaking



Fig. 21: Peace Building process in an African Setting

### **Capacity Building**

Long-term peace building efforts enhance existing capacities to meet needs and rights and prevent violence through education and training, development, military conversion and transformation, research and evaluation. These activities aim to build just structures that support a sustainable culture of peace. See Figure 15 to see picture of some African youths being taught peace building. These include:

- Training & education
- Developing
- Research and evaluation
- Legal and justice system
- Humanitarian assistance

### 1.3.3 The Challenges of Peace Building

Below are some of the challenges of peace building process

- Failures to address the underlying or root causes of the conflict
- Lack of legitimacy in the eyes of recipients and target groups, particularly in relation to newly formed institutions
- Lack of agreement over the acceptance of roles and implementation of responsibilities by all parties to the conflict
- Limits on leadership in times of political transition or extreme crisis
- Over-reliance on external parties

Aspirations to build a society that functions generally better than it did prior to the conflict (Millar and King 2004)

### 1.3.4 The Criticisms and Questions of Peace-building Theory and Practice

First, the activities of relief and development have usually been conducted and studied separately, and their intersections are not well defined. Peace building bridges this traditional divide, but a reformulation is needed for integrating the theory and practice of these interconnected disciplines.

Second, peace building seems to suggest long-term, extensive effort and commitment by parties to the conflict and external partners. Conceptualizing a timeframe for such efforts has generated considerable debate.

Third, peace building is often understood as the final phase of a conflict, yet some argue that such processes can begin in the midst of a violent conflict.

Fourth, the importance of gender in relation to conflict and peace building continues to be overlooked, often completely. The sufferings resulting from conflict affect men and women differently and their subsequent roles in peace building differ as well.

### 1.3.5 'Military' Peace Building

#### **Peace enforcement**

As the name implies, peace enforcement literally connotes enforcing peace on warring parties. Millar and King (2004) describe peace enforcement as the Operations undertaken to end military or violent exchanges or acts of aggression, with or without the consent of one or more parties to the conflict, to create a permanent and viable environment and guarantees for such conditions. Enforcement is a military operation with minimal force that aims to generate 'negative peace', or the absence of violent conflict engagement. Although peace enforcement is generally understood in terms of military interventions, it is getting broader in interpretation to include the use of a

wide range of sanctions by any party to a given conflict in order to end the violent hostilities.

The intended outcomes include:

- Forcible compliance of cease fires
- Separation of belligerents
- Isolation of a particular party or parties to the conflict
- Establishment of buffer zones or safe havens
- Decommissioning of arms and demobilization of combatants
- Protection of human rights
- Assistance with humanitarian aid.

### **Peacekeeping**

Unlike peace enforcement this is about bringing peace by 'force' peacekeeping is a step further. It is all about sustaining the peace so that conflict will not break out again. Chapter VI of the UN Charter outlines the Learning Outcomes of peacekeeping and serves as the international mandate. Based on the UN mandate, Peacekeeping could be described as:

'The maintenance of public security, civil services, and cease-fire agreements in war and conflict zones by UN or regional military, police, and civilian forces with the consent of the nation-state on whose territory these forces are deployed'. Peacekeeping involves co-ordinated efforts to ensure stability and relative normalcy in the aftermath of otherwise extremely volatile and chaotic situations. (Miller and King 2004)

The activities of peacekeepers are usually referred to as 'Types'.

The first, or Type I, involves observance where a ceasefire has been brokered. Such symbolic missions are often sent to act as deterrents against renewed violent conflict, as troops are lightly armed and not mandated to retaliate in the event of attack against them or civilians.

Type II operations are conducted to aid or ensure political transitions. Such missions are most successful when the troops are deemed legitimate by the citizens of the society in which they are deployed and when they are provided adequate resources and scope of action. Where some form of military intervention is considered necessary,

Type III peacekeeping operations are performed; these are more commonly categorized as 'peace enforcement'.

Type IV operations are generally associated with 'peace building', or 'post-conflict reconstruction'.

(Adopted from A Glossary of Terms and Concepts in Peace and Conflict Studies).



## Discussion

Below is a link to a video showing emerging peace building process and its attending challenges in Africa. In not more than 100 words, discuss the challenges of peace building from the video watched. Post your response in the discussion forum. Also use the video to answer question 1 of the self-assessment exercises.



What next for Peacebuilding in Africa?

<https://www.youtube.com/watch?v=N-27hXzlONc>



## Case Studies

The link below contains video on post-conflict intervention in Liberia. Click on the link to learn more about the gains of intervention in post-war situations



Peacekeeping in Liberia 2003 By Nigerian army Under United Nations Operation

<https://www.youtube.com/watch?v=UNNfFxetyJU>



## Self-Assessment Exercises

1. From the video under discussion, the interviewees generally agreed that effective peace building process should start from when?  
A. before the conflict starts only    B. during the conflict only    C. after the conflict only    D. Throughout the conflict states
2. An *Agenda for Peace*, in relation to post-conflict situations was authored by former UN Secretary-General \_\_\_\_\_. A. Kofi Anan, B. Jim Guteress C. Boutros Boutros-Ghali, D. Barrack Obama
3. Operations undertaken to end military or violent exchanges or acts of aggression, with or without the consent of one or more parties to the conflict, to create a permanent and viable environment is called \_\_\_\_\_. A. peace enforcement, B. peacekeeping, C. reconnaissance. D. conflict reduction



## 1.4 Summary

Peace building is an important aspect of conflict management that can take place before and after a conflict situation. The tasks involved are many and it has gotten more complex. The complexities of peace building process should not deter the process so as to ensure safety and peace of mind for all and sundry.

A well-coordinated Peace building program is a prerequisite for sustainable peace in every society. Peace building activities goes beyond physical provision of services to include psychological transformation of victims of conflicts.



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## 1.6 Answers to the Self-Assessment Exercises

1. D
2. C
3. A

## Unit 2: Gender and Peace Building

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### Unit structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Gender and Peace Building
  - 2.3.1 Role of Gender in Peace Building
  - 2.3.2 Women, Children and Armed Conflict
  - 2.3.3 Women and Peace Building
  - 2.3.4 Why Include Women in Peace Building
  - 2.3.5 Assumptions in Peace Building
- 2.4 Summary
- 2.5 References/Further Readings/Web Resources
- 2.6 Answers to Self-Assessment Exercises



### 2.1 Introduction

The UN Security Council on 31st Oct. 2000 adopted The Resolution 1325, which deals with women, peace and security. This Resolution highlighted the importance of bringing gender perspectives to the center of the UN conflict prevention and resolution, peace building, peacekeeping, rehabilitation and reconstruction efforts. This Resolution was initiated after the UN Secretary General was invited to do a study on the impact of conflicts on women, girls, the role of women in peace building and the gender dimensions of peace processes and conflict resolution.

The study revealed that there is an increase in the cases of armed conflicts in the world, but over the quarter of the 53 countries in Africa, was embroiled in intra-state armed conflicts in the late 1990s. The repercussions are both grave and sub-regional and most victims are civilians. An estimate of 3.2 million deaths occurred from 1990-1995, and there were mass displacement of people, and many of them are women and children.

Records have it that “while entire communities suffer the consequences of armed conflicts and terrorism, women and girls are particularly affected because of their status in society and their sex” (Beijing Platform for Action).



### 2.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the roles of gender in peace building
- explain the impact of armed conflict on women, children and the vulnerable
- critique the roles of women in peace building process

- analyse various types of abuses encountered in armed conflicts
- organise advocacy for gender mainstreaming in peace processes
- intervene on behalf of the weak in patriarchy society.



## 2.3 Gender and Peace Building

### 2.3.1 Role of Gender in Peace Building

This session aims to explore how gender (social expectations) affects man and woman's role in peace building. Because of the different expectations, for example, men could be expected to use violence and women non-violence strategies. Women are seen as life nurturers in the society, it is expected that they show more concern when children are used to perpetuate violence. It is easier for the women to intervene and seek peace with the opposite party because, they see themselves as mothers, not minding what sides the perpetrators came from.

