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DEPARTMENT OF POLITICS AND PUBLIC MANAGEMENT

DISSERTATION TOPIC:

**ROLE PLAYED BY SILVEIRA HOUSE IN CONFLICT TRANSFORMATION
FROM 2005 TO 2013. A CASE OF CHISHAWASHA.**

By

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**A dissertation submitted to the Department of Politics and Public Management,
Midlands State University in partial fulfilment of the requirements for the Bachelor of
Science Honours Degree in Peace Studies.**

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DECLARATION BY STUDENT

I SAMANTHA BAKO (R145918F), hereby sign and declare that this dissertation is my original work that has not been previously submitted to any other university. Equally, I also declare that the property citations acknowledgments in accordance with copyright law and ethical requirements have been strictly adhered to in writing the dissertation.

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DEDICATION

This research is dedicated to my mother Theyana Mafana and father Biggie Bako for the love and support they have given me to reach this far.

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I would like to thank the Lord Almighty for his greatest love which has exalted me yet to another level. The success of my studies at Midlands State University lies in the hands of many individuals whose contributions to this research and my studies in general cannot go unmentioned.

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ABSTRACT

The purpose of this research is to investigate the role, effort and influence of Silveira House in conflict transformation in its attempt to bring about peace and unity in Zimbabwe. A qualitative approach was used in carrying out the research but also quantitative was used to a lesser extent hence graphs and tables were used for data presentation method. In this research Chishawasha was used as a case study to find out the role played by Silveira House in conflict transformation. The Chishawasha residents and Silveira House Management team were respondents to focus group discussions (FDGs) and guided interviews respectively. A target population of 20 participants was selected using purposive sampling design. The pilot study was carried out prior to the actual data collection process in order to test effectiveness of the data collection instruments as well as determine research data validity. The study found out that Silveira House has encouraged people to people dialogue and foster peace by workshops, awareness campaigns, education and gatherings that encourage reconciliation through peaceful means. This study however, puts forward recommendations that, Silveira House must source more funding for peace building in order to reach out to more communities for other communities are being left out of the conflict transformation as a result of financial constraints to reach out all wards in Chishawasha. Further research can be carried on the role of Silveira House in conflict resolution.

LIST OF ACRONYMS

CCJP	- Catholic Commission for Justice and Peace
GNU	- Government of National Unity
GPA	- Global Political Agreement
J.O.M.I.C	-Joint Monitoring and Implementation Committee
M.D.C	-Movement for Democratic Change
Z.R.P	- Zimbabwe Republic Police
ZANU P.F	-Zimbabwe African National Unity Patriotic Front

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CHAPTER 1

1.0 INTRODUCTION

1.1 Background of the study

Normally, any given country is obliged to protect its citizens from poor governance related problems. Zimbabwe as a member of the United Nations affirmed its faith in the fundamental human rights and is determined to promote, respect, protect and fulfil the rights and freedoms of every person at any level. But the state of affairs in Zimbabwe has been characterized by political, social chaos, injustice and instability. Zimbabweans are being deprived the opportunity to fully embrace their human rights. Despite the fact that conflict is inevitable, that is, it is part and parcel of humanity but requires to be transformed.

There is for instance, in May 2005 a purported urban clean-up codenamed Murambatsvina took place. The relevant government officials who were involved at the time since then have insisted that the exercise was necessary to tidy up the cities by getting rid of filthy illegal housing and illegal business. Consequently, the destruction of poor people's shelter and their means of livelihood caused great suffering. In addition, the majority of people in the urban areas had been affected, most of them relocated to other areas since their work spaces and districts service centre in home industries, backyards and even designated informal sector sites were affected. According to Botes (2010), conflict is a consequence of competition over scarce resources available to satisfy the basic human needs of individuals and communities. The method and timing of this operation has left many scars of bitterness calling for healing as many people were left unemployed thus affecting their socio-economic rights.

In effectual handling of elections caused violence during the 29 March harmonized elections and the aborted June 27 2008 presidential elections. Chirambo and McCullum (2002) argues that pre and post-elections periods mostly in Southern Africa is depicted by political intolerance and violence. Serious political violence erupted throughout the country following Zimbabwe's harmonized Presidential, parliamentary and local government elections on March 29 2008 CCJP (2008). A run-off election was scheduled for June 27, 2008. The naked

facts were that ZANU PF was heading for an embarrassing defeat. Unwillingly to accept the imminent defeat at the upcoming poll, ZANU PF unleashed a new wave of terror whose brutality was close to the Gukurahundi massacres in Matebeleland in early and mid-1980s.

On 15 September 2008, the two MDC formation leaders, Morgan Tsvangirai, Professor Mutambara and ZANU PF leader President R.G. Mugabe signed an agreement which brought with it the Government of National Unity which was machined by the Southern African Development Committee (SADC). A peace settlement was mediated by the former President of South Africa Thabo Mbeki in a bid to restore peace in the country and in the SADC region. The GPA sadly to larger extent did not focus on the issues concerning justice. Crucially, it however did not outline steps that were clear or a timeframe for involving basic principles for justice system reforms that would help to restore basic principles of human rights protection and also the rule of law. As it is constituted that if any national healing process does not take into great consideration issues to do with justice, accountability of past abuses, exemption from punishment as well as reparations for victims, this in-turn weakens the ability of the country to bring to an end the series of impunity and violence. This power sharing government failed to resolve some of the issues agreed upon in the G.P.A and this continued to undermine peace, solidarity and human dignity.

The 31st July 2013 harmonized elections of 2013 were meant to bring to a close the lifespan of the power sharing government which included 3 political parties that thus there was (ZANU PF, MDC-T and MDC) which were the result of the creation of the Global Political Agreement (GPA) of 15th September 2008. There was serious abuse of human rights as intimidation prevailed impacting on the rights of citizens to vote freely for a party of their choice. The rule of law has been a fundamental issue requiring tentative attention in Zimbabwe. The affirmation of the human dignity, gender awareness, participation in public affairs, and promotion of the common good, option of the poor, freedom of association, expression and subsidiarity are not being observed in the country.

