2018
Regional Peace-Building Institute

Report Narrative
Never Again Rwanda
February 26 to March 10, 2018
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Introduction

The PBI is a bi-annual two-week program which began in 2011 and has since continued to host participants from various countries across the world. Every year, successful applicants are engaged in various academic and experiential learning opportunities to enable them to explore four themes including, genocide and mass atrocities, transitional justice, good governance and development as well as women and security. Across these themes participants learn skills as global citizens in cross cultural dialogue, critical thinking, analysis of complex issues and problem solving.

This year’s Regional PBI was unique was and largest group ever hosted by Never Again Rwanda with participants from 11 countries including countries outside of the Great Lakes Region. These countries include Nigeria, Cameroon and Zimbabwe. Applications were received from additional countries such as Egypt and Kazakhstan, however our funding wasn’t sufficient to provide enough scholarships.

During his opening remarks, Dr. Joseph, Executive Director of Never Again Rwanda, began by sharing a brief overview of conflict in the region and some of the challenges countries across Africa are currently facing, such as poverty, ethnic divides, economic instability and violence. He went on to say that the Peace-Building Institute was established as a platform for youth to discuss some of the above-mentioned issues in order for them to make informed decisions, resist manipulation and, where necessary, contribute towards addressing these issues. He encouraged participants to use the knowledge and skills learned during the PBI to positively impact their communities, develop initiatives and promote sustainable peace in their respective communities.

In his remarks the coordinator of GIZ/ZFD, Hans Bretschneider, highlighted the fact that peacebuilding is an important process that requires collaboration and networking in order to foster change. He encouraged participants to share what they had learned in order for them to inspire their surrounding communities. Furthermore, he told participants to continuously practice critical thinking skills in order to make informed decisions and resist manipulation. He concluded by stating, “Peace is a long term process and it requires us to achieve inner peace before we promote peace among others and the community at large”.
Goals and Objectives

The main goal of the PBI is to facilitate dialogue between those that have lived through conflict and those who want to learn from them to build a global network of peace ambassadors. Specifically, PBI aims to increase participants’ knowledge of genocide, transitional justice, good governance and development through the study of Rwanda’s experience by:

1. Providing a space for participants to reflect on the 1994 Genocide against the Tutsi.
2. Providing participants with experiential learning on the history and prevention of genocide, transitional justice, good governance and development, and civic engagement and participation.
3. Build a universal network of Global Peace Ambassadors who are empowered to monitor genocidal tendencies and work to stop any possibilities of genocide and other crimes against humanity.

Methodology

As part of the learning process the PBI employed classroom sessions, large/small group discussions, lectures from experts experienced in various fields, film screening, site visits to memorials and government institutions specializing in peacebuilding and reconciliation. Specific requirements for recruitment include:

1. Pursuing a bachelor’s degree in social science/politics or a related field, or a graduate-level degree in any of these fields
2. Collaboration with community projects, or experience working with community actors through groups and societies.
3. A good command of oral English and ability to transfer and share the acquired skills and knowledge.
Activities Overview

Theme: Genocide and Mass Atrocity
1. Visit to Gisozi Genocide Memorial
2. Strategies of Genocide Prevention
3. Stereotypes and Identity Manipulation in the Great Lakes Region
4. The Role of Education/Culture in Generating Genocide
5. Causes and Stages of Genocide
6. NAR’s Approach to Societal Healing

Theme: Dealing with the Past
1. The Evolution of Transitional Justice
2. Visit to King’s Palace Museum
3. The Role of Media in Promoting Peace-building
4. Indigenous and International Models of Transitional Justice
5. Social Cohesion and Reconciliation in Post-Genocide Rwanda
6. Visit to Murambi Genocide Memorial
7. Conflict Analysis and Management
8. Critical Thinking

Theme: Women, Peace and Security
1. The Role of Women in Peace-building
2. The Role of CSO’s in the Region: Mainstreaming Women in Peace-building
3. Visit to Presidential Palace Museum

Theme: Governance and Development
1. Sustainable Development Models: Permagarden Project
2. Defining Governance and Development
3. Governance Strategies to Promote Unity and Reconciliation in the Region
5. Human Security Across the Region: The Case of Human Trafficking
6. Cultural Night
7. Participants’ Commitments to Developing Peace-building Initiatives
Expected Outcomes

By the end of the Institute we hope that participants will have:

1. Increased knowledge and skills for youth to develop initiatives to generate their own momentum as peace-builders in their communities and practice their roles as global peace ambassadors in the community at large.
2. Developed a shared understanding and knowledge of Rwanda’s history and the process leading to the 1994 Genocide against the Tutsi.
3. Increased insights and clarity on the concepts of genocide, governance, development, and transitional justice.

