

# POSITIVE PEACE CASE STUDIES

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Uganda, Ethiopia, The Philippines & Australia

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# Kakuba Literacy Project

**Where:** Kampala, Uganda

**When:** Project ongoing

**Who:** Jude Kakuba, Rotaract Club of Nateete Kampala



## Background:

Jude Kakuba, a Rotarian from Uganda had been trying to improve levels of literacy in a school in Kampala for two years, with little success. After attending a Positive Peace workshop, Jude decided to look at his own project through the lens of Positive Peace. He identified a number of ways to address his project in a systemic way and engaged his local Rotary club in supporting a new initiative focusing on activating all the Pillars of Positive Peace.

## How Positive Peace was implemented:

The Kakuba Literacy Project implemented an intervention representing each Positive Peace Pillar.

- **Well-Functioning Government:** The involvement of local community leaders in the planning and implementation of the project encouraged community members to participate fully in all activities. Local stakeholders were invited to form a committee to oversee the project.
- **Equitable Distribution of Resources:** School supplies were distributed equally, unrelated to a student's ability to pay or perform in class. An example of this was the supply of sanitary pads to school girls, which improved attendance rates.
- **Good Relations with Neighbours:** Fruit trees and vegetables were planted to reduce student pilfering from neighbouring orchards and fields because they were hungry. More importantly, this was accompanied by a porridge project, which provided porridge for pupils at lunchtime. This is what mainly contributed to improved academic performance; better nutrients provided the students with the energy to concentrate in the afternoons. It also led to higher attendances as parents knew that the children would get fed and didn't have to look for their own food.
- **High Levels of Human Capital:** The provision of educational materials served as a driving force to attract more students and also improved creativity and practical learning. The provision of medical services also ensure that members of the community were at a low risk of falling ill. This improved productivity and punctuality amongst pupils in school.
- **Acceptance of the Rights of Others:** After identifying monthly drops in attendance by girls, sanitary pads were provided on a monthly basis. The provision of sanitary products as well as hygiene training further supported higher enrolment rates of girls into school.

- **Low Levels of Corruption:** A separate committee on transparency was formed to monitor funds, donated items, as well as requests for accountability on how funds are used. All donated materials were branded as a gift to the community, increasing the sense of ownership and accountability. This has helped the community keep regular stock of items and improving accessibility to donated items at no cost.
- **Sound Business Environment:** New classrooms were constructed exclusively using local materials and skills. This increased household income in the community.
- **Free Flow of Information:** The project partnered with a local radio station that used the local language to spread news of the project and provide the community with regular updates. This made it easier to disseminate information amongst members of the community concerning projects. It also helped with proper monitoring and supervision of project activities by relaying information in a timely manner.

## Outcomes:

Within two years of running the programme, pupil enrolment more than doubled and literacy levels significantly improved. The number of students attending the school jumped from 327 to 805. Furthermore, the percentage of students earning top grades increased from 30 per cent to 62 per cent.

The original objective of the programme was to improve student conditions, enrolment rates and academic performance. The project was later expanded to include enhancing community resilience by increasing levels of Positive Peace in and around the school system.

## Kampala school project: inputs and outputs

The intervention based on Positive Peace produced substantial improvements in enrolment metrics.

Enrolment	Before implementation of project	After implementation of project	Increase(%)
Boys	126	356	182.5
Girls	201	449	123.4
<b>Total</b>	<b>327</b>	<b>805</b>	<b>146.2</b>

Source: Rotary International



# Peace 911

**Where:** Paquibato, Davao City, Philippines

**When:** Project ongoing

**Who:** Irene Santiago and Davao City local government



## Background:

The Paquibato district of Davao City in the Philippines has suffered from the decades-old violence caused by the communist rebel groups seeking to overthrow the government. Paquibato covers almost a third of the area of Davao City and many adults from the area talk about not knowing anything else but violent conflict since the 1960s when the country was placed under Marcos' martial law in response to the insurgency, a period that saw atrocities committed by both the military and the New People's Army. In 2019, Davao City mayor formed the Davao City Advisory Committee on Peace and Development to respond to the issue through local peacebuilding. The committee consulted with the 14 barangays, or villages, to listen to the concerns of the community to discover that locals were hungry and fearful. The committee launched an emergency response to address these immediate issues, and subsequently labelled the programme Peace 911.

## How Positive Peace was implemented:

The Peace 911 project firstly addressed the critical issue of hunger by bringing basic services to the local villages. Twice a month, a caravan of services visited the 14 barangays with representatives from agencies responsible for health, agriculture, legal services, social services, education, cooperatives, civil registry, land transportation and other areas. These city agencies worked actively with the local officials to provide services for the community, which contributed to more Equal Distribution of Resources, one of the eight Pillars of Positive Peace.

The project arranged training in container gardening for women in the community, which enabled them to grow organic vegetables for their families and provided a small income through the sale of vegetables to neighbours. This element of the programme applies the *High Levels of Human Capital* and *Sound Business Environment* Pillars of Positive Peace by supporting economic development and advancing the human capital base by teaching new skills.