According to Silveira House Annual Report (2012-13) the economic, political and social crisis in Zimbabwe is caused by an amalgamation of political mismanagement, external

economic, political reason of the legal structures that allow some people to break law without being arrested. This implies that political violence threatens peace, security, law and order as well as social harmony that form the very foundations for stability and cohesion in the society. It is this background that causes Silveira House to specialize on peace building programs that foster social justice and the upholding of the rule of law in the country. Thus, this also motivated the researcher to explore the role of Silveira House in conflict transformation in Zimbabwe.

1.2 Statement of the problem

Political violence affected thousands of Zimbabweans and caused a lot of political unrest. The violence caused abuse of people's rights through murder, rape, internal displacement, torture, loss of livelihoods and kidnapping in which it polarized relations between people affiliated to different political parties. The social structures in the communities mainly in rural areas have been affected hence disintegrating people from the same community to no longer trust each other due to political affiliations. The affirmation of the human dignity, gender awareness, participation in public affairs, and promotion of the common good, option of the poor, freedom of association, expression and subsidiarity are not being observed in the country. Therefore, it is important to promote reconciliation and peace building so as to reunite people. Silveira House has become one of the few organizations in Zimbabwe which attempts to promote reconciliation and seeks to establish a just society through conflict transformation.

1.3 Research objectives

- i. To establish the role played by advocacy in conflict transformation by Silveira House.
- ii. To find out the role played by civic education in conflict transformation by Silveira House.
- iii. To explore the role played by national dialogue in conflict transformation by Silveira House.

1.4 Research questions

- i. What is the role does advocacy play in conflict transformation by Silveira House?

- ii. What is the role played by civic education in conflict transformation by Silveira House?
- iii. What is the role played by national dialogue in conflict transformation by Silveira House?

1.5 Assumptions

The research assumes that Silveira House as a church institution, should commit itself to the liberation of the citizens of Zimbabwe from injustice.

1.6 Significance of the study

This study is of importance as it is stemmed from the fact that it sought to assess the role played by Silveira House in conflict transformation. A clear understanding of the root causes of conflicts in Zimbabwe is necessary so that certain measures can be formulated in a bid to reduce conflicts and create peace which is embedded in justice. This study is of significance to Silveira House because it provides recommendations on how it can transform conflicts according to the findings. The research contributes to the academic field since it will help other researchers in carrying out future studies in relation to this field. With the findings being out, the government will be able to address the issues of injustices and proffer solutions to foster justice and peace in communities. Good governance, proper foundation for democracy, the state and the church relationship, all are burning questions in Zimbabwe which the students, academics will get to know of.

1.7 Limitations of the study

It is well known that people are not comfortable when issues to do with social justice are discussed. Most of the people would want to link or to associate justice with politics. This will cause some Silveira House staff to be suspicious and some also will also fear that the research was there to set a trap or to expose and victimize them since the issues of justice are usually sensitive. The shortage of resources and the unstable political situation in the country also will threaten the progress of the research.

1.8 Delimitations of the study

The study will cover Silveira House from other Civil Society groups for it proves to be much involved in conflict transformation and seeks to promote justice. The researcher will carry out some questions to the staff members of Silveira House which will be focused on the influence as well as role done by the institution on issues relating to conflict transformation. Since people tend to associate justice with politics, members of the society may think that they are being investigated or trapped since the issues of justice are usually sensitive. This might also hinder the progress of the research.

1.9 Definition of Terms

Conflict Transformation

According to Rhodes (2008) conflict transformation is a concept of the creation of social change that is long term through the reduction of destructive conflicts and the increase of conflicts that are constructive in systems and relationships they are found in.

Injustice

Hansen (2011) defines injustice as the denial of basic human needs or rights, unequal distribution of resources and/or the perpetration of systematic forms of violence.

Peace Building

According to Mudzingwa (2010) peace building is a process of dealing with causes of conflict through a long-term period and also promoting justice.

1.10 Summary

In this chapter one, the dissertation reviewed the introduction which specifies the nature of study in terms of its area of investigation and problems, objectives, research questions and significance of study. Problems which are encountered by the researcher on the progress of the research have been brought out. The terms conflict transformation, peace building, justice and injustice have been defined so as to shed light on the way these terms are used in the arguments that are developed.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study is of significance as it tries to understand the role played by Silveira House in conflict transformation and its significance in promoting sustainable peace. This chapter reviews literature on the theoretical framework to be used in this study, literature review findings on the role of civic education, advocacy and national dialogue in conflict transformation. Challenges affecting conflict transformation programmes will also be reviewed.

2.2 Theoretical Framework

2.2.1 John Paul Lederach's peace building pyramid

Lederach's peace building pyramid theory to conflict transformation is the theory which is to be used in this research to review the strategies used by Silveira House in promoting conflict transformation. Lederach established an approach that is focused more on understanding the actors that are involved in a conflict. According to Obiekwe (2009), Lederach defines conflict transformation as envisioning as well as responding to the ebb and flow of social life whilst paving ways for opportunities for the creation of constructive change processes that in-turn aid the reduction of violence, whilst increasing justice in direct interaction as well as social structure whilst responding to the problems faced in human relationships.

Some scholars like Lederach (1997) argue in favour of conflict transformation as opposed to conflict prevention, conflict resolution and conflict management. Conflict transformation does not view conflicts as essentially bad because they are in fact agents of change in society however it aims to transform conflicts gradually in order to avoid violence thus according to Ryan (2013). Upon this, Lederach's opinion of conflict transformation notes that conflict is a situation which needs a holistic approach in handling for positive results.

Lederach generated lenses which helps one to see how conflicts emerges from within personal, relational, structural and cultural aspects of society according to Hooley and

Schmucker (2009). He felt the urge for the resolution of the predicament between short-term and long-term conflict management relationship building and also the solution to the basic facts and principles of causes that lead to a conflict according to Lederach (2007). Mitchell (2012) concurs with Lederach (1997) that transformation goes past the issue of dealing with the stopping of violence and also achieving a compromise settlement. Thus, according to Lederach (1997) conflict transformation reflects an improved understanding to the nature of conflicts.

