



PeaceCapacity

BUILDING CAPACITIES IN CIVIL SOCIETY FOR INCLUSIVE PEACE PROCESSES
IN THE HORN OF AFRICA AND THE WESTERN BALKANS

Peacebuilding and Local Ownership: A Handbook for Practice



Belgrade
Centre for
Security
Policy



KCSS
Kosovar Centre for Security Studies



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Front cover photo: Workshop participants at the PeaceCapacity Pristina workshop, in October 2017, contributing to an exercise on the inclusiveness of local police.
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1. Introduction

This handbook has been designed by Natalie Jester, Gilberto Algar-Faria and Ana E. Juncos of the University of Bristol, supported by funding from the Impact Acceleration Account of the Economic and Social Research Council. The PeaceCapacity project draws on the research findings of the EU-CIVCAP project, which examines the role of the EU's civilian capabilities for conflict prevention and peacebuilding. EU-CIVCAP is ongoing, however one of its key findings is that local ownership is vital for sustainable peacebuilding. PeaceCapacity has been designed to contribute to filling this ownership gap.

1.1 Why was PeaceCapacity necessary?

PeaceCapacity is an impact project drawing upon the research of EU-CIVCAP, which is outlined here by way of introduction. EU-CIVCAP was conceptualised in response to growing debates around peacebuilding, 'the local' and capacity building following the failures of UN peacekeeping missions in the 1990s and early 2000s. In particular, interest in 'local' ownership of peacebuilding has been viewed as key to ensuring their success, in both the short and the longer term. Relatedly, capacity building is argued to strengthen local ownership: where local ownership may not have been

EU-CIVCAP and PeaceCapacity

The **EU-CIVCAP** project provides a comprehensive, comparative and multidisciplinary analysis of the EU's capabilities in conflict prevention and peacebuilding in order to identify existing shortfalls.

URL: <https://eu-civcap.net/>

The **PeaceCapacity** project draws on one of EU-CIVCAP's key findings so far: that local ownership of peace processes creates fertile ground for sustainable peacebuilding. To this end, PeaceCapacity's workshops sought to build capacity among local actors in order to enable them to engage with peace processes and the wider security sector.

URL: <https://peacecapacity.net/>

possible previously due to a lack of skills or resources, improving capacity within these areas has made it easier for peacebuilding activities to be locally owned. These concepts are not without disagreement or flaw, with definitions of 'the local' hotly contested, and capacity building efforts often applied unevenly, with mixed success. EU-CIVCAP has sought to clarify and add nuance to these discussions through an in-depth analysis of international capacity building efforts in five post-war case studies: Bosnia and Herzegovina, Ethiopia, Kosovo, Serbia and Somalia / Somaliland.

In their summary of EU-CIVCAP's findings on capacity building in these areas, the authors of the project's main deliverable on this issue state that one of the main findings of the project is that capacity building programmes

'have been able to strengthen pockets of capacity in specific organisations and institutions, but they have done so in a manner that has not always been well coordinated with other donor activities or local priorities, and in an environment of wider political, economic and institutional weaknesses that have constrained their impact and on which they have been dependent.'

(Juncos *et al.* 2017: 48–49)

While some findings are context-specific, there was a general agreement among interviewees for the abovementioned report that international organisations do not generally engage with local actors at the problem identification and project development and evaluation stages of capacity building activities. As a result, capacity builders have faced problems of effectiveness, relevance, duplication and sustainability, which have in turn led to such efforts having 'thin' as opposed to 'thick' legitimacy amongst

local actors (EU-CIVCAP n.d.; Juncos *et al.* 2017: 6).

In the Western Balkans, increased local capacity and a high rate of participation from civil society have been driven by regional cooperation, as well as the potential of EU membership as a pull factor, alongside a strong, sustained intervention by the international community. This has meant that capacity building efforts have had more success in this region, narrowing the gap between rhetoric and practice. However, this endeavour has been less successful in the Horn of Africa.

EU-CIVCAP has identified the following lessons¹ regarding capacity building:

1. View local context as key;
2. A top-down 'cookie cutter' approach does not work;
3. The ambitions of donors should match their available resources;
4. 'Hard' capacity building (i.e. the provision of infrastructure and equipment) is valued more highly by local actors than softer options (e.g. training); and
5. Absences of political will for change can be indicative of underlying issues. Within any reform, some groups are likely to lose out, and international organisations should consider how best to incentivise and minimise losers.

(Juncos *et al.* 2017: 7)

¹ For a full range of the EU-CIVCAP project's lessons, please see the Catalogue of Lessons

Identified, which is continually updated and is available at: <https://eu-civcap.net/lessons/>.

In response to these findings, the PeaceCapacity project was designed to contribute to bridging the gap between the promise and practice of capacity building. As outlined above, EU-CIVCAP identifies an engaged civil society as being crucial to successful peacebuilding. Often this lacks willpower, skills and finance behind it, and local stakeholders – particularly women and minorities – are often shut out of the process. Capacity building in peacebuilding refers to efforts to strengthen organisations’ and individuals’ capacities to meet the challenges of sustainable peace. PeaceCapacity was designed to play a role in capacity building within the Western Balkans and the Horn of Africa by engaging civil society actors and policy makers with the EU-CIVCAP project’s findings, ensuring local ownership among a range of groups. Three capacity building workshops were therefore run in 2017–18 in these regions, functioning as a test for the materials that have been compiled to create this handbook, which in turn can be adapted and used by others working on similar issues. This also allowed us to evaluate the materials and workshop practicalities from the perspective of practitioners, as well as obtaining written feedback from participants to make subsequent workshops more relevant to civil society actors. In addition, participants received a follow-

up email a short while later, asking for any other thoughts. Together these aspects have enabled alterations to be made to the handbook throughout the life of the PeaceCapacity project. Drawing on the workshops, PeaceCapacity has also produced a list of lessons identified² for those involved in capacity building activities with marginalised groups and a policy briefing (see Juncos *et al.* 2018).

1.2 Using this handbook

Responding to the gap identified by the EU-CIVCAP project, this handbook is intended to provide a practical guide to supporting the local ownership of peacebuilding activities. It is designed to simplify the facilitation of a workshop with key stakeholders (e.g. by providing a template for workshop invitations).