The most profound element of the Peace 911 project was the telephone hotline. Project administrators created a hotline for local residents to call for assistance or information. This was a simple communication tool to improve *Free Flow of Information*, however also had the unintended, but positive consequence of allowing 92 insurgents to safely and peacefully surrender and lay down their arms.

## Outcomes:

Within nine months of the Peace 911 project, the military declared Paquibato clear of the communist insurgency, an extraordinary outcome. In early 2019, the Mayor of Davao City, Sara Duterte-Carpio, declared an end to the emergency in Paquibato district, an area that for more than 40 years had been wracked by violent conflict. The eight Pillars of Positive Peace were then translated into the local language Cebuano/Bisaya and are used as a conceptual foundation for local projects. All barangay halls will display the *Walo Ka Haligi sa Kalinaw* (the 8 Pillars of Peace) prominently. Furthermore, Mayor Sara announced that Peace 911 will now expand to another 18 barangays in five districts of the city, bringing the total to 32 barangays.





# The Ethiopian Positive Peace Ambassadors Programme

**Where:** Ethiopia/Online

**When:** 2021

**Who:** Rotary Club of Addis Ababa West



## Background:

This online Positive Peace workshop launched shortly after the outbreak in violence in Ethiopia's Tigray region. The conflict between federal and regional forces that began in November 2020 has pushed tens of thousands of refugees into neighbouring Sudan and has developed into a humanitarian crisis. The free programme was launched in February 2021, and attracted local Rotarians, business people, artists and entrepreneurs, and members of the Ethiopian Reconciliation Commission.

## How Positive Peace was implemented:

IEP led an online programme that included an introduction to Positive Peace and the IEP-devised model for practical implementation or peacebuilding, known as the Pillars of Positive Peace. This programme was delivered through a series of three webinars with further instruction on IEP's research findings and methodology, as well as an understanding of how to communicate peace research.

## Outcomes:

The initial online workshop attracted over 350 participants, all based in Ethiopia. To complete the programme,

participants put their knowledge to use by implementing projects that apply Positive Peace in their communities. There were over 130 peace projects and presentations submitted by participants. Some examples of these projects are the creation of a 'Positive Peace Association', which creates a platform for Ethiopian Ambassadors on the ground to connect and further their work in Positive Peace. A Completion Certificate from the IEP Ambassador programme is a requirement to be a part of the association. Other projects saw Positive Peace material and information translated into local Ethiopian languages, to make Positive Peace learning more accessible, especially in regional areas. A participant who was also a teacher used the eight Pillars as a framework to strengthen his school community. For example, under *Well-Functioning Government* the school decided to create school ID's for all students to better track attendance and extra curricular activities. This allowed them to give special attention to students who were missing school and offer assistance. Another Pillar they activated was *High Levels of Human Capital* by creating a 'knowledge sharing club'. This club utilized peer to peer learning and encouraged students to share ideas, knowledge and questions between themselves and their teachers.





# Melton City Council Workshop

**Where:** Melton, Australia

**When:** 2019

**Who:** Melton City Council



## Background:

Melton is an urban area on the outskirts of the bustling Melbourne metropolis and is home to more than 30,000 migrants from over 130 nations. More than 29 per cent of the area's population was born overseas. IEP and Melton City Council devised the workshops to strengthen the rapidly growing and diverse local community using the Positive Peace framework. This workshop was attended by 25 individuals from the local government area of Melton.

## How Positive Peace was implemented:

As part of Melton City Council's proactive Intercultural Plan to include all groups, faiths and cultures in the growth phase of their local area, IEP implemented two Positive Peace workshops to encourage dialogue and build peace from a grassroots level. In this case study, the Positive Peace framework is particularly relevant for fostering relationships. Containing eight pillars or socio-economic factors that build cohesive communities, the framework hinges on the interrelationships between these pillars, which are and are all dependent on one another. The *Good*

*Relations with Neighbours* Pillar was particularly relevant in this workshop. This Pillar specifically encourages peaceful relations between countries on a national level, but also good relations between different groups within a community. By fostering these ideals, communities such as Melton can build more stable, prosperous and peaceful places to live

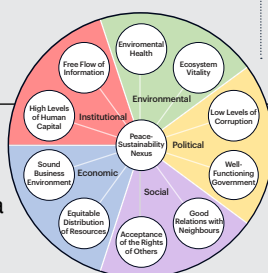
## Outcomes:

By the end of the workshop, participants felt more confident about becoming peacebuilders. A survey of the 25 participants found that after the workshop, over 90% felt either "familiar" or "very familiar" with the topic of Positive Peace — an increase from 30 per cent before the workshop. This acquired knowledge translated into more confidence in convening a peacebuilding organisation — 100% of participants felt confident in doing this after the workshop compared to 70% before the workshop. Participant's ability to communicate and negotiate peacefully increased from around 60% to over 90% by the end of the workshop.