Lederach divides society into three levels, differentiating top from mid-range from grassroots leadership. According to Lederach (1997) there is need for a comprehensive peace process which must be undertaken at several levels in order for the creation of an appropriate time frame that will in-turn challenge existing structures as well as address issues in all systems of the conflict. Through these levels they display how changes are brought about by conflicts through four different elements which are personal, relational, structural and cultural changes as well as showing how responses can be creatively structured for nonviolent and peace enhancing changes thus according to Hooley and Schmucker 2009).

Lederach (1997) emphasises that peacebuilding must have a basis that is in-line with the relationships and subsystems that surround the conflict thus this is done by working through the middle range leaders who have a link with both the bottom level thus the grassroots level as well as with the top leadership. Therefore, Silveira House is under the mid-level by which it is playing a pivotal role to influence peacebuilding strategies at the macro and grassroots level. Conflict transformation involves a wide variety of actors since it aims to transform relationships between parties in society. This theory places reconciliation at the centre of developing long-term infrastructures for peace building within societies and Lederach puts emphasis on the fact that for reconciliation to happen there should be truth, justice, mercy and peace.

Types of Actors

Approaches to Building Peace

Level 1: Top Leadership

Military/political/religious leaders with high visibility

Focus on high-level negotiations
Emphasizes cease-fire
Led by highly visible, single mediator

Level 2: Middle-Range Leadership

Leaders respected in sectors
Ethnic/religious leaders
Academics/intellectuals
Humanitarian leaders (NGOs)

Problem-solving workshops
Training in conflict resolution
Peace commissions
Insider-partial teams

Level 3: Grassroots Leadership

Local leaders
Leaders of indigenous NGOs
Community developers
Local health officials
Refugee camp leaders

Local peace commissions
Grassroots training
Prejudice reduction
Psychosocial work in postwar trauma

Affected Population

Derived from John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, D.C.: United States Institute of Peace Press, 1997), 39.

Figure 2.1 shows Lederach's pyramid to peacebuilding

2.2.1.1 Top leadership

National, political and religious leaders belonging to the government and military are found on this level. Their characteristic is shown by their exclusive power position. Top leadership is at an advantage when it comes to peace negotiations and can be accessed by mediation at the level of states. For instance, political and religious leaders facilitated the creation of Government of National Unity (GNU) in Zimbabwe. On this level a number of peacebuilding approaches can be used to solve conflicts such as intermediaries between parties, international advocacy, peacekeeping operations, high-level negotiations, inter-religious as well as inter-ethnic dialogue thus according to Lederach (1997).

2.2.1.2 Middle range

This level is comprised of humanitarian leaders, Non-Governmental Organisation (NGOs) and respected leaders who have access to both those who are in power at the top as well as

those that found at the basis thus the grassroots. Lederach also gives an attribute to the maximum significance of the mid-level, as it is directly linked to the top leadership level as well as the grassroots level Lederach (1997). Mid-level leadership can however be reached through more oriented approaches such as for example problem-solving workshops, reconciliation work, as well as acts as intermediaries between parties and dialogues.

2.2.1.3 Grassroots leadership

Leaders of local importance such as local leaders, chiefs are found on this level. The actors that are involved are considered close to the reality of the conflict every day and represent majority of the population Lederach (1997). Conflict is directly experienced on this level and their decision-making capacities are limited. Grassroots level however is reached through a wide range of peacebuilding approaches which include for example community dialogue projects, encouraging interaction and understanding between formerly hostile local communities.

All 3 leadership levels in society are crucial for conflict transformation as they need integration into transformation strategies. Therefore, each leadership level needs different sets of instruments and methods that need to be used. Lederach states that conflict transformation does not merely mean that there is interest in concluding something that is not needed but is concerned with the issue related to building relationships that pave way for the formation of new patterns, structures as well as processes thus according to Lederach (1997).

Lederach's approach to conflict transformation applies to the operational context of Silveira House in Zimbabwe. Many communities in Zimbabwe are benefiting from the role being played by Silveira House and development is being noticed in those communities they are helping. Silveira House implements conflict transformation approaches such as negotiation, mediation, civic education, national dialogues and many but to mention a few. Through applying these conflict transformation approaches, Silveira House managed to change the lives of many people in Zimbabwe.

Lederach's theory of conflict transformation helps social science researchers in assessing the conflict transformation strategies being used by Silveira House. Lederach's approach will assist the researcher in expressing the role of conflict transformation and establishing strategies used in implementing conflict transformation. However, Lederach's approach to peacebuilding has got some critics as Desiree and Mimmi (2011) questioned the quality of

peace building which Track Two provides since they believed that, Track Two has weak membership comparing to Track One. Also, Galtung (2000) argues that the bottom-up approach is the most effective method in conflict transformation process in transforming conflicts for it brings positive relationships among parties. They think some of them lack transparency and accountability thereby being spoilers of peace building.

2.3 Background of Silveira House

Silveira House, Jesuit Social Justice and Development Centre is a Catholic Church based organization which took its name after the first Jesuit priest who came to Zimbabwe in the 16th Century thus (Gonzales da Silveira) according to Linden and Weller (1984). In 1964 Silveira House was established by Father Dove. The organization since its early years has provided a forum that was meant to discuss strategies which help counteract social as well as political unjust use of authority by the racist regime of Ian Smith in Rhodesia. Father Prestage and Father Richartz, a German Jesuit, are praised for having been the ones who worked very hard for the establishment of the Chishawasha as the first Jesuit Mission in the country. It was through them that we now have the first modern Catholic Mission in what is now Zimbabwe, namely Chishawasha Mission Silveira Annual Report (2009).