Each section of this handbook opens with a general grounding in the given topic explaining why that topic is important, followed by practical guides for conducting activities beneficial to peacebuilding, such as conflict-sensitivity self-assessments and writing policy briefings. These can be used as detailed notes for the presenter, handouts for participants guaranteeing the same level of knowledge, or both; they would also be suitable for self-study. Towards the end of this handbook is an Annex containing suggested workshop materials.

² You can access PeaceCapacity’s own finalised Catalogue of Lessons Identified, containing ten

lessons for effective local inclusivity, available at: <https://peacecapacity.net/lessons/>.

Ideally, when arranging workshops, you will partner with a local organisation because they are likely to have better access to participants and have better knowledge of local context. To ensure that your workshop sessions are as relevant as possible, your partner organisation should preferably feed into your thoughts on the content. All materials produced for PeaceCapacity have been included here, however the workshop sessions within the Annex should be viewed as a suggestion only; they can be edited in any way to allow them to be of greatest use. For example, in one workshop we omitted material on inclusion policies as it was not relevant to our participants.

You are encouraged to evaluate your workshops. To this end, the Annex includes a suggested evaluation form at A-4, which will enable you to improve practice next time, provide evidence for claims you might make about your work (e.g. of participant engagement), and allow you to compare the performance of two or more workshops.

2. Organising a workshop – tips for success

- Always follow a checklist. We have designed a sample checklist, which you will find in the Annex at A-1.
- Ensure that your activities work for the context – e.g. some telephone country codes are not accepted for those registering for a Twitter account, so not everyone in that country will be able to access it (and not everyone might be able to afford a foreign SIM card).
- Diaspora groups will react differently to these workshops than in-country groups will. If they have been exiled, social media will be the easiest mean through which they can gain influence, but participants may be reluctant to use it if they have family members in their ‘home’ country who might face pressure or be harmed as a result.
- Remember that you can vary the length of each workshop and each session depending on your requirements – a workshop could last for four hours or four days.
- In very recent conflict or war zones, discussion of the war or conflict may be a highly sensitive issue: have a plan for this – e.g. you might state at the start of the workshop that everyone’s views must be valued.
- Consider whether your participants will speak your language, and how fluent they will be (they may have varying levels of proficiency). You may need to use an interpreter, and/or create shorter worksheets.
- Ensure AV facilities are available if you intend to use them. Have a back-up plan in case they are not.
- Watch your sessions carefully: do not allow groups with more power to dominate discussion, e.g. men, or majority ethnic groups.
- If you are bringing paper handouts, keep them as short as possible.

3. Local ownership and conflict sensitivity

3.1 Importance of ownership

Since the 2000s, local ownership has been a growing concern in the field of peacebuilding, and its importance has been accepted by states affected by conflict, aid agencies and international organisations (Ejdus and Juncos 2018). Roger Mac Ginty and Oliver Richmond define 'local' as: 'the range of locally based agencies present within a conflict and post-conflict environment, some of which are aimed at identifying and creating the necessary processes for peace, perhaps with or without international help, and framed in a way in which legitimacy in local and international terms converges (2013: 769). Timothy Donais explains that local ownership can either be liberal (driven by a sense of duty on the part of external actors), or communitarian 'peacebuilding from below' (2009: 6).

Some advantages of local ownership

- It can mitigate criticisms of neo-colonialism that sometimes come with post-conflict reconstruction.
- Local people are best placed to understand the challenges they face, and the context in which solutions must be implemented.
- Buy-in from local people makes peace efforts, short and longer term, likely to succeed as everyone works toward a common goal.

Criticisms of the concept of 'local ownership'

- The local vs. international binary is not as clearly defined as it first appears.
- '[Just] because solutions are local, traditional or indigenous, this does not mean that they are necessarily just or sustainable'.
(Ejdus and Juncos 2018: 7)
- 'Local' solutions may reinforce existing power structures, and further segregate groups that are already marginalised, e.g. women, ethnic minorities or disabled people.
- The implementation of concrete policies does not always match the rhetoric of institutions: they may say one thing and do another.

Prerequisites for successful local ownership

- Even if they do not agree on how best to achieve it, all local actors must want peace.
- Outside stakeholders must learn as much as possible about the local context and must be open to accommodating local views accordingly.
- As far as is possible, all groups must be included in the process.

3.3 Conflict sensitivity matrix for use in project design

The table below has been reproduced from the Conflict Sensitivity Consortium. This example demonstrates how a matrix might be completed and used.

Project design question	Initial project design	Possible impact of project on context and context on project (risk and opportunity analysis)	Conflict sensitivity adjustment/re-design (to maximise opportunities and minimise risks)	Indicators
What?	Livelihood and income-generating activities.	Opportunity: using livelihood and income-generating activities to bring Samburu and Pokot communities closer together, thereby increasing scope and effectiveness of activities for the targeted areas.	Inclusion of some specific activities with both livelihood and peacebuilding objectives, for example creating a market to be accessed, used and overseen by both Pokot and Samburu communities (involving the Turkana progressively where possible) and a road building initiative between Samburu and Pokot.	<ul style="list-style-type: none"> • Proportion of youth undertaking alternative livelihood options to cattle raiding • Decreased incidents of inter-community raids leading to violence • Proportion of project participants in Pokot and Samburu communities perceiving the project as benefiting both communities equitably.
Who?	Mainly Samburu project participants. Implementing team: Diocese of Maralal.	Risk: project seen as benefiting one group over another and reinforcing existing divisions that contribute to violence.	Broadening of participation in project to Pokot communities (in key activities). Training on conflict sensitivity for staff, partners and some representatives from both communities.	
Where?	Key project areas predominantly Samburu or more easily accessible by Samburu.	Risk: project seen as benefiting one group over another and reinforcing existing divisions that contribute to violence. Security concerns for project staff travelling to non-Samburu areas.	Relocate the implementation of some of the key activities to areas more accessible for the Pokot, prepare in advance and monitor security level for staff travelling to new areas	
How?	Standard procurement policy not taking into account conflict context.	Risk: procuring goods mostly from one community and from same segments of that community, reinforcing divisions.	Reviewing procurement policy to include consideration of balance of procurement, and ensuring transparent communication of criteria and selection process to both Samburu and Pokot.	

Source: Conflict Sensitivity Consortium 2012: 10.

3.4 The conflict sensitivity self-assessment tool

Fill out this self-assessment grid for your organisation.