Participants’ Expectations

In order to ensure a fruitful learning experience, participants were tasked to state their individual expectations which would guide the learning process. Their responses are outlined below:

1. To increase our understanding of the causes and stages of genocide, reconciliation processes, genocide prevention, peacebuilding and the role of youth in promoting peace
2. To discuss practices for good governance and peacebuilding that can be applicable in our respective countries.
3. To learn from the experiences of other participants.
4. To learn methods for building sustainable peace and embracing diversity.
5. To learn the roles of women and media in the peacebuilding process
6. To learn how to initiate community-based interventions (collaborating with local leaders and decision makers to influence peace)
7. To learn the characteristics of a peaceful society, and to understand the link between governance and peacebuilding.
8. To learn how to promote volunteerism among young people.
9. To learn about the role of climate change in conflict.
**Participant Profiles**

**Carolyn Wambui Njung’e**  
Kenya  
24 years old  
B.A. in Communication and Media Technology—Public Relations

**Sanny Ntaganira Aline**  
Rwanda  
22 years old  
Student at UoR: Science and Technology

**Elizabeth Sirengo**  
Kenya  
28 years old  
MA in Peace and Conflict Studies

**Ingabire Karangwa Claudine**  
Rwanda  
23 years old  
Student at UoR: Development Economics

**Muhindo Kwiravusa Elie**  
DRC  
25 years old  
B.S. in Political Social Sciences and Administration

**Nsengiyaremye Dismas**  
Rwanda  
24 years old  
Student at PIASS: Peace and Conflict Studies

**Asmin Kiza**  
DRC  
19 years old  
A2 in Biology and Chemistry

**Iraguha Delphine**  
Rwanda  
22 years old  
Student at UoR: Public Administration

**Whego Kenmegne Larissa**  
Cameroon  
25 years old  
MA in Governance and Public Action/ Regional Integration

**Munyarugero Esperance**  
Rwanda  
22 years old  
UoR: Clinical Psychology

**Nhodza Shereen Shumirai**  
Zimbabwe  
23 years old  
BSC in Local Governance Studies

**Kalisa Joseph**  
Rwanda  
24 years old  
UoR: Clinical Psychology
Amanyabyona Ronah
Uganda
21 years old
BS in Business Computing

Cyomugisha Scovia
Rwanda
23 years old
BA in Social Sciences and Development Studies

Silas Baryagasha
Uganda
24 years old
Student at Makarere University: Industrial and Organizational Psychology

Habakurama Emmanuel
Rwanda
24 years old
A2 in Mathematics, Computer Science & Economics

Kenyana Evelyn
Uganda
25 years old
BS Social and Community Development

Iradukunda Eric
Rwanda
29 years old
Student at Dartmouth College: Digital Media and Communications

Tajiel Urioh
Tanzania
29 years old
BS in Environment and Climate Change

Leila
Burundi
24 years old
Student at PIASS: Peacebuilding and Development

Bakar Omar Hamad
Zanzibar, Tanzania
29 years old
BS in ICT and Accounting

Muzungu Heritier
Burundi
24 years old
Student at Burundi National University: Law

Sawsan Musa Adam Abdul-Jalil
Sudan
28 years old
BS in Economic Development

Lokii Lokwaar Eliah
South Sudan
23 years old
Student at PIASS: Peacebuilding and Development Studies

Shawgi Omer Nawai Ahmed
Sudan
25 years old
BS in Survey Engineering

Amaring Ikarak
South Sudan
37 years old
BS in Political Science
Daniel Stephan “Dr. Progress”  
Nigeria  
26 years old  
Student at Ugandan Christian University: Research and Public Policy

Ayodele Solomon Ayeni  
Nigeria  
37 years old  
Graduate Student at UoR: Development Studies

Ayomiposi Ayodele  
Nigeria  
33 years old  
BSC in Business Administration

Facilitator Profiles

Dr. Joseph Nkurunziza Ryarasa  
Executive Director of Never Again Rwanda

Hans Bretschneider  
Coordinator of GIZ/ZFD

Florence Batoni  
Peacebuilding Program Team Leader

Betty Mutesi  
Country Manager for International Alert

Reverien Interayamahanga  
Senior Researcher at Never Again Rwanda

Johnson Mugaga  
Division Manager in-charge of Programs for the National Unity and Reconciliation Commission

Eugene Ntaganda  
Technical Advisor in Research and Advocacy for Never Again Rwanda

Dr. Erasme Rwanamiza  
Director in-charge of Education for AEGIS Trust
Immaculee Mukankubito
Head of Impact and Strategy at Never Again Rwanda

Willy Mugenzi
PhD Student for Peace and Conflict Studies at Masinidi Muliro University

Theoneste Ndungutse
Huye District Governance Advisor at Never Again Rwanda

Pastor Antoine Rutayisire
Pastor for the Anglican Church of Rwanda

Dr. Denis Bikesha
Lecturer of Constructional Law at the University of Rwanda

Frank Kobukeye
Expropriation and Resettlement Project Manager for the Bugesera International Airport Project

Odeth Kantengwa
Research and Advocacy Team Leader at Never Again Rwanda

Debby Karemera
Peacebuilding Education Unit Manager at Never Again Rwanda
Theme 1: Genocide and Mass Atrocity

Thematic Overview

Under this theme participants explored theories and examples of trauma and mass atrocity, its causes and consequences, as well as how to prevent it from reoccurring. They conducted one site visit to Kigali Genocide Memorial. Some of the presentations and discussions explored were, *The Causes and Stages of Genocide in Rwanda, Case studies of Germany and Cambodia, Identity Manipulation and Stereotypes in the Great Lakes Region, and The Role of Education in Fighting Against Genocide Ideology.* These presentations were preceded by numerous activities involving group work, and followed by the Never Again Rwanda documentary “A Nation to Heal” and a discussion on NAR’s approach to societal healing.

1.1 Presentations

Throughout this theme, guest speakers and facilitators discussed topics spanning from *The Causes and Stages of Genocide* to *Experiences with Stereotypes and Identity Manipulation*. Facilitators employed a variety of teaching methods including small group work, lectures, and guided discussions.

**Causes and Stages of Genocide; Strategies for Genocide Prevention**

During this presentation, Mr. Johnson Mugaga provided participants with an overview and detailed analysis of Stanton’s 8 Stages of Genocide, as well as of international and local efforts towards genocide prevention.