According to Linden and Weller (1980), it is from the bases of the mission at Chishawasha in the heart of the Shona that centres of substantial Christian influence established, Father Dove at Silveira House and Father Rogers, at the school of social work, have been training lay people for positions of leadership and service with courses in Trade Union and Credit Cooperative Organization and Social Work. The training centre founded before Unilateral Declaration of Independence (UDI) was able to prepare Africans for many responsibilities including the work of the relief Organization Christian Care and the Catholic Social Services and Development Commission Silveira House Annual Report (2010).

Silveira House after the Independence of Zimbabwe in 1980, shifted its focus to civic education as a way to promote Africans participation as they had historically been excluded from the political as well as economic system of the country thus according to Silveira House Annual Report (2008). During the early years 2000 Zimbabwe faced economic, social and also political breakdown which in turn were the result of the high rate of being unemployment, the increase of violence which was politically motivated, human rights abuse, hyperinflation as well as the acute insufficiency of basic commodities, there was a dysfunction in social services and infrastructures in the country. Silveira House responded to

the situation which was at hand by initiating Peace Building projects, Advocacy and Lobbying projects, as well as strengthening its Civic Education projects and also Vocational Skills Training Projects (Silveira House Annual Report 2008). This goes in line with their mission to promote integrated human development through a participatory process which is meant to empower communities in matters concerning health, justice, human rights, peacebuilding, democracy and skills for self-sustainability.

2.4 Role played by advocacy in conflict transformation

Advocacy has played a crucial role in promoting sustainable peace. It has also created conditions characterised by social justice and democracy through which individuals and groups have access to fair and institutionalised mechanisms for holding the state accountable (CHRT 2010). Advocacy is the key to protect the rights and privileges of all citizens in society. Upon this, conflict transformation has enabled the United Nations to expand peace-making, peace-keeping and peace-building activities thereby, this has attributed to socio-economic development in Zimbabwe Kriesberg (2009). This literature shows the roles of advocacy but it leaves a gap which needs to be filled by the researcher on the role of Silveira House in advocacy hence, there is need for a study which focuses on Chishawasha.

Paris (2004) argues that advocacy provides the parameters within which solutions must be found. It will be through addressing human rights principles relating to participation, transparency, accountability and accessibility. Avner (2002) points out that advocacy involves the active support and speaking out effectively on behalf of one's causes or communities and is undeniably basic to our democratic way of life. Thereby, advocacy provides a framework for handling and transforming conflicts. There is for instance in Tanzania, a faith-based organisation called the Tanzanian- German Program to Support Health which facilitated the development of a policy guide on Islam and Aids. This study is of importance for advocacy has given a starting point for peacebuilding in Zimbabwe as it transforms conflicts.

Furthermore, advocacy has an aim of creating or changing policies, laws and regulations, the distribution of resources as well as decisions that affect other people's lives and also ensures the implementation of such decisions Avner, (2002). This involves lobbying, for lobbying is the attempt to influence the decisions of government Rasenthal, (2001). In Zimbabwe the Zimbabwe Lawyers for Human Rights challenged the application of Public Order Security Act (POSA) and Access to Information and Protection of Privacy Act (AIIPA). This

organisation played a significant role by advocating for the liberalization of the Zimbabwean media from heavy government controlling rules and laws. Civil Society groups are playing a huge role in influencing the government to remove policies that affect people.

2.5 Role played by civic education in conflict transformation

The Stanford Encyclopaedia of Philosophy (2009) states civic education as a way of preparing the people in a country, in particular the young on how to conduct their roles as citizens. By targeting the youth, they may be able to influence local and national policy whereby they are able to vote as well as to participate in public life. The youths are responsive to the definition of conflict transformation hence they will be willing to take action and will benefit from their understanding of civic values, knowledge and skills. Civic education raises citizens' consciousness about issues that affect them and to critically analyse them so as to identify and implement strategies that challenge injustice Silveira House Annual Report (2008). Civil Society Groups are playing a pivotal part in strengthening a society that is democratic thus through the preparation of informed citizens as well as the promotion of their participation in civic lives in their respective communities.

Civic education provides programs that are designed to help people to be knowledgeable and responsible citizens in the democratic political system (UNDP 2009). Zambara (2010) states that civic education contributes to the transformation in post conflict societies which is related to the shifting of attitudes and behaviour to policies, the legal system as well as violence to get a better understanding of the political system and how it has an implication for local communities, and also altering the social relations amongst groups that are dealing with legacies of conflict. Thus, education help to foster to build and maintain peace to create social and economic progress that provide sustainable livelihoods.

Civic education increases a person's knowledge level Riutta (2007). Education for a fact is an essential right as articulated in the Universal Declaration of Human Rights (1948) as well as the Convention on the Rights of the Children (1981), therefore children should not be deprived of this fundamental right to education just because they are caught in-between a conflict. Through civic education one may ease the psychological impact of conflict by providing the necessary knowledge as to how one can protect them self from danger there is for example sexual attack, child recruitments as well as landmines. Due to non-governmental

agencies which lack funding and also ill-equipped, efforts to diversify and increase civic education have been limited in many countries especially in rural areas. This research thus, covering the gap by looking at the role played by Silveira House in conflict transformation particularly focusing on civic education.

Ivorgba (2012) contents that peacebuilding theory suggest the need for education as a way to support the processes involved in transformation in relation to the changes in security, political institutions, the regeneration of the economy and also social development that is done in post conflict societies. Burton (1990) states that, people share partial basic human needs, and once these needs are not met the people may end up struggling in order for their needs to be satisfied. Citizens should be able to distinguish between negative and positive peace. Recent legislation in Tennessee has a mandate that there should be project-based civics assessments in both middle and high school levels. One should not denigrate the value of negative peace and its reasonable and also it is a prerequisite for one to develop and sustain positive peace Kriesberg (2007).

Education according to Kriesberg (2008) is the most important tool for human development and also is important for poverty eradication. It is therefore a means to which generations that are successive are able to develop values, knowledge as well as skills that are important for personal health and safety as well as future political, economic, social and cultural development Kriesberg (2009). Upon this, civic education serves to protect children by exposing the negative impacts of conflicts. Hawaii has a compulsory “Participation in Democracy” course that places a strong emphasis to experiential education and its requirement was passed in 2006 and a bid to revoke it was overpowered. However, there is need for a gap to be filled for this literature focuses on the whole world hence the need to focus on Chishawasha.