What is your organisation already doing well, and what is in need of improvement?

Indicators of success				
Conflict-sensitivity adjustments				
Opportunities and risks: social				
Opportunities and risks: economic				
Opportunities and risks: political				
First design plans				
	What?	Who?	Where?	How?

Source: Natalie Jester

4. Inclusivity



Sunset over Hargeisa. *University of Bristol/Natalie Jester*

4.1 The inclusion of marginalised groups in peacebuilding

Peacebuilding is a process through which a society is depolarised, and its inhabitants (re)humanised to one another, meaning ‘establishing contact with the appointed enemy, engaging in positive, helping, cooperative relations instead. ...peacebuilding moves people not only into new action, but also new speech and new thoughts’ (Galtung 2007: 29). This often means coming face-to-face with a security sector that previously perpetrated abuses against marginalised groups.

The UN includes a variety of state and non-state actors in its conception of the **security sector**, which it defines at the basic level as ‘the structures, institutions and personnel

responsible for the management, provision and oversight of security in a country’, generally taken to include ‘defence, law enforcement, corrections, intelligence services and institutions responsible for border management, customs and civil emergencies’ (UN 2008: 5–6). **Security sector governance**, meanwhile, refers to the norms, values and processes that shape the way in which the security sector runs, while **security sector reform**³ means improving the way governance occurs; this can be achieved through the inclusion of marginalised groups in the peace process and the security sector more broadly for longer-lasting effects.

More generally, it is important to **include marginalised groups in the peace process** because compared to mainstream actors

³ The vocabulary varies: ‘reform’ is employed when there is an existing security sector, whereas ‘reconstruction’ might be referred to when a sector has been destroyed, and ‘construction’ would be

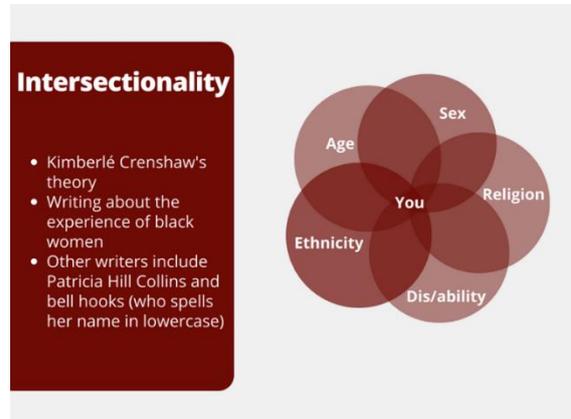
used to describe the security workings within a new state. Despite these differences in terminology, the spirit of this concept directed toward change for the better. For more details see DCAF 2009: 2.

they experience conflict and peace very differently. For instance, in conflict, religious minorities might have their places of worship vandalised, and this deserves to be acknowledged. Moreover, marginalised groups are disproportionately affected by conflict—for example, UN Security Council Resolution 1325 recognises that this is the case for women (UN 2000). The inclusion of marginalised groups also improves the likelihood of sustainability and justice in locally owned peacebuilding practices because more people buy into them and, relatedly, have their needs considered.

Groups that may be marginalised in the peace process (in alphabetical order):

- Disabled people
- Ethnic minorities
- Religious minorities
- Women
- Young people

These groups may be **marginalised officially** (e.g. if a government says, ‘Members of X group are not permitted to attend negotiations’) or unofficially (e.g. if despite notional equality, peace talks are conducted in circumstances that make them inaccessible for marginalised actors). When thinking about marginalised groups it is important to take an **intersectional perspective**, remembering that people can be a member of more than one identity group: a man may not be excluded from peace negotiations by his sex alone, but he might be excluded if he is specifically a *young* man. Marginalised groups may be excluded/included as **individuals**, asking specific, prominent members of, for



Source: Natalie Jester

In peace processes between 1992 and 2011 women made up:

- 2% of Chief Mediators
 - 4% of Witnesses and Signatories
 - 9% of Negotiators
- (UN Women n.d.)

“I thought my experience of what was happening on the ground would be useful,” said one female civil society leader, “but they seemed to want people with PhDs in negotiation.” (female civil society worker, quoted in O’Reilly *et al.* 2015: 4)

example, the disabled community to participate (though this may still mean that their voices go unheard), **or a specific delegation** may be invited, e.g. a delegation of disabled people (though this can mean that a group is seen as homogenous, with identical experiences, or they are expected to talk only about matters relating to their own group, instead of broader issues pertaining to peace). It is also possible for marginalised groups to be included within or excluded from **wider peacebuilding activities**: ensuring inclusion at this level strengthens the likelihood of peace.

4.2 Options for engagement in peacebuilding

Read through the table below. Do you or does your organisation currently engage in any of the activities listed? Do any of the suggestions below look like they could be achievable in future?

Accessing the peacebuilding process from a marginalised perspective	
Negotiations	<ul style="list-style-type: none"> • Take a free online course to evidence knowledge. • Design inclusion policies for key stakeholders. If they are adopted, marginalised groups will gain access, whereas if they are not adopted, then they can be used as the standard by which to determine what 'exclusion' means.
Observer status	<ul style="list-style-type: none"> • Design inclusion policies.
Consultations	<ul style="list-style-type: none"> • Write policy briefings for official consultations. • Conduct your own consultations. • Respond to consultation questions on social media.
Problem-solving workshops	<ul style="list-style-type: none"> • NGOs can offer their premises for unofficial problem-solving workshops for key stakeholders, acting as a <i>more</i> objective third party (though obviously the many layers of one's identity make full neutrality impossible to attain).
Public decision-making	<ul style="list-style-type: none"> • Use social media to advocate your own ideas. • Use social media to encourage the public to have a say.

4.3 Free and paid-for online courses in conflict negotiation and peacebuilding

Groups that are marginalised in peace processes and in security sector governance find themselves in this position for many reasons, but one reason is because, traditionally, the security sector has attached less value to experience, and more value to academic knowledge, which in turn is more likely to be held by groups with a strong, existing power base.

One method of dealing with the dilemma outlined above is to supplement your experience with academic knowledge, thus making your contributions harder to dismiss or ignore. Academic qualifications will take time, but they need not cost money; several online providers offer free or discounted courses in peace and conflict studies, thus making them more accessible.