**Problem Tree: Causes and Consequences of Genocide and Mass Atrocity**

With the guidance of Ms. Betty Mutesi, participants worked in groups to think critically about the root causes, processes and effects of genocide and mass atrocity within a society. The participants thought about this broadly, and through a critical analysis of each of their home countries.
Stereotypes & Identity Manipulation in the Great Lakes Region; Experience with Stereotypes

Facilitator, Reverien Interayamahanga, led students through an introductory exercise where they unknowingly learned about the mental and social effects of stereotyping, as well as the danger of identity manipulation by authority figures. He followed this exercise with a brief presentation and concluded the session by having participants work in groups to think about how stereotyping and identity manipulation have influences on conflict within their home countries.

The Role of Education/Culture in Generating Genocide and in Fighting Genocide Ideology

Dr. Erasme Rwanamiza provided participants with a thorough lecture-based presentation on how education can be used in both the generation of genocide, as well as its prevention. He provided many examples from Rwanda, while also drawing on examples from within the Great Lakes Region.

NAR’s Approach to Societal Healing

Peacebuilding Team Leader, Florence Batoni prepared and delivered a detailed presentation regarding Never Again Rwanda’s approach to societal healing, while also discussing the different kinds of trauma healing approaches used by NAR and lessons learned from the implementation of the Societal Healing program and how these lessons can apply to other post-conflict societies. In order to provide a clear background of the need for societal healing, Florence screened the popular documentary for NAR, a Nation to Heal that was developed to share findings of actors and approaches research that informed NAR’s implementation of Healing program in terms of approaches and group formation.

Mr. Willy Mugenzi came to present participants with information regarding how media can be used as a tool for either destroying peace or building it after a conflict. The presentation was very interactive and left students energized with the idea of contributing to peacebuilding efforts in their home countries through social media and journalism.
1.2 Site Visit and Peace Circle

For the first site visit, the PBI Team brought participants to the Kigali Genocide Memorial in Gisozi where they toured the museum to learn about the history of Rwanda as it relates to the 1994 Genocide against the Tutsi, then continued to pay their respects at the mass graves on the lower level by laying one individual rose in representation of each country present in the PBI. This memorial was very difficult for most participants, triggering several strong emotional responses among both Rwandans and non-Rwandans. Participants were engaged in a peace circle with NAR’s Research and Advocacy Team Leader, Odeth Kantangwa after returning from the memorial to share their perceptions of the memorial, their feeling, and various ways that it connected to their experiences within their own countries. Some of the participant’s thoughts views are indicated below:

“I’m a genocide survivor, my father was killed during the 1994 genocide against the Tutsi and I chose to forgive those who killed him despite the fact that I didn’t know who killed him. I did this for myself in order for me to move forward and free myself from anger and hatred.” - Eric Iradukunda, Rwanda

“The visit to the memorial made me reflect on the current situation in my country regarding division between francophones and anglophones, and this made me realize that if this conflict is not dealt with it could lead to genocide. As a result of what I’ve learned in Rwanda I’m going to work hard to make a difference in my community.” - Whego Kenmegne Larissa, Cameroon

“During the 1994 genocide against the Tutsi, I and my family were hunted by militia since most of my family members resemble Tutsis. We had to flee our home for our safety and in the process we got separated from our parents. This was a very difficult period for I and my siblings and to date I have never understood why anyone would want to kill someone just because of their physical appearance” - Asmin Kiza, DRC

The visit to Kigali Genocide Memorial enabled participants to not only reflects on their individual lives and past backgrounds but to also think of ways they can prevent future violence and conflict in their respective countries. This demonstrates the importance of providing participants with a platform to collectively share their experiences in order for them to learn from each other’s past experiences, healing options and coping mechanisms.
# 1.4 Thematic Evaluation Results

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<td>3. Trauma Briefing and Preparation: Gisozi Memorial site visit</td>
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<td>5. Presentation and Reflection: Case Studies of Germany and Cambodia (international prevention mechanisms)</td>
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<td>6. Presentation: The Role of Media in Peace-building in East Africa</td>
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<td>7. Group Work: Problem Tree for the after effects of genocide and mass atrocities</td>
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<td>8. Presentation and Discussion: Stereotypes and Identity Manipulation in the Great Lakes Region</td>
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<td>9. Presentation and Discussion: The Role of Education and Culture in Generating Genocide, and Fighting Genocide Ideology</td>
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<td>10. Documentary: A Nation to Heal</td>
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<td>11. Presentation and Discussion: NAR’s Approach to Societal Healing</td>
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Theme 2: Dealing with the Past

Theme Overview

Under this theme participants explored the concept of transitional justice, the various methods, and practical examples of successes and challenges with it from around the region. They engaged in two site visits, one to the King’s Palace Museum in Nyanza, and another to Murambi Genocide Memorial. These experiences were complemented by presentations on critical thinking and transitional justice systems and an NAR-produced film and was followed by a peace circle.

2.1 Presentations

During this theme facilitators encouraged participation in the learning process through group work exercises and open discussions. Some of the presentations included under this theme include The Evolution of Transitional Justice, Critical Thinking, and Conflict Analysis.

The Evolution of Transitional Justice

Indigenous and International Models for Transitional Justice (Homegrown Solutions)

Dr. Denis Bikesha, lecturer at the University of Rwanda, visited the PBI to discuss the topic of transitional justice with participants. He began by discussing the evolution of transitional justice before moving on to compare different mechanisms for transitional justice which were employed in the aftermath of the 1994 Genocide against the Tutsi. During the Q&A following the session, participants asked questions related to reparations and compensation, security for witnesses testifying in Gacaca courts, and how information was collected from the traditional courts.