2.6 Role played by dialogue in conflict transformation.

Dialogue plays a pivotal role in recognising one another’s humanity. Saunders (2011) asserts that dialogue is a process of interaction which is genuine whereby human beings listen to each other and is deep enough for them to be changed by what they learn thereby, demonstrating capacity for change. Dialogue provides support for community healing and

reconciliation as it brings conflicting parties together and educate them about mechanisms that promote peace and healing among them.

Paris (2004) argues that dialogue is of importance as it is a middle-range approach that deals with factors and processes that give strength to conflict transformation attributes to create political structures and other shared institutions that in-turn provide ways that are legitimate to manage. Dialogues are important as parties that are in conflict may decide that they want to come together in-order to discuss as well as to talk in person what their needs are and also fears for the purpose of them finding solutions that are acceptable as well as lasting Ivorgba (2005). Hwanda and Mudzingwa (2010) concurs with Ivorgba (2005) by noting that dialogue is important as it enables people to make decisions that are informed, which bring people despite their difference together and tries to proffer solutions to improve the society whilst facilitating planning and in-turn reaching goals and it also liberates community members for them to live in harmony. For example, in Kosovo an organization facilitated a dialogue that included the main leaders of the major religious denominations in Kosovo as a way to promote peace building.

Furthermore, dialogues are regarded fruitful when they involve people who are not yet ready for the negotiations but however do not want a damaging relationship to continue. Zambara (2015) posits that a dialogue goes beyond facts or intellectual level in trying to understand the feelings and needs of individuals. Therefore, a dialogue brings out positive outcomes for it includes everyone affected by the problem and ensure that everyone's voice is represented despite different backgrounds. It therefore reduces political violence by building a culture of tolerance of divergent views from different people.

2.7 Summary

This chapter managed to bring to the limelight the applicability of Lederach's peacebuilding pyramid approach to present the strategies used by Silveira House in implementing conflict transformation. It also looked at literature review established by other authors on the role of advocacy, civic education and national dialogue in conflict transformation. Also, challenges faced in implementing conflict transformation programs have been exposed. The following chapter three will be looking at research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter's mainly focuses on research methodology which outlines methods which were used to gather information in this study. The chapter looks on the research design, target population, sample size, sampling techniques, data collection methods and also procedures, data presentation and analysis, pilot study, validity as well as reliability, and also ethical considerations followed in conducting the research.

3.1 Research design

A research design therefore is a plot that outlines the way information will be gathered for the purpose of assessment. It encompasses methods of gathering data, the instruments that are going to be used and, how the instruments are to be administered. According to Bless and Smith (1988), a research design is a specification of the most important operations to be used to test a specific hypothesis. Coolican (1990: 50) defines a research design as 'a strategic arrangement of conditions to do data analysis as well as collection in such a way which tries to combine relevance to research purpose with the economy procedure'. In other words, a research design is a plan to be followed in order for one to answer to the scope of action that has been postulated.

3.2 Case study approach

A case study is considered to be a qualitative method of data collection, (Tellis 1997) hence the researcher opted to use a case study to conduct this study due to the fact that a case study is there to facilitate the establishment of a phenomena using a variety of data sources that is within their context. Thus, the researcher opted on using in-depth interviews, focus group discussions as well as observations as a data collection technique. Qualitative research is considered to be strong in terms of assessing the role that was played by Silveira House in conflict transformation, (Gall and Borg 2003 and Makore-Rukuni 2001)

The researcher therefore took knowledge of a range of advantages of a case study as many studies as stated by Gall et al (1996), Johns (1997) and Ackerman (2001) cited in Muchuchuti (2011) have discovered that a case study permits the researcher to present data collection methods (triangulation). A case study method therefore allows for the establishment of respondent's cognitive and effective research methods for example focus group discussions, observation as well as in depth interviews. Miller et al (1997)

The use of a case study has an advantage and is also considered to be a great method especially if the sample size is known well ahead of time it therefore becomes less demanding, they are constructive thus they are able to solve some problems, they can be exploratory thus they create new knowledge and also the fact that they either use primary or secondary data, (Jacelon and O'Dell 2005). Case studies according to Younger (1985) also have a disadvantage due to the fact that there can be dropouts during the study, it can be costly and also time consuming.

3.3 Research Instruments

3.3.1 Key informant interviews

The research employed the use of guided face to face interviews, to interview key informants of this study. An interview is a two-way exchange of information and ideas according to Family Health International, (2005), and the heads of department of advocacy, civics and peace programmes, research and two (2) staff members were the selected participants to this data collection technique. According to Williams (2003: 114), 'interviews are indispensable in research because one of the most important ways of understanding others and their activities is to ask them'. The researcher used qualitative research techniques for data collection hence they used in-depth interviews. They gave informants enough time for them to relax and also the researcher some time for them to do data collection during the time when people were working. In-depth interviews make data analysis less difficult to handle as well as cumbersome Boyce and Neale 2006). The researcher therefore decided on the use of in-depth interviews as a way to do data gathering in this research because of the fact that they are useful as well as less time consuming. The research made use of an interview guide as a reference point during the interviews and, answers were jotted down during the process.

An interview enables the researcher to be flexible, able to repeat or re-phrase the questions for better understanding by the respondents. In addition, interviews help to overcome

misunderstandings and misinterpretations since there is room for explanation and immediate feedback. An interview enables the researcher to pin point facts as they are said through observation, and as well the ability to note non-verbal communication of the respondents. Interviews however are time consuming and the researcher is only limited to interview a few number of respondents per day. Appointments were made with the participants prior to the day interviews are to be carried out.