The available courses vary widely and focus on different stages of the conflict process from crisis management to post-war negotiation. Examples of some providers and courses available are given in the box on the top right-hand part of this page.

Often, these courses are taught in English, which marginalised groups may be less

A selection of online resources

- Alison:
<https://alison.com>
Free online courses.
- Coursera:
<https://www.coursera.org>
Free online courses.
- Mission Ready:
<https://www.missionready.org.uk>
Paid-for online courses.
- Open2Study:
<https://www.open2study.com>
Free online courses.
- UN Women Training Centre:
<https://trainingcentre.unwomen.org/portal/#selfpaced>
Free online courses.
- USIP Global Campus:
<https://www.usipglobalcampus.org/course-catalog/>
Paid-for online courses.

likely to speak in some places. There is a variety of resources online that can help with this, including the British Council '*Find out your English level*' test⁴ and a number of free Open University courses, including '*English in the World Today*',⁵ '*English Skills for Learning*',⁶ and '*English Grammar in Context*',⁷ all of which carry a free certificate of participation.

⁴ [Accessed 28 February 2018], available from: <http://learnenglish.britishcouncil.org/en/content>.

⁵ [Accessed 28 February 2018], available from: <http://www.open.edu/openlearn/languages/english-language/english-the-world-today/content-section-0>.

⁶ [Accessed 28 February 2018], available from: <http://www.open.edu/openlearn/education->

[development/english-skills-learning/content-section-overview](http://www.open.edu/openlearn/education-education-development/english-skills-learning/content-section-overview).

⁷ [Accessed 28 February 2018], available from: <http://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/english-grammar-context/content-section-0>.

4.4 What is an inclusion policy, and how do you write one?

Inclusion policies are a means of formally ensuring equality within an organisation. It is both a statement of intent and a means of addressing concerns about inequalities should they arise (as a result you should include in your strategy both an outline of your commitment to inclusion *and* a robust procedure for dealing with complaints). Every organisation operates differently so, for best results, tailor the inclusion policy to your organisation and your context.

The components of an inclusion policy

Inclusion policies can be employed within your own organisation and can also be shared as a model for other groups. In addition, such policies are a useful lobbying tool if you find that governmental and/or other organisations are not being inclusive: apply your inclusion policy to another organisation. Are they being inclusive? In which ways? According to your policy, how can they improve?

You may choose to begin your policy by reaffirming your **commitment to equality and diversity** in a **mission statement**. For example, the University of Bristol's strategy includes the following statement:

'Recognising the potential of our applicants has always been fundamental to our mission to recruit the most able students from the most diverse backgrounds, and we have

Inclusion policies often contain a **list of protected characteristics** near the start. For example, those listed in Kosovo's penal code are:

- nationality;
- language;
- religious belief or lack of religious belief;
- colour of skin;
- gender; and/or
- sexual orientation.

(see Assembly of the Republic of Kosovo 2012: 173)

invested significantly in outreach, student support and progression initiatives. Significant progress has been made in recent years; Bristol's widening participation activities, and the research that underpins them, are recognised as sector-leading.

'We are now planning to build on these activities and take a more radical approach with the aim of achieving a step-change in the diversity of our student population. In developing these plans, we will continue to work closely with our student body, through the Students' Union, to ensure that our actions are evidence-based and achieve results.'
(University of Bristol 2016: 7)

Outlining different **types of discrimination** also helps to ensure that everyone is fully

aware of what is and is not acceptable. Conciliation Resources outlines these specifically in their Equality and Diversity Policy (which refers to UK legislation):

‘Direct discrimination – where someone with a *protected characteristic* is treated less favourably than another, because of having that *protected characteristic*.

‘Indirect discrimination – when a rule, criteria or condition is put in place which then results in a particular group of individuals or employees being put at more of a disadvantage than another group of individuals or employees. This applies even if there was not a deliberate intention to discriminate.

‘Associative discrimination – direct discrimination against someone because they associate with another person who has a protected characteristic.

‘Perceptive discrimination – direct discrimination against someone because others think they have a protected characteristic even if they do not possess that characteristic.

‘Harassment – unwanted conduct, related to a protected characteristic, which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them. This applies even if the conduct is not directed at the individual or if they do not have the protected characteristic.

‘Victimisation – when someone is treated badly because they have made or supported a complaint under the Equalities Act 2010 or it is thought that they have done so.’
(Conciliation Resources 2015: 3, emphasis in original)

You may additionally want to include an acknowledgement that these forms of discrimination can occur both during the interview stage (if your organisation recruits staff and/or volunteers) and in the normal day-to-day working environment.

Where inclusivity and diversity goals are not being met, an inclusion policy is most effective if concrete goals are set, because these provide a standard for accountability. For example, the International Paralympic Committee recently noted that the target set in 2003 ‘that at least 30% of all offices in all decision-making structures are held by women’ was now being revised to 50% (2017: 2–3).

Monitoring and evaluation procedures should also be put in place in order to enable the measurement of the extent to which these inclusion policies are being implemented, and how successful they have been so far in ensuring an inclusive environment for all, thus providing an opportunity for improvement. You may choose to set up a particular team dedicated to this, or to organise a meeting every 3, 6 or 12 months to discuss progress.

A **complaints procedure** (and a named contact point for this procedure) should be specified for those who need to make a complaint about discrimination.

5. Writing a policy briefing

A policy briefing is a document based upon the academic research or experience of experts. It is designed for those who might not have specialised knowledge in this area and therefore the language should be simple and jargon-free. It is a standalone document, usually two to four pages long, focusing on one topic, and provides recommendations about a specific area.

Steps for writing a policy briefing

- 1) Firstly, you must decide what you want to achieve; this in turn will help you to decide what **topic** you will address.
- 2) Consider who you are aiming your policy briefing at and ensure that it is written with your **audience** in mind. This could be local or national governments, regional bodies (e.g. the European Union or African Union), global entities (like the United Nations), the media or NGOs. How much do they know about your topic already?
- 3) Policy briefings are supposed to be **short** because policymakers do not have time to read a whole research paper or report. Focus only on essential information, using two to four pages.
- 4) Aim to **persuade** your readers by outlining *briefly* the benefits of listening to your expertise. What is your expertise? Why should they do what you want? Exactly who benefits? Why does this issue matter *now*? Why is your solution better than anyone else's? And what might be the implications if your chosen issue is not afforded attention?