Sustainable Development Models: Permagarden Project

This interactive presentation was provided as an additional activity for participants to teach them about the various models for sustainable development and sustainable project design. NAR intern and PBI alumnus, Kelly Christianson, guided participants through a skills-based capacity building project which she had implemented during her time in Rwanda as a Peace Corps Volunteer. Participants learned how to build a drought-resistant kitchen garden, while discussing the project plan design that was used to implement this initiative, and the importance of involving local authorities in project planning.
Critical thinking

NAR’s Huye District Governance Advisor, Theoneste Ndungutse, led an extremely engaging series of sessions designed to encourage and teach participants how to apply critical thinking skills to conflict prevention and peacebuilding efforts. He used a variety of methods during his session, and made sure that every participant was involved in an active learning process.

Participant’s quotes from the session were as follows:

“An individual is responsible for the consequences of their actions regardless of whether they are positive or negative.” - Ayodele Solomon Ayeni, Nigeria

“It’s our responsibility to interpret what we see or hear from our surrounding society, otherwise we risk being manipulated into committing crimes especially we as the younger generation” - Carolyn Wambui Njung’e

This presentation was rated the highest out of all sessions presented during the PBI.

Conflict Analysis and Management

Together with Florence, Mr. Frank Kobukeye guided a discussion on conflict management and analysis. After a brief presentation, participants worked together in groups to conduct a conflict analysis and propose possible solutions to manage the conflicts. Each group presented their findings to other groups with the use of flip charts. This exercise enabled participants to learn about some of the challenges to peace in various countries as well as explore possible solutions that can be applicable in different contexts.

2.2 Site Visits and Peace Circle

During Theme 2, participants engaged in two site visits. Together with the PBI Team, participants visited the King’s Palace Museum in Nyanza where they learned about the history of Rwanda before and during colonization, and after independence. Participants had the opportunity to explore cultural aspects of Rwanda before colonization, including traditional housing, household items, and royal cows.
After visiting the King’s Palace Museum, the group continued on to visit Murambi Genocide Memorial. Here, participants were given time to go through the museum section of the memorial at their own pace before being guided through the killing sites, classrooms with preserved bodies, and finally the mass graves. Again, most participants had very serious emotional and physical reactions to this memorial, with one participant fainting after going through the outer section. On the following Monday, Odeth Kantengwa led the participants through a peace circle exercise. During this time participants were given time to express their feelings and reflect on what they had seen and experienced at the Murambi Genocide Memorial.

2.3 Documentary

During this theme, the AV Team showed participants the Al Jazeera film From Hatred to Reconciliation. This film discusses the psychological, sociological and historical factors which led to the 1994 Genocide against the Tutsi, focusing mainly on the role which media played in dividing Rwandan society and ultimately manipulating people into killing. At the end of the film, they briefly describe how media is being used as a tool for promoting unity, reconciliation and development in both urban and rural communities, especially for people who are illiterate.

“I questioned myself to an extent where I began to wonder whether God exists… I wondered where God was during this whole process.”

— Silas, Uganda
## 2.4 Thematic Evaluation Results

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<th>Theme Content</th>
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<td><strong>2. Local, Indigenous, and International Models for Transitional Justice (Gacaca, ICTR)</strong></td>
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<td><strong>6. Visit to Murambi Memorial and Peace Circle</strong></td>
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<td><strong>7. Tour of the King’s Palace Museum in Nyanza</strong></td>
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<td><strong>8. Critical Thinking: Introduction and Exercises</strong></td>
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<td><strong>9. Presentation and Discussion: Conflict Analysis and Management</strong></td>
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Theme 3: Women, Peace and Security

Thematic Overview

Under this topic participants were tasked to engage in small group discussions to respond to the following questions:

1. How are women affected by conflict?
2. Why should women be involved in conflict resolution?
3. What does 1325 resolution tell us about conflict, and how can this resolution be implemented in the African context?
4. What are the main challenges for dealing with conflict in Africa?

3.1 Presentations

The Implementation of Resolution 1325: Lessons from AU and UN Instruments

The Role of Women in Peacebuilding

In this intervention NAR’s Technical Advisor for Advocacy and Research, Eugene Ntaganda, gave participants a background of Resolution 1325 where he highlighted the fact that ICTR proceedings acknowledged gender violence as a tool of war, which had led to the establishment of this resolution.

Some of the challenges that could hinder implementation of this resolution, namely in many Muslim countries where men don’t see the importance of involving women in the decision-making process, and also more specifically in the Rwandan context men feel disempowered due to the rapid change of women empowerment which has led to higher rates of divorce. He echoed the importance of involving women in leadership positions, saying "they possess emotional intelligence which is considered as an asset due to the complex world we live in".

“When I go back to DRC I would like to create safe spaces for women, since, in our country, women are marginalized. I would like to empower women so that they can actively participate in all aspects of governance, peacebuilding, and the decision-making process.”