3.3.2. Focus Group Discussions

A focus group discussion is a group of individuals selected and assembled by researchers in order for them to discuss and also comment on from their own personal experience the topic that is the subject of the research, (Powell and Single 1996). A focus group therefore is a data collection method which uses qualitative research through the use of carefully planned group discussions that have the aim of obtaining the insights of the participants in a non-threatening and permissive environment thus according to Morgan (1988) even though there are different variations of the basic method.

Focus group interviews were included in the research as (Data Collection Methods Focus Group, 2008) states that a focus group interview is a group interview of participants who share similar characteristics or common interests. The researcher for manageability purposes made the number of participants that were in the interview small enough and also it was a way for the researcher to avoid the misinterpretation of results of the data that was collected and also to justify the purpose of the study as well as objectives. Focus group interviews were used in this research due to the fact that the researcher had to use fewer resources, money and time.

A focus group interview guide is there to provide a researcher with the information that is not likely going to come out from small or big surveys, personal or multiple personal interviews which may not be able to ask the important questions that are needed and their responses may be explained or expanded by probing follow-up questions .Although some scholars suggest that the focus group interviews seem to bring out subjective as well as biased information as other data research techniques that are qualitative, considering the fact that the questions that are asked during an interview schedule the answer to the research questions as well as research objectives.

3.3.3 Secondary Data

The researcher also employed the use of secondary data in order to present a well-proportioned view of the subject that is under study. Secondary data therefore means the data that has already been gathered and processed by others for a purpose other than the problem that is at hand thus according to Welman et al, (2005). In this study secondary data was obtained from Silveira House annual reports, journals, books and internet sources, these may be contemporary or historical. According to Welman et al (2005: 151), the greatest advantages of using secondary sources of data are that they are easy and have a low cost involved in obtaining them, and also the fact that they can be valuable in large scale investigations. However before making use of secondary data one needs to assess the authenticity, soundness, authorship, and credibility of the source. Secondary sources of data were used in this study as a way to corroborate, augment and complement information obtained from the questionnaires and interviews.

3.4 Target Population

A population can be defined as the total number of the items that are in a given set of scores and this is where the researcher gets the sample that is used to get the target population. A target population is the set of entities or the people where the findings are generalised from, (Leedy 2001). The population, on which the person conducting the research generalises results is entirely from the assessment of a sample that is identified as target population. The researcher's target population was three (3) key informants for in-depth interviews and twenty (20) participants were used to draw up the population of this study.

3.5 Sampling technique

3.5.1 Sample

The cross section of a population is known as a sample, that is drawn by actual observations thus according to Marczyk, (2005). In this study, twenty participants and three members of the Silveira House were sampled. The study asked the participants to assess the role of advocacy, civic education and national dialogue in conflict transformation by Silveira House in conflict transformation. The sample was to be limited to 20 households due to the factors such as time and resources.

3.6.1 Simple random sampling

Simple random sampling was used for the study. When conducting simple random sampling, each individual is randomly chosen and is entirely by chance such that all individuals have the same probability of being sampled. Twenty participants were selected at random out of the study target population. The advantages of simple random sampling are that it can be used to study both large and small populations. Simple random sampling enhances validity and reliability of results and increases credibility of the findings.

3.6.2 Purposive sampling.

Non-random purposive sampling was used in this research for the purpose of obtaining two clusters of respondents and these were encompassed key informants as well as informants. Purposive sampling is particularly illustrated through the key informant technique. The researcher was being guided by the interview schedule guide during the process of conducting in-depth interviews as well as the focus group discussions thus the FGD. The gathering of data is important in a research as the data is supposed to contribute a better understanding of the theoretical framework, (Benard 2002).

The deliberate choice of an informant thus the purposive sampling technique or sometimes known as judgemental sampling is due to the qualities that the informant possesses thus according to Dyer (1995). It also is a non-random sampling technique and it does not need to have any fundamental theories or a given number of informants that can participate. There is no limit of the number of the informants that can make up purposive sampling according to Benard (2002) the only important thing is that the researcher gets the information that they need to gather.

3.7 Data presentation and analysis procedures

3.7.1. Data presentation procedures

Interviews as well as focus group discussions are the methods that were used for data collection for the data that is to be presented in this chapter that is in relation to the role that was played by Silveira House in conflict transformation. The nature or type of data becomes a determinant to the type of data presentation technique that is to be used in data presentation.

3.7.2 Data analysis procedures

Data analysis is a method for research used for individual interpretation of the content of text data according to Evans (2007) that is through an organized arrangement of coding or identifying themes as well as patterns. In this case the data was analysed through qualitative method. Data content as well as emerging themes which were gathered during data collection processes were analysed by the researcher.

The researcher respected the views as well as meanings of the respondents in order to avoid the distortion of results. data was also analysed by the researcher using the perspectives of informants on the emerged themes (thematic analysis). This was done during the interviews and the researcher's probing was meant for them to clarify the meaning of their responses. Thematic analysis is a method according to Thomas (2005) that is more often than not used for data analysis in primary qualitative research.

Thematic synthesis therefore has three stages according to Doyle (2003) which are the coding of text line-by-line, the development of descriptive themes, and also the generation of analytical themes. The development of descriptive themes remains close to the primary studies, the analytical themes therefore represent a stage of interpretation where the reviewers go beyond the primary studies and generate new interpretive constructs, explanations or a hypothesis. Thematic synthesis according to Leedy (2001) enabled the researcher to stay within the range of the results of the primary studies, interpreting them in a transparent way, and facilitating the explicit production of new concepts and hypotheses Leedy.

This type of review uses demanding and clear methods in-order to bring together the results of primary research to provide reliable answers to particular questions according to Boyatzis (1998). Through this research the researcher presents one approach for the analysis of the findings of qualitative research, which we have called thematic synthesis. Thus, the researcher was able to identify data themes, categorise or classify data themes on the basis of the respondent's thus (thematic analysis).