It will be dangerously misleading to say that women are “naturally” peaceful. It is not so, both men and women have the ability to make peace. But women could be more creative and effective in waging peace, may be because of their emotional strength.

It is traditionally believed that conflict is man dominated, but during inter-state wars, even women played noticeable roles. Also, in traditional homes, men are expected to provide for the family, while women take care of the home but during conflicts, there are roles reversals which put women in the position to provide for the family. The implications are many as studies show, but it also shows the sense that advocate for women involvement is peace building. Conflict encourage change of role, therefore, it is important that peace-building should allow role change and involvement of women in peace making.

### 2.3.2 Women, Children and Armed Conflict

Women and children are often the most vulnerable in the event of an armed conflict and are subjected to outrages of the worst kind during and after war.<sup>1</sup> Women bear the burden of conflict and often as civilians have to endure the horrors of war whether in the form of sexual or other violence, the loss of male breadwinners, property, displacement, or the absence of reproductive or other health services. Children meanwhile are vulnerable as they are often recruited to either the armed forces or to armed groups, sometimes forcibly. This forced or voluntary conscription at an age when they are not fully psychologically developed can have long-term effects for their future. This is often exacerbated by the fact that conflict often displaces their families and disrupts their access to education. There is a need to pay special attention to these vulnerable groups and analyse the particular impact that war can have upon them (DLP Forum, 2022).

### 2.3.3 Women and Peace Building

Evidence indicates that women participants in peace processes are usually focused less on the spoils of the war and more on reconciliation, economic development, education and transitional justice – all critical elements of a sustained peace (Nancy Lindborg, 2017).



**Fig. 22. Woman making move to stop war**

The inclusion of women can and must take many forms, especially in the effort to address rising global violent conflict that since the end of the Cold War has occurred within states, with armed insurgencies or civil wars tearing countries apart. The end to these conflicts cannot be forged through only a top down peace process, with only armed actors at the negotiating table. Instead, it requires a more inclusive process—one that includes women playing more pivotal roles in building a peace from the bottom up as well as from the top down, engaging multiple stakeholders. Parties must come together not just in the capital city but also at the local level where communities are confronted with a host of critical issues that left unaddressed could unravel any peace deal.

Systematic and representative inclusion of women in a broad range of peace and security issues is not only important to ensuring a successful negotiation, but also for ensuring that women's interests are being addressed. And security is linked to the ability of women to sustain peace through leadership roles and to build peace by being fully at the table. Gender equality is a stronger indicator of a state's peacefulness than other indicators, such as GDP (Nancy Lindborg, 2017).

### 2.3.4 Why Include Women in Peace Building

People for many years have frowned at the idea of having women in decision making and leadership position, but it is changing now, because women

included have proven relevant and useful (see Figure 17). Some of the reasons identified include:

1. Women make up 50% of the population of most communities and the task of peace building is so great that leaving out half of the population for no good reason is not helpful.
2. Women are the main focus in taking care of the family, before and during conflicts. If women are oppressed, victimized and excluded in the peace making process, the process will be incomplete as the central figure is absent.
3. For the fact that women have both the capacity to make violence and peace, it is important that they be included in the process, so that this peace gift could be exploited.
4. Both men and women experience conflict differently, it is important that all the experiences which will account for relevant intervention in peace building be included in the plan. Therefore, the women need to be included in the peace building process.
5. The UN Resolution 1325 specified women involvement and therefore women should be included.
6. Women have proven successful peace building ideas, basing their strategies on inclusion and collaboration, producing outcomes that are broad-based and sustainable, it is then important that their efforts be acknowledged and expanded.
7. Developing a gender sensitive peace building program require a deconstruction of a few assumptions that we have about the roles of men and women in conflict and post conflict situations, and women need to be part of this reconstruction.



**Fig. 23: A Group of Women Advocating for Peace**

### 2.3.5 Assumptions in Peace Building

The main assumption of peace building is that the society should return to the situation the communities were before the conflict. This assumption is not only impossible, it is misleading. The situation before conflict was an environment defined based on muscularity with strict divisions of labour that excluded women from public life and leadership position.

But we know that the war period changed women's roles to assume men's roles as their men were not present to play their roles. Unfortunately, these experiences are not taken into account and considered as social gains for women in "redefinitions of gender roles that would be non-oppressive for women and girls in a post-conflict society". This is well captured in the report of Chinkin (2004) when she writes "Concepts of reconstructions and rehabilitation may be misnomers in the case of women. Both concepts assume an element of going back, restoring to a position or capacity that previously existed. But this is not necessarily what women seek." So, to plan a viable peace building program in post conflict situation, it is important to understand the changes that have taken place in the socio-economic life of these women. It is important to see a gender analysis.

Another wrong assumption is that these changes are temporary and things will return to status quo. The truth is that women are pressurized into the past system, and they will want to maintain the present status as their confidence will be increased after taking over men's responsibility. It is important to know that this plan to return to the traditional roles is not easy. Most times women are confused, not too sure to exact their new found positions or do they return to the old tradition. It is important that post conflict reconstruction remember to see the women side of the intervention.

The other problem that must be considered is developing a post conflict intervention in the issue of women participations in the peace making process. The same male war lords, are also peace negotiation, same men just wearing different clothes. It is important to consider the role of women during the war, in order to determine their role in post conflict. For example, if women played the role as "heroic mothers" during the war, at the end of the war, they are expected to play the role of the productive agents to replenish the nation with sons who died in the war.

Also, if they were seen as "victims of war" they are not expected to have confidence to contribute to the peace process. They are seen as weak, vulnerable and unable to articulate their needs, and may not be able to notice the change in gender roles, and understand them as empowerment. This is captured by Meintyes, Pillay and Turshen write "It seems likely that many (women) do not consciously internalize or conceptualize the changes in their roles, without a conscious translation, there can be no concerted efforts to defend women's opportunities and gains in peace time".

Finally, if women are seen as "trouble makers" during the conflict time because they organized themselves and mobilize for peace, they must be part of the peace time, although they will not be taken seriously as they will be seen as acting in their capacity as domestic agents. If their efforts will lead to change of status and role, the men will not take them seriously.

The last assumption is that, women who come to peace tables are not really part of the poor group, but a representative of the elite. This argument aims to marginalize the women and justify the men peacemakers to work without the men.



## Discussion

Based on the content of the document in the link below, what are the roles of women in peace building? Can you identify more of their roles in peace building process? Post your response, of less than 100 words, in the discussion forum

<https://www.usip.org/publications/2017/11/essential-role-women-peacebuilding>



## Case Studies

Below is a link to video showing women's roles in global ceasefire. Watch the video critically and use it to answer question 1 of the self-assessment exercises



<https://youtu.be/BUUi-bpQptc?list=PLA5EA9CD77174A823>



## Self-Assessment Exercises

1. The major clamour for women's active involvement in call for cease fire is because women  
A. are the weaker vessels in the society      B. bear the burden of outcome of the war  
C. are great at making peace      D. more religious
2. The UN Security Council on 31st Oct. 2000 Resolution 1325 deals with \_\_\_\_, peace and security.  
A. children, B. women, C. arms, D. development
3. The inclusion of the goal of gender equity, the use of a gender lens, and the active inclusion of women and women's groups into all institutional choices and practices is technically termed \_\_\_\_  
A. gender mainstreaming, B. gendering, C. gender equality, D. Feminism



## 2.4 Summary

In conclusion, it is important to know that peace building must be gender based to be able to do a good job of 50% of the people. The contribution of women to the peace building process is not important that they cannot be excluded and still a viable intervention will be planned. But the danger that must be guided against is the understanding of who women are and what roles they played during conflict.