- Asmin, DRC
As discussed by groups, women are affected by conflict since they are used as symbolic targets and, in the worst-case scenarios, sexual violence. Participants felt that women should be involved in peacebuilding activities since they provide different perspectives compared to those of their male counterparts. Additionally, they tend to focus on immediate needs and the welfare of the family during conflict, when children are at a high risk of dying of hunger or disease. With regards to Resolution 1325, participants felt that representation of women should be increased at all levels of government and during war and conflict, protection for women and children should be taken into higher consideration. Some of the challenges identified for the resolution within Africa included having few women in leadership positions, some countries have negative perceptions regarding women empowerment, and specific issues related to women are not prioritized by societies. In order for Resolution 1325 to be successful participants felt that gender balance should be encouraged, as well as trying to view women from a different perspective by not only considering them as home makers and reinforcing punishments for sexual violence and domestic abuse.

The Role of CSO’s in the Region – Mainstreaming Women in Peacebuilding

Mukankubito’s presentation focused on key concepts of gender and peacebuilding, international and regional instruments with emphasis on the role of CSO’s. Before she introduced participants to key concepts of gender mainstreaming she engaged the group in an open discussion on some of the roles that are considered to be exclusively for women. Participants stated that women are home makers and their role entails cooking, cleaning, washing and taking care of children. Participants also noted that unlike men women have platforms to discuss some of their challenges. In response to this Immaculee noted that it is important to ensure these spaces are safe to avoid doing more harm than good. She then highlighted the fact that one of the key roles of CSO’s in mainstreaming women is empowerment. This is done by a various CSO’s through ensuring women are involved in the decision-making process, gaining access to information and resources for taking proper decisions, ability to change others’ perceptions through democratic means and increasing one’s positive self-image as well as overcoming stigma.
3.2 Site Visit

Participants also were given a chance to have a guided tour of the Presidential Palace Museum, to learn more about the orchestrators of the 1994 Genocide Against the Tutsi and the years leading up to the conflict between Habyarimana's government and the RPF rebel forces.

The tour guide explained the various aspects of Habyarimana’s social life, religious beliefs, and partnerships with some foreign governments. Participants were also given the opportunity to view the crash site of the presidential plane, and the wreckage that still exists.

3.3 Thematic Evaluation Results

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<td>1. Presentation and Discussion: The Role of Women in Peace-building – The Case of Rwanda</td>
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<td>4. Visit to Presidential Palace Museum</td>
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Theme 4: Governance Aspects in Post-conflict and Post Genocide Societies

Thematic Overview

Under this theme, participants discussed a variety of topics from Defining Governance and Development to The Role of Environment and Climate Change in Achieving Sustainable Peace.

4.1 Presentations

Facilitators employed various teaching methods, including group work, open discussions and PowerPoint presentations, and left participants feeling empowered to engage in peacebuilding activities and local government upon returning to their home countries.

Defining Governance and Development

Governance Strategies to Promote Unity and Reconciliation
Governance Policies and Practices in the Region

For these three presentations, International Alert Country Manager, Betty Mutesi intertwined the different topics to connect with each other and created one cohesive session involving short presentations, open and guided discussions, and small group work. Participants worked together to define what they believe to be considered as good governance, and to identify the weaknesses within the governing bodies of their home countries. Together with Betty, they analyzed the case of Rwanda and how the current government was able to build Rwandan society into what it is today, in terms of both peace and development.

Social Cohesion and Reconciliation in Post-genocide Rwanda

During this presentation, Betty Mutesi discussed the government policies and practices as related to promoting social cohesion and reconciliation, while highlighting the successes and challenges which are still faced. Rwandan participants were given time to discuss their role in the reconciliation process, and how it is contributing to the restoration of social cohesion among Rwandans.

“Reconciliation doesn’t replace impunity – Reconciliation is not in opposition with truth and justice.” - Betty Mutesi
The Role of Faith-based Organizations in Reconciliation

Pastor Antoine Rutayisire came to discuss the role that the church played during the 1994 Genocide Against the Tutsi, and how faith-based organizations are contributing to the reconciliation process in post-genocide Rwanda. During this discussion, he emphasized the importance of citizens as agents of change within their own countries and the need to stop waiting for international aid and foreign governments to come resolve their internal conflicts. Participants were strongly affected by his message and felt a sense of responsibility to become engaged in the fight against violence and genocide ideology.

Human Security Across the Region: The Case of Human Trafficking

During this presentation, Eugene Ntaganda delivered a short presentation and guided a group work session where participants were tasked with defining human trafficking and the threats it creates for security within the region. Following their group work, participants shared their thoughts with each other during an open discussion. Some of their cross thoughts on how security can be maintained were; creation of platforms for youth and women, youth empowerment initiatives that focus on income generating activities, use of social media for sensitization and empowering citizens to be involved in security measures. Participants acknowledged the fact that they each come from different contexts and some of the mitigation measures may not be applicable to some countries. The mitigation measures mentioned above were considered to be applicable to countries represented.

The Role of Environment and Climate Change in Achieving Sustainable Security

This presentation was led by a participant, Tajiel Uroih of Tanzania, who founded an organization that combines environmental and peacebuilding activities. During his presentation he discussed the connections between climate change, environmental stability, food security, and prevention of conflict. He encouraged his colleagues to participate in peacebuilding activities which also address issues of climate change and environmental degradation.

Governance Strategies to Promote Unity and Reconciliation (Homegrown Solutions)

Mr. Johnson Mugaga returned to the PBI to build upon the sessions delivered by Betty the previous day concerning how to promote unity and reconciliation within governance. He provided a comparative analysis of the methods used at the international, national, and
local levels before discussing the strategies which have been successful in Rwanda. He emphasized the importance of using homegrown solutions which are based on local cultural practices in order to engage community members successfully.