In a study of the importance and relevance of policy briefs, 79% of respondents across both 'developed and developing countries' saw policy briefs as a key means of connecting decision-makers with academic and experiential expertise.
(Jones and Walsh 2008: 3)

- 5) Use a **logical structure** for your briefing. You might choose something like this:
 - a. **Executive summary** (two or three sentences about the policy brief, to prime the reader).
 - b. **Introduction** (explaining the context and the problem to be addressed).
 - c. An **explanation of the research** you undertook (what, where, when, why, how and with whom?) For NGOs this might be a community consultation.
 - d. A list and/or a short explanation of the **policy recommendations** (recommendations from your participants and/or your own ideas based on their responses).
- 6) Consider **dissemination**: how will you get your intended audience(s) to read your briefing? Send both printed and digital copies, ensuring that they are addressed to named individuals, who in turn are neither too junior to have an impact nor too senior to have time to read the brief. You could also publicise the brief via your social media channels.
- 7) Provide your organisational **contact details** in case readers want to enquire.

5.1 Example brief: UN Women

[Below we have constructed a short briefing based on a UN Women (2016) report⁸ – we recommend comparing this page with the actual report. Think about what you like about what we have done in this briefing, as well as what you would do differently.]

Summary

- Caring for children and family members is relevant to discussions about women's equality.
- Policy makers often do not understand that the care policies they make reinforce the idea that care is a woman's job.

What is 'care'?

Care is the face-to-face work to meet someone else's physical and emotional needs to keep them safe and happy. This might be for children, elderly parents or friends with disabilities. Caregiving also requires other tasks to be completed such as washing clothes and cooking food. This means children have a better quality of life, but the state also benefits because healthy children grow up to work and pay taxes.

Care work is mostly done by women and is mostly unpaid. Better access to public services like water and sanitation means that less time is taken by care work, meaning that women outside cities spend more time on care work than anyone else due to a lack of access to public services.

⁸ [Accessed 16 October 2017], available from: <http://www.unwomen.org/-/media/headquarters/attachments/sections/library>

What is the problem to be solved?

Giving women more free time means that they can work, earn money and self-care. If women have to spend lots of time care giving, then they have less time for these other things. Care work is also less well-respected than other types of work. When people are paid for care work (usually women) they get paid less than other jobs.

Recommendations

- **Governments should allocate resources to infrastructure;**
- **Governments should fund high quality care services like hospitals and medical care** to remove the care burden from women. This will probably mean employing more women, as they are the ones most likely to do paid care work;
- **Governments should support those who are *able to and want to do care work***; and
- **Governments should run surveys about unpaid care work** to better understand it, and to better understand how to offer support.

[A full list of sources, as well as contact information, would go here. We also recommend including at least one image, be it a relevant photograph, a graph displaying relevant data, or something else that adds value to the brief. Always ensure you have the correct rights for the image and give the correct attributions].

</publications/2016/unwomen-policybrief05-redistributingunpaidcareandsustainingqualitycareservices-en.pdf>.

6. Internet and social media

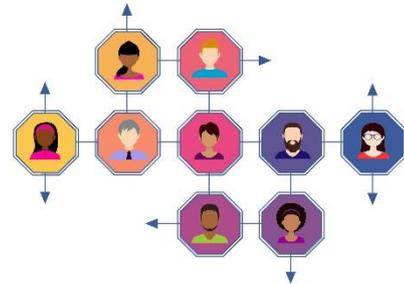
6.1 Why do the internet and social media matter for peace and conflict?

During conflict

The media matters in conflict because, due to its reach, it has the power to **aggravate conflict** (see the example of Rwanda to the right). In the case of social media, it is possible for smaller, non-state actors to employ social media to spread messages of hate in a way that was not possible before. This reach also means that the media can be used to **de-escalate conflict**, alongside other more traditional methods (such as organising meetings between key actors). Both traditional and social media can be employed by key actors or ordinary people to **call for foreign intervention** if they feel that conflict has progressed too far for a peaceful solution to be possible. Due to its ubiquity, social media has also become a prominent means of documenting conflict, functioning as an **evidence store** of war crimes, for example (MacDonald 2017).

Post-conflict

In a post-conflict environment, social media can be used to **(re)build capacity** within and amongst governments and NGOs in a way that was not possible using traditional media. Social media is more accessible, faster and easier for everyone to use.



Source: geralt on pixabay.com

Background: hate radio in Rwanda

During the 1994 Rwandan genocide, radio station *Radio Télévision Libre des Mille Collines* broadcast the location of 'enemy' hiding places and calling for their death. Three former radio station executives were subsequently found guilty of inciting genocide at a UN tribunal (Smith 2003).

Why should governments and NGOs use social media?

- It is **user-friendly** (it is easier to establish than a website is).
- It offers **easier engagement with the public**, as so many people use social media already.
- It enables **dissemination** – sharing functions enable reports to be spread more easily.
- **Recruitment adverts and event invitations** can reach more people.
- **Crowd-sourcing information** is displayed in an accessible way.
- It can be used to **appeal** for donations (particularly by NGOs).

6.2 Running a Facebook campaign and managing your page

The basics: what you need to know

You have page ‘likers’ and ‘followers’, organic reach and paid reach, and your posts will be seen by a combination of these. When a person ‘likes’ your page they will by default also follow your page in their feed. However, there are caveats to this. That person can set their notification settings to inform them of everything you post, they can leave it in default mode which means that they will not see all of your posts, or they can manually unfollow you meaning they show up on your page as a ‘liker’ but they will not receive any of your organic postings in their feed.

Putting a team together

You will need team members to:

- Make content;
- Schedule posts for publication;
- Reply to comments;
- Hide inappropriate comments;
- Ensure brand consistency;
- Create adverts; and
- Monitor engagement.

Some of these roles can double up: for example, making the content, scheduling posts, and hiding and/or replying to comments.