So, to enhance the participation of women in the peace process, national and international actions must discontinue describing women as victims of war belonging to the vulnerable group. The danger associated with this definition is that, they are never considered unstructured to the war, and therefore too weak and confused to make relevant input or impact in the peace process. This makes it easy for the men to claim to be the voice of the women. This is not true and can never help improve on the security of women as they cannot understand the female experience. As long as only men's experiences are expressed at the peace table, without the participation of women, there can't be sustainable peace building in the society.



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## 2.6 Answers to the Self-Assessment Exercises

1. B
2. B
3. A

## Unit 3: Human Rights, Social Justice and Peace-Building

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### Unit structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Human Rights, Social Justice and Peace-Building
  - 3.3.1 What is Human Right?
  - 3.3.2 The Concept of Social Justice
  - 3.3.3 Classification of Fundamental Human Rights, Freedom and Duties
  - 3.3.4 Organs and Agencies Involved in the Promotion and Protection of Human Rights
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s)



### 3.1 Introduction

This Unit will deal with the Human and Social Rights, which, you have just because you are a human being. A review of the history of man has shown that man is in a continuous struggle for personal survival, economic and political emancipation, struggle for equality and social justice against racial/gender bigotry, and against every form of man inhumanity to man.



### 3.2 Learning Outcomes

By the end of this unit, you will be able to:

- define human rights
- explain the concept of social justice
- classify fundamental human rights, freedom and duties
- analyse the activities of organ and agencies involved in the promotion and protection of human rights
- promote human right activities
- be a vanguard in preventing human rights abuses
- organise advocacy for human rights prevention.



## 3.3 Human Rights, Social Justice and Peace-Building

### 3.3.1 What is Human Right?

The idea of Human Rights arises from the fact that man is human, and nothing else. This is based on the fact that man is man, not an animal. No other living thing has this right. There is a dignity that goes with being human not an animal. It is not government given, it is God/nature given. It must be respected and protected (see Figure 18). So, Human Rights promotion and protection is not based on any other condition other than human condition. So, it is towards providing a minimum standard of decent living worthy of man as a human being, never as an animal. Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory.



**Fig. 24: Security Agents Clamping Down on a Protester**

When these rights are denied any man, he has a right to complain. It is not an appeal to benevolence. Human rights are their property. They are so sacred that the state must ensure that they are seriously respected, observed, expanded, protected and advanced. According to Oruche (1967), for a right to be called human, it must be possessed by all human beings, as well as only by human beings. Again, because it is the same right that all human beings possess, it must be possessed equally by all human beings. Declaration on Human Rights, Article 1 expatiates further: "All human beings are born free and equal in dignity and right. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

The growth and development of Human Right, has continued to be on the increase. Many great theories and schools based on their background have continued to shape the concept of human rights. Some schools of thought will be maintained in writing this historical background. Nature Law (Naturalist School of thoughts). The students of this philosophy believe that human rights can be traced back to nature. To them, for the fact that it is a right that is man based only, and no other creature can lay claims to it, it is then a natural right. For example, man's right to life. These scholars believe that "it is natural that man should exist, and nobody should arbitrarily take away this life from him". They believe that man/woman should preserve his/her life; otherwise, he/she ceases to be a human being. It is a right uniformly possessed by all men equally, and it should be respected by all, including institutions, the world over.

### **Theological Root/Divine Origin of Human Rights**

This school of thought believe in the natural law theory which is extended to God who created man and demand that man treat fellow equally and fairly. They went further to argue that all religions of the world demand equity, justice and fairness; therefore, God is the greatest human right promoter or protector.

### **Contributions of Philosophers and Great Theorists**

Another group of contributors to the development of human rights studies is the Greek Philosophers. They argued for freedom, democracy, justice and the purpose of the society as "the good and perfection of man" (Aristotle). These philosophers articulated that man is responsible for his destiny, and "the eternal sets of laws based on the dignity of the individual human being". The stoics developed the Natural law, which were eternal, unchangeable and universal, set out in the Ten Commandments. While the man-made laws deals with man in relation to man, how man governs man. They went further to divide the rights into "rights of man" and "rights of the citizen". The right of man is equal to Human Rights, while "the rights of the citizen" can be said to be social rights/justice.

### **Contributions from World Great Revolutions, Declarations and Agencies**

Human rights can be traced to the historical struggle for self-determination, independence, equality among human. With the growth of civilization and enlightenment, natural law took a new meaning as attention was directed towards the individual. This enlightenment struggle gave birth to the "Theory of rights".

The issuance of the Magna Carta in England in 1215, the bill of Rights enacted in England after the 1689 revolution, the American Bill of Rights of 1776, the French Declaration of the rights of man and the citizen in 1799, the Communist Manifesto of 1847 and the Russian Revolution of 1917 all influenced all subsequent major declarations affirming the human rights value and principles. Many other conventions are also out to promote and protect

human right values including that of United Nations (UN), International Labour Organisation (ILO) etc.

### 3.3.2 The Concept of Social Justice

Social justice is an advanced stage of human right. Having understood that man has a fundamental right, just because she is a man, and has a right to order her life anyway comfortable, it is impatient to quickly remind man that you have to live your life as you like as long as you do not infringe on other people's rights. So, this is the basis of social justice – “social contract”. Social justice pursues a social conduct based on just, impartiality, legitimacy, equity and fairness in awarding what is due.

Justice is defined by Thomas Aquinas as “the constant and perpetual will to render to everyone what is due him” He further says: “the principle of justice is to give each person or group, whether weak or strong, what is his or her dues and to demand the contribution of each on the basis of equal consideration”.

According to Iwe (1986), ‘Justice is a moral virtue which inclines the will constantly and perpetually to render to others, their due in time and place and in a given set of circumstance’. So, Social Justice emphasizes justice in all human interactions, relationships and responsibilities. It is important to note that protection of social justice also demand social responsibilities. If a person has a right to get something, others have a right to respect that claim on the balance of equal protection and reciprocity.

On the other hand, according to Onwuaniba (1983) “Social injustice arises when the principle of equal opportunity is not observed, where there is discrimination between classes and groups with little or no social mobility, where the natural resources which nature provides for the benefit of all is placed in the hands of a few who exploit the labour of the rest or a great majority of the population who live on the level of paupers or almost so”.

### 3.3.3 Classification of Fundamental Human Rights, Freedom and Duties

The Fundamental Right of Life (Right to physical existence and mental integrity and sanctity of life)\

Right to life is the most fundamental of all rights. It is so, because, it is the foundation on which other rights are built upon. Every man is entitled to be alive and have all that support it; and that of others. Man's right to physical existence and mental integrity, liberty, and freedom from torture, cruelty, or inhuman treatment slavery, servitude and forced labour are inseparable to man. These rights are also extended to children and even unborn children.

#### **Economic Right**

It is the primary right of all men without discriminations to own, use material goods and services of the world and for a decent livelihood. Also, labour is the only legitimate mean of achieving material and economic power and privileges. Economic right ensures that suitable employment is adequately provided and the workers receive remuneration according to the work done. So, economic right include right to earn a living through gainful employment, right to condition of work, just remuneration, equal pay for job done, humane and safe condition of work, adequate facilities for health, safety and welfare etc.

### **Civil – Political Right**

Every citizen of every country has a right to participate in governance and politics. Every citizen has the right to contribute to the progress of the nation, by taking up national assignment, as well as constructive criticism, publication of opinions and is allowed to benefit from the fruits of political and civil association. You can vote and be voted for. You have a right to be respected and to respect others in thoughts, words and deeds.

### **Moral – Cultural Rights**

Man has a right to take part in one's cultural norms, beliefs, and values, and these should be respected by all. No culture is superior to the other, and it is important that people have the opportunity to participate in cultural life and to enjoy the benefits of scientific discoveries, progress, research and human creativity. People should have rights to their own cultural development within the context of the cultural resources of their own community. They should also have rights to education without any discrimination, irrespective of their race, tribe, religion, nationality and ethnic origin, etc.

### **Group/Minorities Rights**

Group/minorities rights deals with recognition and respect for the minorities, and indigenes natives. It is also important that labour groups be respected, as the state arranges their institutions and structures, defines its rights and responsibilities, be it political or social.