4.2 Cultural Night

Before departing to attend the PBI, participants were asked to bring clothing or other items from their home countries and cultures that they would like to share with other participants. During the cultural night each country group discussed or performed a fun and unique aspect of their culture which they are proud of. Participants really enjoyed their time learning from each other and demonstrated different forms of dance, theatre, and dressing from their homes. One of the key lessons participants learned from this cultural experience was that Africa may diverse cultures however some aspects of this culture is similar and according to participants these similarities can serve as a connecting factor to promote peace.
# 4.3 Thematic Evaluation Results

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<thead>
<tr>
<th>Theme Content</th>
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<tr>
<td>1. Discussion: Defining Governance and Development</td>
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<td>4. Presentation and Discussion: Social Cohesion and Reconciliation in Post-genocide Rwanda</td>
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<td>5. Presentation: The Role of Faith-based Organizations in Reconciliation</td>
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<td>6. Presentation and Discussion: Human Security Across the Region – The case of human trafficking</td>
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<td>7. Group Work and Discussion: Maintaining Security</td>
<td>0  1  4  24</td>
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<tr>
<td>8. NURC Presentation: Governance Strategies to Promote Unity and Reconciliation (homegrown solutions)</td>
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<tr>
<td>9. Presentation and Discussion: The Role of Environment and Climate Change in Achieving Sustainable Peace and Security</td>
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Participant Reflections

Amaring  
*South Sudan*  
“I have learned a lot, mostly about peacebuilding despite my education. It is more practical. By visiting the sites and seeing what happened, I was able to see why this is so important and why I should engage in it in South Sudan.”

Leila  
*Burundi*  
“I have realized that I am part of the problem in Burundi. I need to stop waiting for other people to come save us, and do something about it myself.”

Joseph  
*Rwanda*  
“I am going to try to change the stereotypes that still exist. Rwanda has made a lot of progress, but we still have issues with family security.”

Shereen  
*Zimbabwe*  
“It was an eye opener; we need to be critical thinkers and I will try to initiate projects that will rebuild trust.”

Silas  
*Uganda*  
“I have a management background. I believe we need to implement youth clubs, to promote a generation with peaceful minds.”

Delphine  
*Rwanda*  
“I have to think critically before doing anything. There is negative peace and positive peace; I will ensure that those invisible conflicts related to negative peace will be handled before they become a conflict. My project will establish more clubs and engage youth in peacebuilding efforts.”
Elizabeth
Kenya
“We need structures to remind us the effects of marginalizing, stereotyping, and discriminating. We need to foster peace among university graduates to discourage their engagement in negative groups.”

Eric
Rwanda
“I realized that most of the time it is regular people making decisions based on the manipulation of the leaders. We need to develop a culture of critical thinking; we need to focus on the common interests among African countries to unite and work towards solving them together to build peace; we need to maintain our bonds after the PBI program.”

Eliah
South Sudan
“I think the intensity of something so localized makes you realize the severity of it. If I go back, I want to talk to the leaders of South Sudan to come and see the memorials here and really see the impact of the violence; they need to learn from it.”

Elie
DRC
“The genocide wasn’t just something that happened in Rwanda, it was a crime for humanity. After seeing the atrocities committed here, and where the country is now, I can see that anything is possible. By looking at many other places, the efforts which were successful in Rwanda need to be doubled to protect the other people living in places of conflict. Through critical thinking and the efforts of young people we can identify the gaps in our governance that prevent us from progressing. To reach peace and stability we need to work as a collective. The commitment that I have made is to double my efforts to report what I learned here, and to encourage NAR to continue their work. By multiplying the number of people who have gained the same knowledge as I have here, maybe in 10-20 years we will have enough youth to make a difference. When you want to do something quick you can do it alone, when you want to do something well, we need to do it together.”

Shawgi
Sudan
“I realized that we have the same issues; people in Sudan are not aware of the consequences of their actions. Change means being a risk-taker; I believe it’s time for us to change, network and create an impact in our communities. Our communities are not exposed; however, we are exposed so it’s our responsibility to make a difference in our communities.”
Ayomiposi
Nigeria
“It’s been a wonderful experience for me, and I believe this platform has gone beyond our expectations. When I get back home, I’m going to involve other individuals who share the same zeal for peacebuilding and community activities. We are going to form a “think tank” with the aim of engaging in deeper reflections of how we can adapt what we have learnt by beginning with the grassroot levels. I believe that if youth are at peace with themselves, the state will also be at peace. I want to see this go beyond our physical participation in this program.”

Emmanuel
Rwanda
“I believe that we have the ability to strive for a peaceful future.”

Heritier
Burundi
“Based on what we have experienced in Burundi, I would like to applaud the courage and hospitality of those who have been able to be here. I learned that the role of youth in developing a country is vital, however, it can be both constructive and destructive. We are lucky to have come here to learn, since it will enable us to be able to change the world. I want to acknowledge those who notified me that it won’t be easy for us when we go back to our countries. Coming from Burundi, I will face difficulties based our current situations, but I will still take back the message of critical thinking and promoting peace. I don’t think there is a particular age you need to reach in order to be an agent of change. Someone once told me, ‘when I was young, I felt that I could change the world, and as I grew older I realized I can only change my wife, but the older I became I realized I can only change myself.’”

Dismas
Rwanda
“I believe that reconciliation is a process that requires collaborative efforts, with an emphasis on physical, psychological and economic wellbeing of an individual; due to the fact that the absence of this leads to conflict.”