Setting-up the page (or editing it, if you have already established one)

- Some NGOs **do not allow people to post on their timeline**. If you would like to switch off visitor posting, go to the ‘visitor posts’ setting and switch off the ability for others to post to your page.
- Go to settings and change the **profanity filter** to strong, which will mean that any rude comments are automatically hidden.
- **Establish community guidelines**. Write a post and pin it to the top of the page.
- **Set a ‘preferred audience’**. This simply makes it more likely that your target audience will see your page and your page’s posts. You might be trying to engage particularly with young people, or women, or a certain town, for example. You can also choose audiences by language.
- If you have a smartphone, **install the Facebook Pages app**. It is a useful way of keeping track of your page whilst you are away from the office or from your computer, and the interface is accessible. From the app, you can schedule posts, post comments, hide comments, and even ban people. This is particularly good if you are running a big campaign, more so than day-to-day activity.

Content creation

Ensure that your social media posts **match the messaging in other output** from your organisation, whether that output is presented in paper reports or in the form of television appearances by your founders.

When composing the text to accompany your post, ensure that you say what you need to get your point across in the **fewest possible words**. If your posts are too long, people will not read them in full, or may not read them at all. If possible, try to keep posts short enough to avoid having a 'read more' link to click through. Making the viewer click on something to expand your post is an extra step: make it as easy as possible for your readers to absorb your content in full.

Ideas for content you could make

You could include in your posts:

- Canva images;
- Collages (Be Funky);
- Thunderclap;
- Links to your campaigns; and
- Screenshots of tweets.

More details about some of these platforms are included on this page.

Types of content

Do not post a link to a page just by itself – for example, to a news article (especially if the URL does not make it clear what it is). Links should be accompanied by relevant background text or at the very least a preview of whatever you have posted, so people know what it is before clicking it.

If you do not have the time, expertise or software required to create graphics, **Canva** is an excellent solution (it is free online software, offering templates, and is quick and easy to use). Canva allows you to upload your own photos to use, has a good photo editor, and offers filters, which are especially helpful for slightly over-exposed photos: <https://www.canva.com/>

If you have enough photos to double up, consider using **Be Funky collage maker** to put one together in about a minute. Use the pre-set grids unless you are happy to spend time placing the images exactly: <https://www.befunky.com/features/collage-maker/>

You could also make, and add to your page, **Thunderclap**: <https://thunderclap.it/>. This is an online tool similar to a petition. You can ask 100 of your supporters to sign up, and once you reach the deadline you set for yourself, Thunderclap posts a message to the social media accounts they signed up with. The post will say something like, 'I agree with the Bristol campaign to keep libraries open – share if you do too!'

Advertising

Facebook will not let you see all of the adverts on the page you manage. If you are worried about keeping track of your content and/or budget, then **try setting up a Google Doc** so you can all see the most up-to-date information about your advertising: <https://docs.google.com/>. You should the Doc private and invite only relevant people using their email address.

Adverts: Type, creation and optimisation

There are three types of Facebook adverts: right column adverts, desktop newsfeed and mobile newsfeed. **Right column adverts** are the oldest type of adverts that exist on Facebook and are found separate to your newsfeed down the right-hand side of the screen. These tend to have lower engagement but have the advantage of being less expensive per click and per conversion. **Desktop and mobile** are similar to one another in that they both appear in your newsfeed like an organic post, and they tend to attract higher engagement for that reason but are more expensive than right column adverts. They also must follow Facebook post best practice but they have the advantage of indicating when a recipient's friends have 'liked' the page, thus providing a social proof that a particular campaign is gaining support. Whichever type you choose, there are various subtypes of adverts you can use.

- **Local Ad:** This involves geographically targeting your advert down to the mile. When running either a local campaign or a national one, being able to target down to the first four digits of a postcode area is invaluable (note that the location feature will not be as helpful as this in every country).
- **The Event Ad:** Do not be afraid to create events and then invite people using Facebook adverts. Using the methods above – especially the local ad model – you can also link to a free ticketing service, thus enabling you to create a sense that individuals 'must book' and to gain an idea of attendance figures.

- **Boosted Posts:** Boosted posts are by far the easiest adverts to make. This involves simply paying for an existing post to be given a non-organic reach. You can add more text in the description as there is no word limit and you can add links too.

Making your advertising

Images with lots of text (20%+) get shown to fewer people. Making 'green-light' adverts ensures they will be seen by more people, meaning that your 'spend' on advertising has more impact. It is not particularly expensive to run adverts this way. This is true for both adverts and boosted posts. Seemingly the only difference we can find between boosted posts and adverts is that the latter does not appear on your page. While designing your advert, consider using the following unofficial text grid to check your advert and make necessary adjustments: <http://www.social-contests.com/check-image/>. This tool is approximate, but nevertheless helpful. Before setting the advert up, use Facebook's own text checker tool to see whether the audience might be restricted due to a high text ratio: https://www.facebook.com/ads/tools/text_overlay

If adverts or boosted posts are too wordy then no one will read them. Consider what text the viewer needs to contextualise any links and/or images you have attached. Make sure that it is obvious who you are (e.g. an NGO) and what you are asking from the viewer (i.e. support a campaign).

Set your target audience to people within your region. There is no point running a campaign about keeping Bristol's libraries open, for example, if you are sending it to people outside of the UK.

You can target based on interests. If your organisation is an environmental NGO, for example, you could target people who are interested in cycling, as a proxy.

The Facebook Ads Manager Platform offers a step by step guide to setting up and can be found on your page under 'manage ads'.⁹

You should read their advertising policies first to ensure that you do not break them: <https://www.facebook.com/policies/ads>

Troubleshooting

You can find **Facebook Ads Manager** at: <https://www.facebook.com/ads/manager>

Facebook will tell you within 15 minutes whether your advert has been accepted. If adverts are rejected, it is usually for policy reasons. If you are unsure of why your advert got rejected, you can request an appeal and ask why, so you can avoid this in future. Facebook is usually very quick with this response. Concrete reasons why your advert might be rejected include:

- The advert is **targeting a pool of people that is too small**;
- It has **too much text**; and/or
- It contains **controversial content**.

You can **appeal rejected adverts** (which usually takes about a day).

⁹ [Accessed 16 October 2017], available from: <https://www.facebook.com/business/help/20000840044554>.

Page management

After you have created a piece of content for your page, you can use the **scheduling tool** to create a schedule of diverse content, picking the date and time for release. Scheduling allows you to create a mix of post types (e.g. images and news articles) which means that people will not scroll past thinking they have seen it before. Posts can be rescheduled prior to posting, after they have been initially scheduled.

When someone 'likes' one of your page's posts, **invite them to 'like' the page**. Try to do this as soon as possible after the initial post 'like'.