### **Rights to Development**

The UN General Assembly in December 1986 proclaimed this right. The Assembly argued that nations and individuals must consciously create progress to improve on the socio-cultural, political and economic environment to gain both scientific and technological progress, greater productivity, efficiency and higher standard of living and develop political community to be stable and friendly where everyone can develop his/her full potentials. This right center on: (1) Individual, (2) National and (3) International Human Community.

### **Right of Women and Children (Female Gender Rights)**

UN General Assembly on 34/180 on the Elimination December 18, 1979 adopted Resolution of All Forms of Discrimination against Women. This

Resolution brought women and children issues, especially the girl child to the fore. This Resolution was as a result of the observation that women and children share a heavy burden of human deprivation, discrimination and degradation, especially during war and adverse economic and political conflicts.

Another landmark event to bring these problems to a stop was the 1995 Beijing Conference in China, where women further argued against all forms of discrimination against women. There is today, a debate on the defence of “Reproduction Rights and Reproductive Health” to guarantee the demand improvement on the well-being of women.

Although these efforts to protect women sound well, it is also in part to note the obstacles on the way to the realization of these plans especially with regard to culture of where she lives. The children’s rights also aim to promote the survival, development and participation of the child. The Human Rights values also apply to the children but more consideration is given to the child because of her vulnerability.

### **Fundamental Freedoms**

President F. Roosevelt of the United States in the face of the Second World War argued for Human rights protection to promote peace in the world. He identified 4 major freedoms;

- Freedom of expression everywhere in the world;
- Freedom to worship God in his own way;
- Freedom from want. This will secure every nation a healthy and peaceful life for its citizens; and Freedom from fear.
- Since after that speech, more recognition has been given and today more efforts are made to expand them and make them into laws.

### **Fundamental Duties**

Many philosophers have argued in the need to match freedom/rights with responsibilities. They argued that there is no right without responsibility, and if both are not emphasized, it will be misleading. Mahatma – Gandhi designed a list he termed the “Seven Blunders of the World”. They are: Wealth without work Pleasure without conscience Knowledge without character. Commence without morality Science without humanity Worship without sacrifice Politics without principle His grandson, Arun Gandhi made an eight Rights without responsibilities Omoregbe (1993) mention that:

To talk of rights is of course to talk of duties, since they are correlative terms; the one implies the other. One man’s right imposes a duty on another man i.e. the duty to respect it and not to violate it. Moreover, the individual who has a right also has a duty not to use that right in such a way as to infringe on the rights of others. Duty therefore always goes with right; there are no such things as rights without duties”.

He further argues that everyone has a duty as a citizen of country. These are moral and legal obligations, which he must do as a marker of necessity and reverently, as it is a mark of moral maturity. Thus: 'Everybody has certain duties towards himself, his family, his neighbours, to the socio or organisation, to which he belongs, and towards the state/nation. The government in turn has certain duties towards the citizen, such as the duty to cater for their general well-being, to defend them against any attack, to provide them with education, health services, means of transportation, good roads, food and shelter and jobs etc'. Some of these duties are also mapped out in Articles 27-29 of the African Charter on Human and People's Rights.

### **3.3.4 Organs and Agencies involved in the promotion and protection of Human Rights**

Can you identify some organs of your body? Is there any of the organs that has n relevance of less important? None right? Same with all the organs of government. They are all essential. Organisations at national, regional, sub-regional, constitutional and international levels are working tirelessly to protect and promote human rights law. The organs and agencies that are involved in the protection of human rights are:

#### **The Separation of Power and Independence of the Judiciary**

First is separation of power and the independence of judiciary. This is one of the efforts by countries to protect and promote human rights value. It is believed that enshrining the laws in the constitution is not enough, if the interpreting organs of the government are not independent of the executive and legislature, so, the practice of separation of powers is an effort to promote human rights laws.

#### **The practice of democracy is an important safeguard of human rights and social justice**

Another is being intention with democracy. The military government, which does not only suspend the constitution, but use force to get their work done, cannot promote human rights. But democracy, which is the government of the people, by the people and for the people is more likely to protect human rights and social justices.

#### **Constitution/Constitutionalism**

The constitution is one agent that safeguards human rights values and laws. The constitution specifically contains laws that protect the rights and responsibilities of the people. The constitution contains the laws and the operation of the different organs of the government, so, the constitution protects human rights laws.

#### **Organs and Specialised Agencies**

International organisations, Civil Society Organisations (CSOs), associations of different interest also fight to protect the rights of their members, therefore,

safeguarding the human rights laws. African Union (AU) United Nations (UN), Civil Liberty Organisation etc. For example, the struggles for women and children's rights are spearheaded by CSOs and it has led to the creation of International Women Society by the UN and the safeguard of women's rights is progressive.



### Discussion

Click the link to watch video



The Sustainable Development Goals Explained: Peace, Justice and Strong Institutions

<https://www.youtube.com/watch?v=5e0a7rpp1sw>

From the videos watched, how would you describe a just society? Use the video to answer question one of the Self-Assessment exercises.



### Case Studies

Click the link to watch video



<https://youtu.be/FKAncpUhb8A>



## Self-Assessment Exercises

1. To the discussant in the video, the idea of a just society is a society \_\_\_\_\_  
A. that promotes the principle of integrity    B. that has functional law enforcement agencies  
C. that ensures peaceful coexistence with neighbouring countries    D. that practices democracy
2. In the video, the protection of human right is the major responsibility of the \_\_\_\_\_  
A. the Judiciary    B. Everybody    C. Government and its agencies  
D. The UN
3. Who defined human rights as “the constant and perpetual will to render to everyone what is due him”? A. Thomas Aquinas, B. James Thomas. C. John Lock, D. John Skinner



## 3.4 Summary

Human Rights and Social Justice are issues of great concern to the world today. Efforts are made at local and international levels, inside and outside of the legal systems. Advocacy groups and CSOs are pushing for the protection.

In summary, human right is a doctrine based on the equality of all men. Nobody's life is worth more than the others. This also means that every man is free to live and order her life anyway convenient as long as it does not infringe on the right of others. Its belief is that rights uniformly belong to every man as man. The protection of social justice is so important for harmonious co-existence that a country that violates them is a “pathetic agglomeration of villains, cheat, reprobate and disorderly people” Chukwudozie (2000).



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[d=cid:ccb26807,vid:FKAncpUhb8A](#)



### 3.6 Answers to the Self-Assessment Exercises

1. A
2. C
3. A

## Unit 4: International Peace Institutions in Africa and Peace Building

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### Unit structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 International Peace Institutions in Africa and Peace Building
  - 4.3.1 West Africa - Peace Institution and Roles in Peace Making
  - 4.3.2 Southern Africa- Peace Institution and Roles in Peace Making
  - 4.3.3 East and Central Africa- Peace Institution and Roles in Peace Making
- 4.4 Summary
- 4.5 References/Further Readings/Web Resources
- 4.6 Answers to Self-Assessment Exercises



### 4.1 Introduction

It is on record that most African nations are not doing enough in protecting the rights of their citizens. The escalation of conflicts in Africa, has led to the expansion of action in the field of peace making. In West Africa, we have conflicts or wars in Liberia, Sierra Leone and Guinea. There are wars in the Horn of Africa, Burundi, Rwanda and DR Congo in the Great Lakes, and Angola and in Southern Africa, and Lesotho booms. These conflicts range from intra to interstate, they are all complex, have regional dynamics and security implications in the region, creating transnational linkages, thus making them more difficult to resolve.

These conflicts underpinned by economic agenda have militarized the civilian populace, recruitment of children, abuse of human rights and humanitarian laws and massive displacement of people with women and children making the highest numbers. The implications of these wars pose a lot of security questions for the continent, and many organisations have come up to play roles of various kinds to bring in peace.