Ronah
Uganda
“I have learned to be peaceful at heart and forgive people regardless of what they have done. Peace doesn’t only need to be embraced in conflict areas. I have learned to think critically, and about the role of women in peacebuilding. The trip to Murambi taught me to be grateful for being alive. My motto is to make your good best and your best better.”
Tajiel
Tanzania
“If you think about our country, one might think that we don’t need peacebuilding. However, it’s a concept that we all need. I learned from Rwanda’s post-genocide reconstruction. It taught me to always take note of early warning signs, and the importance of justice mechanisms. I believe we have a shared vision. In most of our communities we take peace for granted, after the first week, I felt an urge to bring our members of parliament in order for them to become inspired on how to promote peace. Once I get back to my country, I will develop my own initiatives and also work with my colleagues.”

Evelyn
Uganda
“I learned that we have the ability to solve our problems, we don’t have to wait for the government to solve everything for us. I will actively be involved in my community, since I realized that I also have a role to play in the development of my country.”

Larissa
Cameroon
“I would like to thank everyone who accompanied us to the memorial sites, especially Debby and Kelly for their patience and understanding. I didn’t understand much at the memorial sites, however through our collaboration in different sessions, although impossible to understand genocide, we can use the tools we gained to try to prevent it. Back in Cameroon there are tensions between English and French speaking groups, and based on what I’ve learned, I believe there is a lot I can do. I know that when I get back there will be at least one person I can talk to, one person’s perseverance can help us achieve something.”

Ayeni
Nigeria
“If Rwandans didn’t work hard to bring Rwanda to where it is today, it would still be backwards. Asking us to be peacebuilders is also asking us to be leaders.”

Asmin
DRC
“I have learned more about the role of women in peacebuilding. When I go back to DRC, I would like to create safe spaces for women, since, in our country, women are marginalized. I would like to empower women so that they can actively participate in all aspects of governance, peacebuilding, and the decision-making process.”
Summary of Qualitative Results

Through an analysis of participants' responses, we have found several consistent themes. First, there was a common consensus among all participants that the “critical thinking” session was the most engaging and applicable to each of their diverse cultures and backgrounds. When making their recommendations on how to improve the PBI for future groups, the most common responses included a need for improvement on our time management of sessions, requests to include leadership sessions within the PBI framework, to include participants from a wider variety of countries, and to create a network for alumni. It is our belief that these requests address the biggest changes which need to be made to the PBI program to make it more successful. Our recommendations for how to address each of these are as follows:

1. **Time Management**: We feel it is necessary to have a preparatory day with facilitators before each PBI, where they are given training by Ndungutse Theoneste (NAR Huye Office) on engagement strategies and learner-centered methodology, as well as training on time management skills for session facilitation. At this training facilitators would be given the opportunity to write their own sessions plans, which will then be used within a comprehensive facilitators' manual for the PBI. **Leadership Sessions**: We agree with participants on the need to include sessions regarding leadership and methods for practical knowledge application after they leave the PBI and return to their communities to try to implement the lessons learned from NAR. Including short, one-hour, sessions per day to encourage leadership skills and confidence development among participants has the potential to shift how participants apply their knowledge once back in their respective communities.

2. **Participant Diversity**: We think the PBI should try to provide scholarships for students from high-risk areas and from countries outside of the Great Lakes Region. Participants learn just as much from the cross-cultural exchanges that they engage in with their colleagues as they do from formal sessions and discussions.

3. **Alumni Network**: Many of the participants mentioned a need for the creation of an alumni network for PBI graduates. We recommend the creation of an online platform which includes a private space for alumni to discuss their projects and ideas, as well as a public platform where alumni can share articles, case studies, and formal project updates with each other, as well as address questions and comments from online followers about peacebuilding practices. Another idea is to have an annual PBI Alumni Conference for 3-4 days, where active alumni are selected to come and present their activities to each other as a way of sharing best practices. We think creating an alumni network, be it through formal conferences or online platforms, will help NAR staff to follow-up with alumni and track their progress.
Summary of Quantitative Results

Pre- and Post-Tests

The pre- and post-tests were used for the first time during this PBI to measure the knowledge acquisition of topics discussed during sessions and from the readings among participants. We found that the participants averaged only a 13.87% increase between their pre- and post-tests. However, it is important to note that the average scores on both reading and lecture-based questions increased with the overall scores. When looking at the detailed results, some topics proved to be more difficult for participants, such as those related to human trafficking and transitional justice. With such a small increase in knowledge measured, the PBI Team needs to revisit their methods for delivering information and adapt to create a more interactive learning environment for participants to maintain engagement and improve their rates of knowledge retention.

Pre- and Post-Evaluations

It is important to note that there are several methodological issues with the pre- and post-tests being used by the PBI Team. First, an evaluation that allows participants to rank their own perception of their understanding of a topic is not a reliable measure. With this kind of evaluations, participants have a tendency to cloud their perceptions by considering personal likes/dislikes of presenters, or not thinking thoroughly before circling their response. The second issue with these specific evaluations is that the questions aren’t the same on both the pre- and post- versions of the form; some questions are the same, some are missing from either the pre- or post- evaluation, and many use different wording between the two versions. Having discrepancies like these present, discredits much of the information provided on these forms. If one was to ignore these issues, it appears that participants' perceptions of their level of understanding on most topics has increased, which contradicts the results of the knowledge acquisition tests described previously.

Thematic Evaluations

Please note that the same issues described with the pre- and post- evaluation forms apply to the thematic evaluations. Participants generally claimed to have a good or excellent understanding of each topic under every theme, but when these results are compared with the knowledge acquisition test results, it is clear that the participants did not grasp many of the concepts discussed.
Theme 1: Genocide and Mass Atrocities

This theme was rated very highly by participants, with almost all responses being a “3” or “4” for each topic.