3.8 The pilot study

The researcher carried out what is known as a pilot study before the actual study was carried out which was in preparation for the main research. A pilot study according to Babbie (1989) is a small-scale study that is conducted on a trial basis and is designed in preparation of the

main study. The reason for conducting the pilot study is to test the effectiveness of the research instruments in order to reduce biases as well as to verify the language that is to be used and also to adjust to the respondent's variables. A pilot study according to Lewitz (1990) means to expose the instrument to a sample of a population and also to determine if it will be able provide the desired results. In simpler words, the researcher considered the researcher's validity and reliability. The actual interview guide schedule had questions which were used in both interviews as well as focus group sessions in order to test and verify and also ensure effective application in the main research process.

3.9 Validity

Validity is a process that describes how a study obtains what it was supposed to achieve. It is a process which achieves the aims of the study, it answers the research questions as well as the research objectives. The researcher in this study considered Evans (1981) who described validity as the extent to which any testing measurement or instrument can be shown to measure what it is supposed to measure. The validity of the study was therefore increased by dealing with a sample that is large in-order to promote realistic representation of the study population. The researcher used different sources of information for example literature review, respondents' views from the in-depth interviews thus through (key informants heads of departments) and focus group discussions (other junior officers) thus it was a way of supplementing the data collected using in-depth interviews in providing information regarding the topic which was under study.

The researcher did so as a way to maintain validity through ensuring that the suitable research instruments were used in this study. Thus, the researcher borrowed the idea from Best and Khan (1993) who note that research instruments are a tool that is used to collect information which serves as evidence to support a finding or a discovery. In-turn the major data collection methodology which was applied in the research was the descriptive survey which was supposed to measure the objectives of the study.

3.10 Reliability

reliability is the extent to which results according to Joppe (2000) are consistent over time and an accurate representation of the total population under study is referred to as reliability and if results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Reliability according to Babbie (1998) is the degree in which a procedure for measuring data produces similar outcomes when repeated.

The reliability of this research was determined by the selection of the types of the data collection instruments. The researcher in his study chose the data measurement instruments that gather accurately the data required within a short space of time. The data measurement instruments that was selected by the researcher enabled the obtaining of results that were consistent whenever they were used repeatedly using the same respondents. Reliability is the consistency of measurement in a given test, (Anastasi and Urbinas 2003). Therefore, the researcher considered issues related to reliability in this research.

The descriptive survey method was used in this research for a reason. There is for example, Leedy (1980) who chose this research methodology for the fact that it tries to paint a realistic and accurate picture of a population institution, situation or any other phenomena which is under study. The researcher had to be certain that the research reaches its set objectives.

3.11 Permission and Ethical Considerations

The responsibility of ethics is to protect the rights of the population thus both humans and animals in the process of the research, (Welfel 1998). Ethics entail the reporting of results fairly and accurately. Research ethics have certain principles that provide a generalised framework for how the research should be conducted thus according to Maera and Schmidt (1991). They put emphasis on rules that are rational, objective, universal and also impartial. Therefore, ethics are in connection with human rights. The most fundamental guideline for social scientists is that participants are not to be harmed by participating in research. In-order to ensure that ethical principles are followed the researcher required the consent of participants before carrying out the research, Diener and Craudll (1978) quoted by Heppner et.al (1992)

The researcher wrote a letter to Silveira House requesting for permission to conduct a research at Chishawasha. The researcher emphasised on the concealment of the respondents when they were responding to the questions asked. Participation has to be voluntary and that the people are free to discontinue participation at any time they want without any penalty and should constitute part of the consent aspect. The researcher told the respondents that they are free to withdraw if they are no longer interested in taking part.

3.12 Summary

In this chapter the researcher focused on the research design, case study, mixed approaches to data collection method, the pilot study, research instruments, data collection procedures, data presentation and data analysis, validity and reliability. The following chapter four will focus on data presentation and the discussion of research results.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter has the presentation of results gathered from the field study, thus through responding to the questions which were asked during interviews and uses data gathered from the focus group discussions. This section also includes data presentation which is in context of narratives to a larger extent but also has tables and graphs and the process of data gathering was informed by the objectives and questions that underpin this research. The researcher carried out interviews and focus group discussions (FGDs). The process of data gathering was informed by the objectives and questions that underpin this research.

4.1. Biographic information

4.1. Biographic information Key informant interviews

Key informant interviews table 4.1.1

Sample of the respondents	Number of interviews	Number of responses	Percentage (%)
Key informants	3	2	85
Total	3	2	85

The findings above are of the top key informants of the Silveira House staff who were interviewed and as can be seen from the 3 participants that were interviewed only 2 of them had the most positive responses on the questions that were asked hence in total the researcher was able to only get 85% success rate of the information that they needed.

Sample of respondents	Number of people that were asked	Number of responses	Percentage (%)
Female	8	6	40
Males	12	10	60
Total	20	16	100