**Africa  
Peacebuilding  
Institute**

## Fig. 25. The Logo of Africa Peacebuilding Institute



### 4.2 Learning Outcomes

By the end of this unit, you will be able to:

- analyse the various international peace institutions in Africa
- explain their roles in peace making
- access international institutions for peace initiatives
- engage in mediation activities organised by these institutions.



### 4.3 International Peace Institutions in Africa and Peace Building

#### 4.3.1 West Africa - Peace Institution and Roles in Peace Making

With incessant breakdown of law and order, endless toppling of democratically elected government by the military, violent electioneering processes and many others, West Africa is adjudged the most politically violent region in Africa. Between 1960 and 1990, seventy-two successful coups have taken place in Africa and thirty-five of them occurred in this sub-region. Economic Community of West African States (ECOWAS) is made up of fifteen countries and one third of them have been involved in one-armed conflict or the other. Liberia, Sierra Leone and Guinea Bissau were embroiled in protracted conflicts that went on for years, and Senegal confronted a separatist war in Casamance, Nigeria and Cote d'Ivoire are not left out, as Nigeria was involved in internal conflict in the 60s, and Cote d'Ivoire also fought within the country.

Analysing the conflicts in the region can be traced to four factors – the Charles Taylor factor, the Franco-Nigerian Rivalry, Exploitation of Natural Resources and conflicts and the fourth, the proliferation of Small Arms and light weapons in the region. Economic Community of West African States (ECOWAS) formed in the 1970s was conceived with the aim of promoting economic development, when the region had real peace. But when it began to get volatile, and with increase in insecurity, with the outbreak of the Liberian war in 1989, with the protocol on Mutual Assistance on Defense of 1981, ECOWAS was required to send peace keeping force to Liberia to end war that has left many killed, wounded and displaced.

The ECOMOG peace keeping force was sent into Liberia, Sierra Leone and Guinea Bissau. The wars in the countries went on for decades and Charles Taylor is the main aggressor who was accused of invading Sierra Leone and

destabilized the region. Hundreds of Nigerian, Ghanaian and Guinean troops were drafted to defend the countries invaded by Liberia. Nigeria is known to play a leading role in ECOMOG and the Liberian President, Ellen Johnson has appealed to Nigerian Government to help rebuild the Liberian Army, and Nigerian Mayor, General Yusuf is appointed the Chief of Armed Forces to head the Liberian Armed forces in March 2006.

ECOWAS also adopted non-military approach in managing conflicts in the region. They also have the ECOWAS Conflict Management and Resolution Protocol which is very active in mediation and diplomatic negotiation. They have the “Council of Wise men” made up of retired Heads of States and respectable statesmen. They are sent to negotiate peace before, during and after conflicts. One success story is the Liberian story where General Abdulsalami mediated in Ghana in 2003/4. This led to the removal of Charles Taylor from Liberia. He was granted political asylum in Nigeria. Liberia had election in October of 2005 and President Ellen Johnson emerged as the President of Liberia, who was sworn in January 2006.

#### 4.3.2 Southern Africa- Peace Institution and Roles in Peace Making

The political and security situation of Southern Africa remains precarious, years after apartheid in South Africa, with twenty-five years of civil wars in Angola, which ended with the killing of UNITA leader, Jonas Savimbi by government army in February 2002. The instabilities in Zimbabwe and Lesotho, and the unending war of Democratic Republic of Congo (DRC), and the spread of HIV/AIDS has emerged a security threat in this region.

Although, many states in the region are democratic and the Southern African Development Country (SADC) seeks to seek economic development of the region, but there is the fear of South Africans dominance in view of the historical apartheid legacy of aggressive, destabilizing military roles in the SADC region in the 1980s. Tension between South African and her neighbours revolve around market liberation based on how much Rand Pretoria is ready to drop, but then more critically, are the problems of democracy and peace building. Southern African Development Community

Effort to understand the role of SADC in conflict management in the region will be impossible without first recognizing the key security feature of the region, which is the overwhelming military and financial strength of South Africa. SADC predecessor – South African Development Coordination Conference (SADCC) established in 1980 specifically to counter the South African military and economic might, and political dominance. But it also aimed to create a free trade area, establish frame work to ensure macro economic stability, facilitate financial and capital markets, encouraging public-private partnership and building regional infrastructures. But much of all, these plans are rhetoric. The organisation is short staffed and only 5% is dedicated to security work. Since the creation of SADC in 1996, little is done to achieve regional collective security, because of the political rivalry between South

Africa and Zimbabwe who have opposing views of the functions of the political organ.

Unlike the ECOMOG of West Africa, the SADC Security organ established in the mid-1980, refused to establish a study force to which member states can contribute soldiers. Until the organs get operationalised, and strengthened, SADC cannot play effective role in conflict management in the region.

#### 4.3.3 East and Central Africa- Peace Institution and Roles in Peace Making

The Eastern part of African that comprises majorly the Great Lake, Rwanda, Burundi, Uganda and Eastern Congo region has experienced complex, multiplicity of interlocking regale and international forces that are either escalating the conflicts, or mitigating them; therefore, making peace making complicated. Conflicts in this sub-region keep moving from one country to the other.

In 1993, over 200,000 died in Burundi, in 1994, there was genocide in Rwanda claiming about one million people, in 1996, it went back to Burundi and DRC, where about 2.5 million people are reported killed since August of 1998. The DRC war has created about 600,000 refugees and two million Internally Displaced Persons (IDPs). And the insecurity in Congo-Brazzaville continued to affect security of DRC. In 1997, the former Congolese leader, General Denis Sassou-Nguesso overlooked the government of Pascal Lissouba ending a four- month old elected government. Surprisingly, France and Angola supported the undemocratic government by providing him military and logistical support from 1979-1992. This war left 40,000 refugees and 500,000 IDPs. There has been wars and counter wars that had led to many deaths, refugees and IDPs in the DRC. The military clash between Uganda and Rwanda in the DRC has not only damaged their alliances, but aim to spark off wider arms competition and regional instability.

The security dynamics in this region must be understood within the context of four main factors – (1) ethnicity and political governance (2) the economic factor fueling the conflicts (3) the geographical interest of various actors and (4) regional responses of conflict.

Just like in different parts of the world and Africa in particular, ethnicity manipulation affiliation and claim has been a source of conflict in Rwanda and Burundi. The ethnic difference between the Tutsi and Hutu was translated into inclusion or exclusion in governance.

The scramble for resources in the DRC is the major source of conflict in that country. These minerals include diamonds, gold, silver, iron, zinc, copper, cobalt etc. Countries in this region are involved in the Congo war because they were extracting resources found in the area. For example, Uganda and Rwanda became greater exporters of diamond, and copper even though, they don't have it in their countries.

The DRC conflict has a regional character where countries outside DRC have a geographical regional reason to get involved. Some of them argue that, their involvement is important because they need to protect their own countries and border. For example, DRC has a 55,000 army and 62,000 soldiers from 6 other African countries.

There is no institutionalized mechanism for responding to conflicts in the region. It is easy for one country to spearhead peace process, as all of them are involved in the conflict.

Central African Customs and Economic Union of 1981 and the Economic Community of the Great Lake States was merged to established the Economic Community of Central Africa States (ECCAS) in 1983 made up of eleven countries aimed to pursue economic development, regional cooperation and establish a Central African Common Market. In an attempt to address the conflict in the region, Early Warning Mechanism was created in 1996. In 1997, there was a proposal for interstate security cooperation mechanism for the sub-region, with the aim to develop a legal and institutional framework to promote and strengthen peace and security.

Then, the Conseil de Paix et de Securite de l' Afrique Centrale (COPAX) was created to (1) prevent, manage and resolve conflicts in Central Africa and (2) to undertake any necessary action to deal effectively with political conflicts and (3) to promote, preserve and consolidate peace and security in the sub-region. All these institutes are mere rhetoric because they are not effective due to narrow national interests. For examples, members of the sub-region do not agree on the relationship between ECCA and COPAX.