Theme 2: Dealing with the Past – Transitional Justice

This theme was rated very highly by participants, with almost all responses being a “3” or “4” for each topic.

Theme 3: Women, Peace and Security

This theme was rated very highly by participants, with almost all responses being a “3” or “4” for each topic.

Theme 4

This theme was rated very highly by participants, with almost all responses being a “3” or “4” for each topic. The only exception was with the presentation on climate change delivered by a participant, but this can be attributed to the fact that the presentation was cut short of its allotted time.

Detailed Results

Pre- and Post-Tests

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**Range of Scores:** 5/31 to 19/31 (16% to 61%)
- **Average # Wrong:** 17.87
- **Average Score:** 41.13%
- **Average Score on Reading-based Questions:** 43.63%
- **Average Score on Lecture-based Questions:** 35.33%

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**Range of Scores:** 11/31 to 23/31 (35% to 74%)
- **Average # Wrong:** 13.96
- **Average Score:** 55.00%
- **Average Score on Reading-based Questions:** 56.74%
- **Average Score on Lecture-based Questions:** 49.75%
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<td>5. Understanding the local, indigenous, and international models for transitional justice (Gacaca, ICTR)</td>
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<td>6. Understanding the social cohesion and reconciliation in post-conflict Rwanda</td>
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<td>7. Understanding the governance strategies to promote unity and reconciliation</td>
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<td>8. Understanding the role of women in conflict prevention</td>
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<td>10. Understanding the mechanisms put in place by</td>
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Rwanda to deal with the past (homegrown solutions)

Understanding of conflict analysis and management

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Understanding of governance strategies which promote unity and reconciliation

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1 unanswered

Understanding of the governance policies and practices in the region

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PBI Follow-up Survey

As part of the PBI program, the PBI Team checks in with participants four times during their first year after completing NAR’s Peace-Building Institute to see what they are doing and how they are applying the knowledge and skills acquired during the PBI. These check-in points are at 1 month post-PBI, 4 months post-PBI, 6 months post-PBI, and one year post-PBI. In an effort to make the PBI Follow-up Survey less time consuming for both participants and the staff who analyze the data collected, the team has started using Google Forms as the platform for creating, distributing and analyzing the surveys. The following figures represent the responses from 28 of 29 participants from the 2018 Regional PBI during their first check-in point. Please note that the gender breakdown was 50/50 for males and females, and that the participants represented eleven different countries.

Chart 1: How applicable has the information learned during PBI been to your daily life?

- Number of Responses
- Rating Response

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34
Chart 2: How applicable was the information which you learned during the PBI applicable to your career?

Chart 3: Which topics from the PBI have been most applicable to your current job?

Chart 4: How well did the PBI prepare you for implementing your own peace-building projects within your home community?
Based on the responses collected from participants, we were able to determine that many of them are currently engaged in peace-building initiatives and all plan to be involved in peace-building activities in the near future. From the qualitative data collected, we found many success stories, with these as just a few examples:

**Bakar**
Zanzibar, Tanzania

“I am working on two projects currently, creating a peace league for at-risk youth and meeting with young government and religious leaders. The Peace League uses sport as a way to encourage youth while teaching them the social skills needed to be resilient against the pressure to use drugs and become engaged in gangs or violence. CYD is trying to bring the police and youth together through sports to help reduce crime while fostering more constructive relationships between the two groups. I have also been engaging with young leaders in the government and religious institutions to share the experiences that I have had through the NAR Peace-Building Institute, in hopes that they will make changes to our governance structures to create a more equitable justice system and bring positive peace to our country.”

**Silas**
Kabale, Uganda

“I initiated peace-building clubs to be included as a core value in the organization that I work with. The idea was accepted and peacebuilding is now included among the core values and objectives in our societies. I am happy to say that I will be the one in charge of this project and have proposed to focus my work in the refugee camps around Uganda.”

**Elie**
Butembo, DRC

“Every trimester, I initiate the GALA "Our Cultural Diversity Our Wealth" where the different ethnic groups and tribes come to share their cultures aiming to reinforce the internal cohesion of citizens in DRC and to minimize the risks of interethnic conflicts. Another activity I work in is the sharing community between different leaders, governors and the governed according to the security and local governance questions.”
One of the assignments during PBI was that we can, as youth, be peace-builders and change-agents in our own societies. For that reason, I have decided to share my experience with people around me and especially with the honorable Enwe Franceis, who is a member of Parliament from my country. Considering the security and social crisis that is going on in Cameroon’s English-speaking regions and the fact that Mr. Enwe is known to be one member of the parliament who is keen on peacebuilding, I thought that it was important to convince him to come to Rwanda in order to:

1. Learn about the Rwandan experience in building a peaceful society after the 1994 genocide against the Tutsi.
2. Discuss potential areas of collaboration with Never Again Rwanda on how to engage youth and political leaders in peacebuilding initiatives in the Cameroonian context.

After one week of discussions, he finally decided to take time off to briefly come to Rwanda and get some information about the processes that can suit Cameroon from Rwanda. We visited the Kigali Genocide Memorial because during PBI it was one of the activities which made me decide to do something very quickly for my country. It was a great experience and I really intend to continue to implement all that I have learned from PBI in my daily life. I think it has also helped me to gain some confidence because I have realized that nothing is impossible. We must keep trying!”