# Peace-Sustainability Nexus Research Project

**Where:** Japan

**When:** 2020



## Background:

Dahlia Simangan, Assistant Professor, Hiroshima University and IEP Ambassador alongside colleagues at the Network for Education and Research on Peace and Sustainability (NERPS) at Hiroshima University compiled a systematic review of literature on the peace-sustainability nexus. The project mapped the scientific literature interaction between the Pillars of Positive Peace and the various dimensions of sustainability, inclusive of the United Nations' Sustainable Development Goals.

## How Positive Peace was implemented:

This project activated Positive Peace by integrating the Pillars throughout the research. Professor Simangan also used knowledge acquired through the IEP ambassador programme to design a two-year research project

entitled 'Sustainable Peace and Peaceful Sustainability in Conflict-Affected Societies'. The first component of the project examines the interaction between Positive Peace and environmental sustainability at the national

level. The second component of this project is the collection of field research data from Afghanistan and Nepal to highlight the local manifestations of the relationship between Positive Peace and environmental sustainability.

## Outcomes:

The project strengthened the academic research into peace and sustainability. The relationship between the positive dimension of peace and more local manifestations of environmental sustainability remains grossly under-examined. The research paper addressed this gap by unpacking the complex relationship between the two areas.



# Matavai Cultural Arts Centre Positive Peace Workshop

**Where:** Sydney, Australia

**When:** 2021

**Who:** Matavai Cultural Arts Centre



## Background:

Multicultural NSW (MNSW) in collaboration with the Institute of Economics and Peace (IEP) and Western Sydney University (WSU) selected five NSW communities to deliver an educative framework to enhance social cohesion and build youth agency. The project was named 'Positive Peace, Cultural Wellbeing and Youth Agency Initiative: Exploring peaceful solutions to living well in diverse communities'. The project is designed to adapt IEP's Positive Peace framework (PPF) to each targeted community in order to foster cultural wellbeing. Similarly, the project aims to support the development of community led projects aiding the agency and resilience of each community. Therefore contributing to broader social cohesion in an effort to counteract fear, hate, racism and societal discord.

## How Positive Peace was implemented:

A three day interactive Positive Peace workshop was held at Matavai Cultural Arts Center in Liverpool, Sydney consisting of 13 participants. Over the three days, participants explored IEP's main research reports, spent time discussing and analysing each of the eight Pillars, as well as participating in a variety of interactive activities, which aimed at peer to peer learning and knowledge sharing. Participants were encouraged to adapt the Positive Peace framework to their own relevant community setting, exploring ways in which the framework could further strengthen not only the Matavai Cultural Arts Centre, but their Pacifica community as a whole.

## Outcomes:

The Matavai group designed and planned their own Positive Peace project, a Documentary Film exploring Pacific Island cultural heritage and diversity. The film has been shaped through the eight Pillars of Positive Peace and will be implemented later in 2021. From IEP's pre and post programme surveys conducted, it was evident that there were significant and positive outcomes in two main areas, knowledge and skills acquisition.

**Knowledge:** IEP's surveys indicate that the majority of participants had a limited understanding of peace building. Observations suggested that participants significantly shifted their understanding in peace building activities within the context of learning the eight Pillars of Positive Peace and how they are applicable to a majority of context and settings. Knowledge building was seen throughout activities of

the workshop as they were consistently able to identify the correlations between the Pillars and able to link it back to their own community needs. Throughout the workshop there were many instances of intercultural learning transactions whereby participants connected traditional indigenous concepts of peace from across the Pacific Islands and elements of the Positive Peace framework. Examples were shared about the circular configuration of the 'the village' system within the Pacifica cultural context and the circular web of Pillars, in which the Positive Peace framework is comprised of.

**Skill acquisition:** The results show only 3 out of 13 participants were confident (23%) when asked about their capacity to organize or facilitate activities that develop buicebuilding in their community. As the workshop progressed, Matavai participants demonstrated an in depth understanding of Positive Peace in relation to opportunities to strengthen their community and contribute to further social cohesion. This was demonstrated in discussions about unifying Matavai and sharing their culture and building relationships with others outside the Pacific community. Technical acquisition of Positive Peace knowledge was solidified in the groups' articulation of Matavai's resilience, existing expressions of peace, potential community building approaches and the role Positive Peace can play in this. This was especially evident in the application of Pillars exercise and project planning.



# About

The Institute for Economics & Peace is the world's leading think tank dedicated to developing metrics to analyse peace and quantify its economic value. We do this by developing global and national indices, calculating the economic cost of violence, analysing country risk and understanding Positive Peace. IEP is best known for its annual publications the Global Peace Index, the Global Terrorism Index and the Positive Peace Report.

Founded in 2008, IEP has developed into a global operation. Its research regularly features in leading international media publications including the Guardian, the Economist, Huffington Post, Washington Post, CNN, and the BBC. Headquartered in Sydney, IEP maintains offices in New York, Mexico City, Brussels, The Hague and Harare. It is an independent, not-for-profit charitable organisation with 501(c)(3) status in the US.

## Contact

Sign up for the Positive Peace Academy:

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