Another institution established is for peace and sustainable development is the Common Market for Eastern and Southern Africa (COMESA) in 1994. Although, the economic development of the region motivated the establishment, but it has acknowledged the importance of peace for development take place. The 2000 summit discussed the resources. They even looked into other sub-regional organisations in Africa to shop for ideas and strategy.

The International Authority on Draught and Desertification (IGADD) made up of Djibouti, Ethiopia, Kenya, Somalia, Sudan and Uganda was established in 1986 and Eritrea joined after its independence in 1993. The aim was to serve as an early warning mechanism for humanitarian emergencies and coordinating responses to crisis on the Horn of Africa. Although, the initial plan was for draught, desertification and food security, it has to expand to include conflict management prevention and resolution in 1996 and changed the name to IGAD because issues of conflict were undermining the effort for food security. IGAD had a 2 track approach as the one based in Nairobi deals with peculiar issues like Sudan peace process and the other is based in Djibouti addresses issues which member states have formed a consensus on such as the establishment of a Conflict Early Warning and Response Mechanism (CEWARN) with emphasis on campaign against Small Arms and humanitarian issues.

The Heads of States of Kenya, Uganda and Tanzania met in November 1999 and signed a treaty establishing The East African Community, which entered into force in July 2000. The aim of this treaty is to “improve the standard of living of the population by facilitating an adequate and economically, social and ecologically sustainable development process that allows an optimal utilization of the available resources” (IPA 2002). Also, like other organisation, EAC also realized that security and political stability are a prerequisite for sustainable development and they did not hesitate to include conflict management in EAC concentration. The general belief in the pursuit of economic growth is ‘that economic prosperity and regional integrations will have the multiplier effect of reducing the possibility of conflict and enhancing security’.

Also, like other organisations, EAC also realized that security and political stability are a prerequisite for sustainable development and they did not hesitate to include conflict management in EAC concentration. The region of the Horn of Africa comprises Djibouti, Sudan, Eritrea, Ethiopia, Kenya, Uganda and Somalia. A careful analysis of the region also reveals that they also form the members of the East and Central Africa.



### Discussion

The link contains a publication on the roles of the AU in peacebuilding in Africa. Can identify some of the key recommendations aimed at promoting peace in Africa. As a student of Peace Studies, what other suggestion will you make to make peacebuilding a norm in Africa?

Post your response of not more than 100 words in the discussion forum and comment on at least two other posts. Also, after reading, use the knowledge got from the document to answer question 1 of the Self-Assessment Exercises

<https://link.springer.com/book/10.1007/978-3-030-46636-7>



### Self-Assessment Exercises

1. All the following were recommendation for peace building in Africa **except?**  
A. National ownership of peace building B. Deepen normative frameworks for conflict prevention C. propagate neocolonialism D. Create a continental framework on peer learning for peace building
2. The UN Charter in Article 1 states that the purpose of the organisation is to “take effective collective measures for the \_\_\_\_ and removal of threat to peace. A. enhancement B. prevention C. suppression. D. muting

3. ECOMOG as a peacekeeping mission was established by ECOWAS to intervene in the civil war of \_\_\_\_ A. Liberia and Sierra Leon, B. Liberia and Congo. C. Sierra Leon



## 4.4 Summary

The African conflict has taken a regional angle and this explains why there are regional peace efforts in managing the conflicts. The regional organisations, which started off as an economic plan, end up including peace plans because they realized the need for peace, as a pre-requisite for meaningful development.

In summary, there are institutions, at national, regional and international levels that are dedicated to peace making in African, although, they have very limited capacity to do an effective job. There is a need to strengthen the capacities of these organisations to effectively mitigate conflicts in Africa. For the fact that the continent has been realized the need to have a peace mechanism, but then need to improve its capacity, it is then important to invest in these organisations and make relevant.



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## 4.6 Answers to the Self-Assessment Exercises

1. C
2. B
3. A

## Unit 5: Conflict Prevention

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### Unit structure

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Conflict Prevention
  - 5.3.1 The Concept of Conflict Prevention
  - 5.3.2 Critique of Conflict Prevention
  - 5.3.3 Stages of Conflict
  - 5.3.4 Methods of Conflict Prevention at Different Stages of Conflict
  - 5.3.5 Conflict Prevention Task and Application
- 5.4 Summary
- 5.5 References/Further Readings/Web Resources
- 5.6 Answers to Self-Assessment Exercises



### 5.1 Introduction

Can conflict be prevented? Could it be that conflict, despite how unwanted, should be accepted as dynamism of human? If conflict cannot be wished away, how then do we prevent it from becoming crises? The fact that we have argued in this course of this course that conflict is inevitable, that does not mean we should leave conflict to fester when it rears its ugly head. There are a number of actions we can take to prevent conflict from assuming dangerous and lethal dimension. These different actions and steps we embark upon as citizens and peace practitioners are to be discussed in this unit. We must be willing to apply them to situations of brewing or settled conflict if we all want to enjoy a peaceful society.



### 5.2 Learning Outcomes

By the end of this unit, you will be able to:

- explain the stages and methods of conflict prevention
- apply various conflict prevention tasks to real life situations
- analyse early warning signals
- organise conflict prevention interventions in your community.



### 5.3 Conflict Prevention

#### 5.3.1 The Concept of Conflict Prevention

Four definitions of conflict prevention will be discussed to see the different emphases. The essence of these different emphases is to also show that, the different stages of the conflict will also determine the action that will be

suggested for intervention. This also shows that it is not possible to do one particular thing to prevent conflict, but various tasks could be employed.



**Fig. 26: Conflict Prevention**

First, Conflict Prevention ‘Actions, policies, procedures or institutions undertaken in particular vulnerable places and times in order to avoid the threat or use of armed force and related forms of coercion by states or groups, as the way to settle the political disputes that can arise from the destabilizing effects of economic, social, political and international change. Conflict prevention strives to intervene before threats to use force or coercion are made or before [either party] resort to significant armed force or coercion. Conflict prevention can also include action taken after a violent conflict to avoid its recurrence. This means that conflict prevention can occur at two points in a typical conflict’s life history:

- a) When there has not been a violent conflict in recent years, and before significant signals of violence [make] possible [the] escalation to sustained violent conflict, conflict prevention aims to keep a conflict from escalation; and
- b) When there has been a recent violent conflict but peace is being restored, conflict prevention aims to avoid a relapse or re-igniting of violence” (Lund, 1997:3-2 3).

Secondly, Conflict prevention refers to two types of effort: those which prevent behaviour defined within the relevant international system as undesirable, and those which attempt to confine conflict behaviour within clearly defined limits of permissible activity. Older terms such as preventive diplomacy, crisis-prevention or deterrent diplomacy all refer to similar efforts” (Reychler, 1994:4)

Third, Conflict prevention aims at removing causes of wars as well as introducing appropriate preventers. If we accept this view, conflict prevention may be viewed not so much as the interposition of a single preventer in a complex situation.

Lastly, Conflict prevention entails “Activities normally conducted under Chapter VI of the UN Charter, ranging from diplomatic initiative to preventative deployments of forces intended to prevent disputes from escalating into armed conflicts or from spreading. Conflict prevention can

include fact-finding missions; conflict prevention is the deployment of operational forces possessing sufficient deterrence capabilities to avoid a conflict.” (British Army, 1997:2).