You may wish to **hide comments** rather than deleting them. If you hide a comment, then only the poster and their Facebook friends will be able to see it.

You can switch off your page notifications and choose to a) receive one notification covering everything every 24 hours, or b) switch them off entirely. Facebook has a help page for this.¹⁰

Analytics: the 'insights' section

'Insights' is useful feature of the page: you can see what time of day your page likers start to log in to Facebook and see how many likes your page received this week versus last week. **Start to explore this as soon as possible.**

¹⁰ [Accessed 16 October 2017], available from: <https://www.facebook.com/help/172901342767609>.

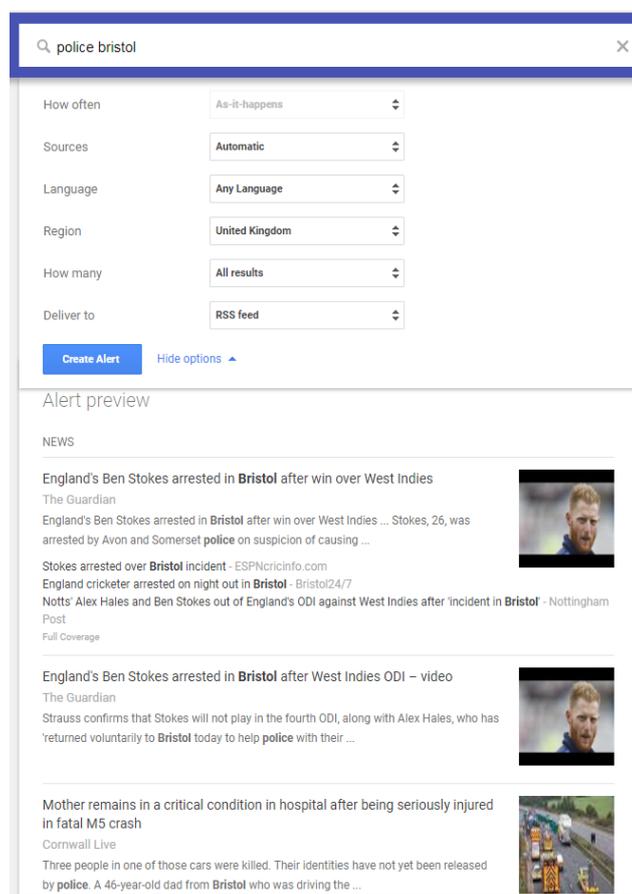
6.4 Using Google Alerts to track security issues in real-time

Google Alerts is a useful way of tracking the use, on the internet, a specific term. This in turn can alert you to the occurrence of a certain type of incident, or of events in a given region, for example. You could set up an alert for numerous events broadly related to security, from the name of your town, to 'police', to 'gun', or a combination of these, in order to receive alerts when news reports are released.

By selecting 'as-it-happens' from the 'how often' menu, and 'all results' from the 'how many' menu, you can get an idea of the frequency of incidents, which will tell you if they are decreasing, or increasing, which are warning signs. If you are not able to check your emails this regularly, selecting daily or weekly summaries will be useful for monitoring purposes.

It is possible to search across all content types individually (news, blogs and videos), or you can click 'automatic,' which picks up every result possible. You can select a specific language from a (limited) list, or opt instead for 'any language', and you can also select from the 'region' menu, though this does not contain all self-declared countries.

You can find this feature at: <https://www.google.co.uk/alerts>.



Source: Google

When we (the authors) search for the subject of police in our city (Bristol, UK), we can narrow down the search to the UK.

The preview suggests that there has recently been an incident involving a member of the England cricket squad, as well as a fatal car crash.

A similar preview for 'Bristol gun' returns only one result relating to a paintball gun. This suggests that little has happened in the city in wider security terms.

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Annex: Workshop Materials

A-1: Sample Workshop Checklist

When planning workshops (or, indeed, any activity, no matter how simple or complex), it is useful to go through a checklist every time. This checklist ensures that you do not forget the big things, of course, but it also helps you to remember the little things that are often routine and easy to do but are therefore forgotten. Every checklist is different, and you can write and adapt your checklist to change in line with your needs (for more on checklists, see Gawande 2011).

Below is a template for your workshop checklist, containing some basic considerations. You may find some elements of this to be more relevant than others, and you can add to and take away from it as you see fit.

Before the workshop

- Write invitation for participants.
- Contact participants to gauge interest and ask if interpreters are required.
- Follow up with participants to set a provisional date.
- Set a firm date.
- Check participants' dietary and access requirements.
- Book the venue.
- Confirm the date and venue with participants.
- Print the workshop materials.
- Save the workshop slides on a USB drive and email them to yourself.

During the workshop

- Complete and collect consent forms.
- Deliver the workshop sessions.
- Complete evaluation forms.

After the workshop

- Send follow-up emails to participants asking if they have any thoughts post-workshop (this could happen one week later and again two months later, for example).

A-2: Workshop Invitation Template

Below is a template for your workshop invitations.

Dear [NAME OF PARTICIPANT],

We are pleased to invite you to the [TITLE] workshop, to be delivered on [DATES] at [LOCATION]. An agenda is attached overleaf for your convenience.

This workshop is hosted by [NAME OF HOSTS]. The workshop is premised on the assertion that peacebuilding is most effective when a broad range of civil society actors are included, and that more could be done to improve this. As a key stakeholder in civil society or government, your input is considered to be crucial to the capacity building process in your region.

[ANY LOGISTICAL INFORMATION]. As space is limited, your confirmation of attendance will be greatly appreciated. Please do so via email to [NAME OF PERSON ORGANISING ATTENDANCE] at [EMAIL ADDRESS] as soon as possible.

This is an interactive workshop and it would be useful if you could bring a laptop, though this is not essential.

For more information, please see: [WEBSITE(S) OF ORGANISERS]. Please also feel free to contact us if you have any questions at all.

We very much look forward to hearing from you and hope that you would be willing to accept our invitation to this very important event.

Yours sincerely,

[NAME OF PERSON ORGANISING ATTENDANCE]

A-3: Sample Workshop Agenda

The agenda for the pilot workshop is included below as a guideline.

Each session will last for two to three hours, including breaks.

