

Burundian troops patrolling street protests in April, 2015

PEACE STUDIES
REBUILDING POST-CONFLICT SOCIETIES
and the ROLE of WATER
William M. Timpson



APRIL 2015: At least six people were killed in street clashes between the police and civilians demonstrating against the Burundian president's bid for a third term who claims that his appointment by the legislature for a first term does not “count” against the constitution’s two term limit. A Burundian court ruled him eligible.



Burundian President Pierre Nkurunziza.

How do we educate leaders everywhere about **power and succession**? Nelson Mandela brokered the Burundian peace agreements in 2000 and in South Africa, he famously passed on another term...as did George Washington in the U.S.



Why teach about sustainable peace and development within the context of water issues?

To help Burundi

- ◆ EXAMINE THE PAST
- ◆ REFORM THE PRESENT
- ◆ PREPARE FOR THE FUTURE
- ◆ *Understand the role of WATER*
 - *in this the poorest country in the world,*
 - *emerging from colonization and*
 - *40 years of civil war*
 - *with an economy dominated by subsistence agriculture?*



What is the role for WATER in overcoming poverty, reconciling differences, healing wounds, reabsorbing returning refugees and moving past conflicts?



Why Ngozi?

During a violent past, this region remained relatively peaceful.

UNG has peace and reconciliation as a core mission.

This would be **BEST CASE THINKING**
(Elise Boulding, *Cultures of Peace*)

The Cultures of Peace

- ◆ Elise Boulding (2000) writes that we need more “**best case thinking**” where people have said no to violence and yes to peace, places like Burundi. Too often history emphasizes war and the military.
- ◆ **Rotary International** is playing a role in bridging resources from the U.S.—Club, District and International—to a host Club in Ngozi, Burundi.
- ◆ A **Global Grant** funded in 2016 is attempting to infuse content about sustainable peace and development into the use of case studies for use in various program areas: WATER will be a focus here.

**ROTARY INTERNATIONAL GLOBAL
GRANT #GG1529434**

**Rotary Clubs of Fort Collins, Colorado,
USA and Ngozi, Burundi**

Project Title: "SUSTAINABLE PEACE STUDIES"

**Curriculum Reform, Website Dissemination
and Professional Development that Uses Case
Study Analysis to Infuse Peace Building
Content with an Emphasis on Critical and
Creative Thinking for the University of Ngozi,
local communities and schools in Burundi,
East Africa and Beyond.**

Why case studies in every discipline and at every level?

- ◆ Content that matches the **complexities** inherent in real world issues.
- ◆ An opportunity to go in **depth** and add **meaningful** content that can help **engage** students in issues that matter.
- ◆ An opportunity for student to **apply** the knowledge that they have studied, to **analyze** problems and issues, to **synthesize** material from different disciplines and evaluate outcomes.

In Burundi, we need to shift a traditional (colonized) focus on memorization and obedience toward greater attention to **CRITICAL and CREATIVE THINKING for sustainable peace and development.**

The “triple bottom line” of sustainability...

- ◆ The interconnected **HEALTH** of the **Environment, Society and the Economy**
- ◆ Water is an essential aspect of this effort given the dominant place of subsistence agriculture in the Burundi economy, the problem of access to water generally and potable water, in particular.

In Burundi, we want to enlist the schools and universities to teach about sustainable peace and development?



The University of Ngozi: Founded in 1999 on a commitment to peace and reconciliation with a new hoped-for focus on case-, problem-, and project-based learning along with citizenship in every class and every discipline.



Bujumbura, Burundi, Sunday, April 26, 2015
Police, water cannons and protesters.
We can educate security forces about
the **appropriate use of force.**



We can educate people about violence that can destroy their own communities.



Why does it have to “bleed” to get a headline and the attention of the media?



We can educate people about the consequences of violence. We can help people reconcile once the fires are raging.



We can educate the police about handling dissent and protests.



We can do more to protect those we hire to protect us. We can educate citizens and the police about the rules of engagement.



An injured police officer. We can educate citizens about the humanity of their fellow citizens serving as police.



Burundians flee into Rwanda where Cholera spread from lake water infected by human waste. Case studies can educate Burundians and others about the needs of refugees and the central role of water and access. We can enlist the support of medical and public health professionals in peacebuilding.



Student Association for Communicating Sustainable Peace and Development at the University of Ngozi: Utilizing service learning to impact the community.





The Rector/Provost
of the University of
Ngozi, Fr.
Apollinaire
Bangayimbaga,
walks to the spring-
fed pool that had
been used by cattle,
for washing clothes
and for drinking!
Illness had long
plagued the
villagers.

Inspired by our Rotary funded project on “Sustainable Peace and Development” the University of Ngozi and a local Rotary Club joined to build a safe water system with pipes and concrete.



THE POSITIVE, CAN-DO ETHIC OF THE NGOZI ROTARY CLUB



THE FIRST TIME IN HUMAN HISTORY THAT THIS VILLAGE HAS HAD CLEAN WATER



IN THE FACE OF A HISTORY OF COLONIAL CONTROL, CIVIL WAR AND POVERTY, THIS YOUNG ROTARY CLUB WANTED TO TAKE POSITIVE ACTION.



VILLAGERS NO LONGER HAVE TO SHARE THEIR SPRING FED WATERING HOLE WITH CATTLE AND CLOTHES WASHING.



FELICIEN, A LEADER IN OUR GLOBAL GRANT AND OUR NGOZI ROTARY CLUB, JOINS IN THE CELEBRATION.



Books

Sustainable Peace and Reconciliation Studies

- ◆ **RESEARCH AND CORE CONCEPTS FOR COMPLEX AND DIFFICULT TOPICS**
- ◆ *Teaching and Learning Peace* (2002)
- ◆ *Teaching Diversity* (2003)
- ◆ *Tips for Teaching Diversity* (2005)
- ◆ *Tips for Teaching Sustainability* (2006)
- ◆ *Tips for Teaching Peace and Reconciliation* (2009)
- ◆ *Tips for Using Experiential Learning* (2013)

Books

Sustainable Peace and Reconciliation Studies

- ◆ **USING CASE STUDIES TO ENCOURAGE DEEPER LEARNING THROUGH CRITICAL AND CREATIVE THINKING**
- ◆ *Case studies of classrooms and communication: Integrating diversity, sustainability, peace and reconciliation (2011)*
- ◆ *Controversial Case studies for teaching on sustainability, conflict, and diversity (2014)*

Books

Sustainable Peace and Reconciliation Studies

- ◆ **FOUR YEARS OF INTERVIEWS, OBSERVATIONS, TEACHING AND SURVEY RESEARCH**
- ◆ *Conflict, reconciliation, and peace education: Moving Burundi toward a sustainable future (2015)*

Fulbright Specialist/Scholar Awards
Sustainable Peace and Reconciliation Studies
Teaching in English

- ◆ **Northern Ireland:** 1 week (2002); 6 weeks on a Fulbright Senior Specialist Award (2006); 2 weeks in 2008.
- ◆ **Burundi:** 6 weeks in 2011 on a Fulbright Senior Specialist Award; 3 weeks in 2012 and 3 weeks in 2013; 2 weeks in January 2017.
- ◆ **South Korea:** Kyung Hee University's Graduate Institute of Peace Studies: 4.5 months in Spring, 2014.

Every class, every subject at every level can use more...

- ◆ COOPERATIVE LEARNING
- ◆ DISCOVERY
- ◆ EMPHASIS ON CRITICAL THINKING

These emphases can raise awareness about social justice and economic aspects of environmental problems.

QUESTIONS?