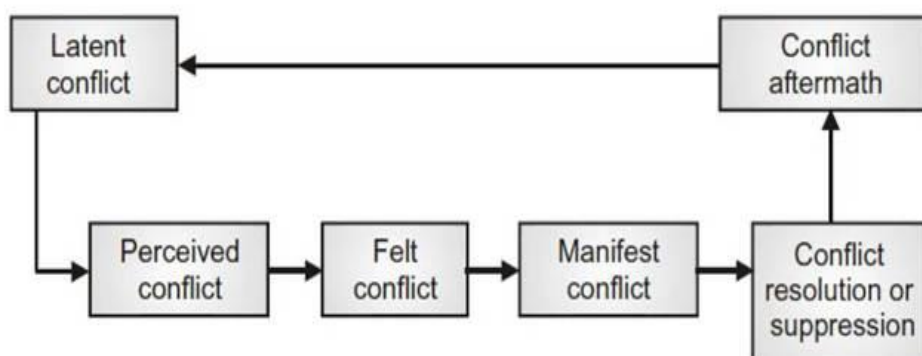
### 5.3.2 Critique of Conflict Prevention



**Fig. 27: Prevention of Outbreak of Conflict**

Conflict prevention is often criticized not to be possible or realistic because the conflict will happen anyway. Many theories have been propounded by different authors, which could be put to four. The ‘delusion theory’ belief that conflict prevention is unrealistic and will not work; therefore, it is a waste time. The ‘perversion theory’, argue that the act of preventing conflict, is not only unrealistic, but that it has the tendency to become a “self –fulfilling prophesy. These theorists believe that, the process of warning against the conflict, as a party could listen to the implication of the conflict, and therefore plan to go into it just because the analysis of the warning increased the awareness of the lather conflict. The third group is called the coercion theorists, who argue that the resources used for this “unrealistic task” should be, divert to some other task realistic. Then the last is the ‘believers theorists’, they believe that conflict could be prevented if the right tasks are carried out. They argue that different tasks will be carried out for the different stages; if good results are to be achieved.

### 5.3.3 Stages of Conflict



## **Fig. 28: Stages of Conflict**

Source:[https://ebrary.net/imag/manag/must\\_orgbeh/image043.jpg](https://ebrary.net/imag/manag/must_orgbeh/image043.jpg)

Conflict has stages in its occurrence. According to Bloomfield (MS) “All conflict goes through a preliminary dispute phase and may also go through one or more hostilities and post hostilities phases. In each phase, identifiable factors generate pressures that may influence the course of the case toward the next threshold and transition into another phase. These factors may be offset by other influential factors that tend toward the prevention of that transition”.

He further asserted that: “Change in the relationship among factors will alter the likelihood of a conflict undergoing transition from one phase to another; and “The cause of conflict can be significantly altered by policy measures aimed at reinforcing violence – minimizing factors and offsetting violence – generating factors as appropriate for the phase in question.

All these try to say is that conflict is in phases and the actions required have to be relevant to it, depending in what you want to achieve. There are 3 basic stages of conflict: the latent conflict and the post-conflict or de-escalation stages.

### **The Latent Stage:**

This is the period which could be described as a period of false peace”. It is the stage before the eruption of conflict. At this stage, conflict has not acutely manifested, and the groups have not been mobilized. A conflict can remain latent for years, due to repressions and poor articulation of political demands.

At this period, factors that must be looked at are structural conditions in the society. Structures like the judiciary social institution, the economic environments are the issues that may or may not lead to conflicts.

Two things must be measured in this period to determine what is likely to happen. The willingness and the opportunities. No matter how bad the situation is, if the people do not have the willingness to fight for example, they will not fight. So having the willingness to carry out a particular action is a pre-requisite for action. The second which is the opportunity, also referred to as resources. This could be material, time, or personnel. No matter the willingness to prosecute a conflict, if you don't have the resources to carry out your desired will, there will be no conflict.

### **The Conflict Stage**

This is the period of full-blown conflict. There is fighting between organized armed units, the existence or initiation of active hostility and destructive violence used by the party on either side is a carefully planned manner, and these fighting lead to loss of lives and or destruction of properties. This stage last for months or years and there are other smaller phases of escalation, de-escalation, cease fire and relapse of cease fires etc.

At this stage, the wish of the parties should be to develop a management strategy, and the proximate causes must be dealt with to stop the hostility. The root causes of the conflict cannot be addressed at this stage. The proximate causes and these problems can be easily changed or corrected to bring temporary peace. Problem like ethnic bashing and propagandizing can be easily stopped. Cultural discrimination and marginalization of some ethnic group in political appointment can be connected easily, to reduce tensions.

### **The Post-Conflict Stage**

This stage of conflict has different names depending on the author and her experience, but the most important characteristic of this stage is that, violent hostility has stopped: there is a cease fire, and killings have stopped. All efforts are made to avoid a re-escalation of conflict. Plans for reconstruction and repairs at all levels are beginning to emerge and what we have is fragile peace which can go either way.

#### **5.3.4 Methods of Conflict Prevention at Different Stages of Conflict**

The tasks of conflict prevention vary from stage to stage. Although different authors have various stages of conflict, for the purpose of this topic, we shall divide conflict phases into 3.

**The Latent Stage:** It is the primary prevention tasks that take place here, which aims to reduce to minimum the chances of a violent conflict occurring. Proactive measures are taken to prevent the emergence of formation of positions or parties to prevent the likely outbreak of conflict between the parties. There are diplomatic activities to contain or control conflicts. This is the stage where early warning is of great use. This activity calls for accurate analysis of any latent or minor disputes, and hopes to develop strategies to resolve it. This system varies in complexity and approach. Early warning activities include fact-finding missions, consultations, inspections, report mechanism and monitoring. Although, many critics have queried early warning and said that early warning is not the problem, but easily response.

**The Second / Crisis Stage:** The crisis stage deals with secondary prevention tasks, which is about the containment and mitigations of ongoing crises. The whole effort made here aim to prevent vertical escalation of existing conflict. Vertical escalate means intensification of hostile behaviour which is very dangerous. Also, efforts are made to reduce horizontal escalation which deals with the spreading of the conflicts to other areas of the country. And finally, effort to mitigate the conflict will be put in place. All they aim is to confine the conflict and reduce the chances of escalation or expansion.

**The Post Conflict Stage:** This is the stage call for Tertiary Prevention, which aims to prevent the reoccurrence of armed conflict. Measures aim to make sure that there is no breakdown of cease fire agreements in the post conflict stage.

### 5.3.5 Conflict Prevention Task and Application

Prevention of conflicts has been seen to be the job of international communities. This view or understanding has led to the inactions of other parties and preventable genocides have taken place. For example, the 1961 Rwandan government of Gregoire Kayibanda showed the traces of intimidation and injustice that the League of Nations recorded that the government in power is showing traces of racial dictatorship which should be curtailed, to avoid any future problems. They observed that an oppressive government is being replaced by another. So, the genocide of 1994, was seen coming since 1961, but nothing was done to prevent it. This brings us to the first task of conflict prevention.

- I. **Early Warning:** This is a mechanism that aims to identify the threats of an outbreak of violence. Early Warning could with time allow various preventive measures like preventive diplomacy, humanitarian and military actions to be put in place. Early Warning must address a particular issue. This is why scholars ask this question: Early Warning, about what? There could be Early Warning about: refugee explosion, genocide, state fracture etc. The most important issue is to control conflict escalation, already showing signs of violence.

Another important concept of Early Warning is time, which asks the question that is very difficult to answer; because of the causes of triggers. It is not easy to determine when a conflict will erupt; because there are cases of protracted latent conflicts which could not result into full blown conflicts because of so many internal and external factors. But triggers – impromptu/immediate events that accelerate the outbreak of a conflict could lead to conflict. These events could be, a natural disaster, death of a prominent politician or leader or one misfortune or other. No one has control over these events.

Then the last question is Early Warning for whom? This is because the most crucial part of warning is getting the relevant persons to heed to the warning. If the users of the warning cannot be reached because of so many other factors then, it becomes a problem. But generally warning could be for:

- i. The prospective victims and group at risk;
- ii. The perpetrators (in order to deter them);
- iii. Intergovernmental agencies such as UNCR, UNDP, WFP, UNICEF;
- iv. Regional governments willing and able to provide their good offices and other instruments to prevent the outbreak of the disaster;
- v. The secretary general of the United Nations;
- vi. Members of the security council of the United Nations;
- vii. Other members of the international community;
- viii. Non-governmental organisations concerned with relief;
- ix. The mass media;
- x. The public;
- xi. Eminent persons who can lend credence to the warning.