Session 1: Conflict-sensitivity and local ownership

- Why does local ownership matter?
- What is conflict sensitivity?
- The conflict-sensitivity self-assessment tool
- Re-designing the self-assessment tool
- Discussing conflict-sensitivity with other people and groups

Session 2: The inclusion of marginalised groups in security sector governance and peacebuilding

- Security sector governance
- Engaging marginalised groups
- Challenges to participation in the security sector and peace process
- The negotiating stage: writing an inclusion policy for government agencies and NGOs
- The consultation stage: writing a policy-brief

Session 3: Social media in conflict tracking and stakeholder-engagement

- The importance of media in conflict, with a focus on social media
- Why should the government and NGOs use social media?
- Managing a Facebook page: tips and tricks
- Social media as a simplified early-warning system
- A lexicon of hate-speech terms in your context

Session 4: Conclusion

- Writing action points: what will you take back to your own organisation?
- Discussion of action points

A-4: Workshop Evaluation Template

Evaluations enable us to improve our workshop each time, making it easy for participants to provide suggestions anonymously. These should always be conducted at the end of the workshop, but you may also choose to conduct a before/after test during the workshop itself, asking participants to answer a question before a portion of training, and again after the training; this helps us to measure learning.

Evaluation:

Peacebuilding, Local Ownership & Capacity building Workshop

[DATES]

This evaluation form is confidential. The demographics section helps to ensure that our workshops are reaching our intended audience, and address any unintentional biases in recruitment. The second section helps us to improve in future.

Demographics

1. Do you identify as? Female Male

Not listed, please add: _____

2. How would you describe your ethnic origin?

3. Do you consider yourself to have a disability? Yes No

Prefer not to say Is there anything you'd like us to know? _____

4. What is the highest level of education you have? E.g. school, none, university.

Continued overleaf.

The workshop itself

5. I have a better understanding of:

	Very	Some	Neutral	No
Why local ownership matters in peacebuilding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict-sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Why marginalised groups must be included in peacebuilding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What a good and bad policy briefing looks like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to write an inclusion policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the media (especially social media) impacts conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to use social media tools as a simplified early-warning system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to use social media to engage with other NGOs/government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Which of the following actions do you expect to take following the event?

	Yes	Possibly	No
Will you use the information from the workshop in your own work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you share the information with your colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you share the information with people outside of your organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intend to learn more about peacebuilding and local ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This event has raised my awareness of [INSERT YOUR INSTITUTION] and its work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you rate the event according to the following criteria?

	Very	Fairly	Neutral	Not
Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible / understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How satisfied were you with the following aspects of the event?

	Very	Fairly	Neutral	Not
Quality of the presentations / content of the event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the presenters / speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time given for discussion / questions / debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The event overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf.

9. What was the best thing about the workshop?

10. Please provide any suggestions for how this event could have been improved.

11. Any other comments?

Thank you for taking the time to complete this questionnaire.

A-5: Sample Session on Conflict Sensitivity and Local Ownership

Introductions

Workshop outline

Why does local ownership matter?

Local ownership in context

Conflict-sensitivity and local ownership

What is conflict-sensitivity?

Stages of conflict to consider

1. Pre-conflict
2. Conflict
3. Immediate post-conflict
4. Long-term post-conflict

Conflict-sensitivity self-assessment tool

In this session you will fill out the tool for your organisation and we will then discuss the tool.

What is good about it?

What is bad?

What could be improved, from your perspective?

Designing our own conflict-sensitivity tool

How can we teach other groups to be conflict-sensitive?

A-6: Sample Session on the Inclusion of Marginalised Groups in Peacebuilding

Security sector governance

What is security sector governance?

What is security sector reform?

Why engage marginalised groups in security sector governance and peacebuilding processes?

Which groups are likely to be marginalised?

What barriers have you personally faced in getting your voice heard?

The negotiation stage: the usefulness of free online courses

The negotiation stage: writing an inclusion policy

Why have an inclusion policy?

Inclusion policy examples: what is good? What is bad?

Writing our own context-specific inclusion policy

The consultation stage: writing a policy briefing

How do you write a policy briefing?

Designing a policy briefing in an area of your choice

What did you find hard about this?

A-7: Sample Session on Conflict and the Media

The importance of the media in conflict

Why does the media matter in conflict situations?

Extremism on social media: how does this work on Twitter?

In contrast, how does conflict-sensitive media work?

Social media in context

How does your organisation use social media? How do other groups use it?

The importance of social media: making your voice heard

Why should NGOs and government departments use social media?

Managing a Facebook page: tips and tricks

- 1) Setting up your page
- 2) Content creation: what can you put on your page?
- 3) Content creation tools
- 4) Managing your page
- 5) Adverts: how do they actually work?
- 6) Analytics

Social media as early-warning of insecurity: Twitter

What are we looking for? Introduction to The Lexicon of Hate Speech

Toolkit: Trendsmap

What is trending in your area? Pick another part of the world: how does it compare? Can you see anything on the map that might indicate any sort of security incident?

Toolkit: Google Alerts

Which alerts will you set up? Why these ones?

A-8: Sample Conclusion Session

What have you learned in this workshop?

How will you use this? Consider your professional life and personal life.

How might you share this information with other people?

Is there anything you would like to tell the trainers?

Is there anything you would like to discuss with the group?

The Authors

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Read more about the project at
www.peacecapacity.net



An engaged civil society is crucial to successful peacebuilding. Often this lacks willpower, skills and finance behind it, and local stakeholders – particularly women and minorities – are often shut out of the process. Capacity building in peacebuilding refers to efforts to strengthen organisations and individuals' capacities to meet the challenges of sustainable peace. PeaceCapacity aims to support the meaningful integration of civil society actors into peace processes in the Western Balkans and the Horn of Africa.

PeaceCapacity broadens the range of local-level actors engaging with and benefiting from the lessons and best practices identified by already published findings under the Horizon 2020 EU-CIVCAP project, and will be relevant to the governments of Kosovo, Serbia, Somaliland, Somalia and Ethiopia, as well as UK policymakers, nongovernmental organisations and civil society actors.

This handbook contains lessons identified and best practices for local ownership of peace processes based on inclusivity of marginalised actors within those processes. It was co-produced with civil society representatives, policy actors, and members of the diaspora in Pristina, Kosovo, Hargeisa, Somaliland, and London, UK, in 2017–18.

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