(Adopted from Schmid, 2000)

2. **Surveillance:** Surveillance is keeping a watch over an area to the knowledge of the opponent. It is in an operation area that will help to deter enemies from hurting the people. Surveillance can make the enemy know that they are being watched, and the message of 'be careful' is sent and an effective surveillance, is therefore, a major conflict prevention technique.
3. **Stabilizing Measures:** Stabilizing and confidence building measures help to reduce tension in an area. These kinds of measures, sometimes represent the first step towards the restoration of law and order; and negotiations for a political settlement. They may take several forms:
  - The establishment of an effective liaison and communication network between all parties;
  - Mutual and balanced reductions in personnel and military equipment;
  - The separation of forces;
  - Zonal restrictions on the deployment of weapons and manpower;
  - Advance reporting of military activities or exercises; and
  - Joint inspections of disputed areas.

(Adopted from Schmid, 2000)

4. **The Restoration of Law and Order:** Before handing over the government administration to Civilian Police (CivPol) or the nation's forces, the restoration of law and order may be the principal task for a military force. The activities may range from counter-insurgency and counter-terrorist tasks to the specific protection of human rights.



### Discussion

Click on the link to watch this video



NSCDC Advocates Conflict Prevention Strategies

<https://www.youtube.com/watch?v=3vUlecbrsr4>

What a video of conflict prevention mechanism by a security officer. Mention some of the mechanism mentioned and suggest ant two more. Post your

response, of not more than 100 words in the discussion forum. Answer question 1 of Self-Assessment exercises by watching the video



### **Case Studies**

Click on the link to learn more conflict prevention

<https://www.ifes.org/news/violence-monitoring-contributes-peaceful-elections-nigeria>

Some steps were taken to prevent the outbreak of conflict in the gubernatorial elections that took place in Edo and Ondo states Nigeria in 2022. Using the link above, can you identify the steps? Post your response in the discussion forum



## Self-Assessment Exercises

1. Conflict prevention as stated in the video is the duty of \_\_\_\_  
The police    B. Third party mediator    C. the community leader    D. everybody
2. Activities normally conducted under Chapter \_\_\_\_ of the UN Charter, ranging from diplomatic initiative to preventative deployments of forces intended to prevent disputes from escalating into armed conflicts or from spreading  
A. VII    B. VI    C. IV    D. XI
3. The mechanism that aims to identify the threats of an outbreak of violence is called  
A. reconnaissance, B. signals. C. early warning D. deployment strategy



## 5.4 Summary

Conflict prevention is a multi-faceted program that can go a long way in reducing violent conflict. Conflict prevention varies depending on the stage of the conflict and what one wants to prevent. Early Warning, which is one of the task of conflict prevention is been highly criticized, because people think that what is important is Early Response, not warning.

In summary, conflict prevention is an aspect of conflict management that is very technical, but at the same time, very important. Even with the criticisms about how realistic the operation conflict prevention can be, reports have shown that, some conflicts can be prevented, if efforts are put in place to stop the conflict. What is mostly needed, is the political will to make things happen.



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## 5.6 Answers to the Self-Assessment Exercises

1. D
2. B
3. C

## Appendix: United Nations Security Council

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Distr: General, 31 October 2000 RESOLUTION 1325 (2000)

Adopted by the Security Council at 4213th meeting, on 31 October 2000

### THE SECURITY COUNCIL

Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 as well as relevant statements of its president and recalling also the statement of its president to the press on the occasion of the United Nations Day for Women's Rights and International Peace (International Women's Day) of March 2000 (SC6816)

### RECALLING ALSO THE COMMUNICATIONS OF THE BEIJING DECLARATION AND PLATFORM FOR ACTION

(A/52/23) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled "Women 2000 Gender Equality, Development and Peace for the Twenty-first Century" (A/S-23/10/Rev, in particular those concerning women and armed conflict,

**BEARING IN MIND THE PURPOSES AND PRINCIPLE OF THE CHARTER OF THE UNITED NATION** and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

### EXPRESSING CONCERN THAT CIVILIANS PARTICULAR WOMEN AND CHILDREN ACCOUNT

For the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognising the consequent impact this has on durable peace and reconciliation.

### AFFIRMING THE IMPORTANT ROLE OF WOMEN IN THE PREVENTION AND RESOLUTION OF CONFLICT

And in peace building and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision making with regard to conflict prevention and resolution, REAFFIRMING also the need to implement fully international humanitarian and human rights law protects the rights of women and girls during and after. Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls.

**RECOGNIZING THE URGENT NEED TO MAINSTREAM A GENDER PERSPECTIVE INTO PEACEKEEPER OPERATION**, and in this regard noting the Windhoek Declaration and the Namibia plan of Action on mainstream a Gender perspective in Multidimensional peace Support operations (S/2000/693),

**RECOGNIZING ALSO THE IMPORTANCE OF THE RECOMMENDATION CONTAINED IN THE STATEMENT**

Of its president to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations.

**RECOGNIZING THAT AN UNDERSTANDING OF THE IMPACT OF ARMED CONFLICT ON WOMEN**

And girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security.

Noting the need to consolidate data on the impact of armed conflict on women and girls,

1. Urges Member states to ensure increased representation of women at all decision – making levels in national, regional and international institutions and mechanism for the prevention, management, and resolution of conflict.
2. Encourages the Secretary – General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision – making levels in conflict resolution and peace processes.
3. Urges the Secretary General to appoint more women as special representative and envoys to pursue good offices on his behalf, and in this regard calls on member states to provide candidates to the Secretary General for inclusion in a regularly updated centralized roster.
4. Further urges the Secretary General to seek to expand the role and contribution of women in United Nation field-based operations and especially among military observers, civilian police, human rights and humanitarian personnel.
5. Expresses its willingness to incorporate a gender perspective into peacekeeper operations, and urges the sectary General to ensure that, where appropriate, field operations include a gender component.
6. Requests the Secretary-General to provide to member states training guidelines and material on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace building measures, invites member states to incorporate these element as well as HIV/AIDS awareness training into their national training programmes for military and civilian police

- personnel in preparation for deployment, and further requests the secretary General to ensure that civilian personnel of peacekeeping operations receive similar training.
7. Urges Member states to increase their voluntary financial, technical and logical support for gender-sensitive training efforts, including those undertaken.
  8. Calls on all actors involved when negotiating and implementing peace agreements, to adopt a gender perspective, including inter alia
    - a. The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post conflict reconstruction.
    - b. Measures that support local women's peace initiatives and indigenous implementation mechanisms of the agreements.
    - c. Measures that ensure the protection of the respect for human rights of women and girls particularly as they relate to the constitution, the electoral system, the police and the Judiciary.
  9. Calls upon all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls, especially as civilians, in particular the obligations applicable to them under the Geneva Convention of 1949 and the Additional protocol thereto of 1977, the Refugee Convention of 1951 and the protocol thereto of 1969, the Convention on the Elimination of All form of Discrimination against women of 1979 and the optional protocol thereto of 1999 optional protocol thereto of 25 may 2000 and to bear in mine the relevant provisions of the Rome statute of the international Criminal Court.
  10. Calls on all parties to armed conflict to take special measure to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict.
  11. Emphasizes the responsibility of everyone states to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, and war crime including those relating to sexual and other violence against women and girls, and in his regard stresses the need to exclude these crimes, where feasible from amnesty provisions.
  12. Calls upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements and to take into account the particular needs of women and girls, including the their design, and recalls its resolutions 1208 (1998) of 19 November 1998 and 1296 (2000) of 19 April 2000.
  13. Encourages all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants.
  14. Reaffirms its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls in order to consider appropriate humanitarian exemptions.

15. Expresses its willingness to ensure that security Council missions take into account gender consideration and the rights of women including through consultation with local and international women's group.
16. Invites the Secretary General to carry out a study on the impact of armed submit a report to the security Council on the results of this study and to make this available to all member state of the United Nations.
17. Requests the Secretary General, where appropriate ,to include in his reporting to the security council progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls.
18. Decides to remain active seized of the matter