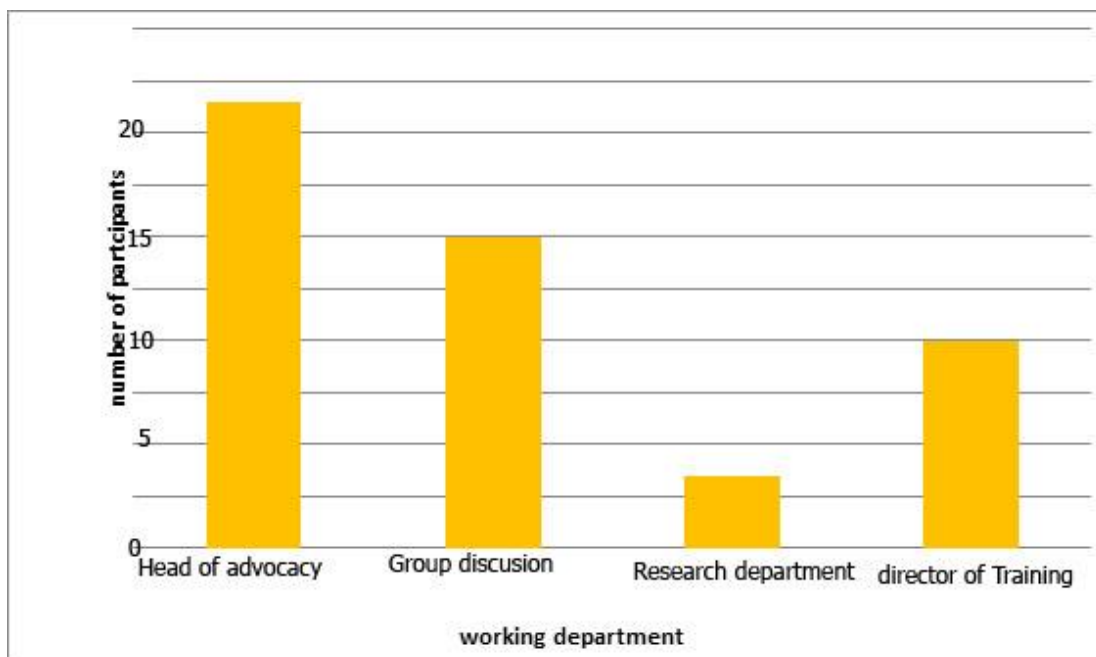
Table 4.1.2 focus group respondents

A total of 8 Women were asked questions and only 6 of them showed much interest in responding to the questions that were asked with two of them showing a lot of resistance and also a total of 12 Men were asked questions and only 10 of them showed much interest in the questions that the researcher was asking and this may be due to the fact that as seen through chapter 1 limitations most people link any issues to do with justice as political and some consider them to be traps as issues to do with justice are sensitive

A total of twenty (20) participants' respondent to in-depth interviews and focus group discussions (FDGs). From the whole sample size of 20 respondents, 12 of the respondents were males and 8 were females. There were 3 key informants who participated in the interviews which were the head of the advocacy department, head of the research department and the director of training for conflict transformation, and also there were 3 sets of 6 people on the FDGs comprised of both woman and man.

4.2 Role of advocacy

Fig 1



Shows responses from the interviews

The graph above shows the rate at which people were responsive to the questions that were asked and as shown the highest response came from the head of advocacy and the lowest is shown from the research department the research department did not show much keen to respond to the questions that were being asked. The group discussion also shows that 15 people out of the 17 were responsive to the questions that were being asked.

4.2.1 Advocacy

The respondents were asked whether Silveira House has conducted awareness campaigns in addressing problems faced by the community. One man said, “*Gore rimwe nerimwe Silveira House inoita zvidzidzo maererano nerunyararo.*” (***Silveira House carry out peace campaigns each and every year.***)

Another woman said, “Mapeace campaigns anoitwa ne Silveira House anobatsira kuti pave nerunyararo saka varikukurudzira vanhu kuti vachinje unhu uye vakwanise kugadzirisa makatanwa avo murunyararo.” (**Peace campaigns conducted by Silveira House strives to promote peace hence they are encouraging people to change their behaviour and tackle conflicts in a peaceful manner.**)

In an interview, the head of advocacy department said, “*We carried out peace campaigns recognising the World Peace Day on every 21st of September. Flyers, pamphlets and t-shirts are some of the materials that we use during the campaigns as a way to disseminate information about peace.*”

The above findings indicated that campaigns are successful in advocating for conflict transformation. They create a platform for people despite of their political affiliation to encourage zero tolerance on violence. Silveira House took the opportunity and deliver peace messages to the participants that were assembled at the campaigns and emphasised that the community should work towards building peaceful environments and put political differences aside. This has helped to reduce violence cases in Chishawasha through the interaction and reconciliation of people with different political backgrounds through these campaigns. Henceforth, it is clear that Silveira House is playing a pivotal role in raising people’s awareness to engage in non-violent actions through advocacy as a way to transform conflicts.

Silveira House also conducted a campaign for the July 31 harmonised elections and encouraged participants to stop hate speech and accept the outcome of the results. One woman said, “*The campaign that are done bring the message for the need of the people to live in peace and harmony.*”

Another man also said, “*Isu semayouths we were encouraged kuvhota murunyararo nekubvuma maresults anenge abuda tisingapindi mumhirizhongu.*” (**As the youths we were**

encouraged to vote peacefully and accept election results peacefully without resorting to violence.)

One man said, “*ndakadzidza kuti maleaders anoiswa naMwari saka tofanira kubvuma zvabuda musarudzo.*” **(I learnt that leaders are put in power by God therefore, we should accept election results.)**

One man also said, “*ndakaziva kuti ukama wakakosha sezvo maelections anouya achipera saka tofanira kugara takabatana.*” **(Got to know that relationships are important for elections come and pass so we have to promote unity.)**

From the findings, the researcher noted that the awareness campaigns were meant to overcome political differences and promote peace in communities. The campaign promoted peace and unity henceforth, showing the effects of violence, loss of property and lives with reference to 2008 elections. Thus, there is need for peace in communities so as to foster socio-economic development

4.2.2 Conflict transformation workshops

The respondents from the group discussions were asked how Silveira House operated in Chishawasha between 2005 and 2013. The respondents indicated that the organisation conducted conflict transformation workshops to bring people of different political parties together so that they amend their broken relationships. One woman said,

“*Maconflict transformation workshops akabatanidza mapato akasiyana siyana achikurudzira runyaro.*” **(The conflict transformation workshops brought people affiliated to different political parties’ together promoting peace.)**

Another man said, “*The conflict transformation workshops held akakurudzira mapato akasiyana siyana kuti vagadzirise makakatanwa avo murunyararo pasina mhirizhonga.*” **(The conflict transformation workshops held promoted people affiliated to different political parties to transform their conflicts without using violence.)**

In an interview, the head of the research department also said, “*The 2008 elections were heavily polarised with much violence emanating from political parties. Conflict transformation workshops held by Silveira House brought members of political parties who were hostile to each other so that they could re-establish their broken relationships. This promoted unity between the parties’ regardless of their different political affiliation.*”

The above findings demonstrated that Silveira House managed to encourage divided residents to put aside their different opinions and ideologies in the community, thus promoting peaceful co-existence. The conflict transformation workshops taught the community on how to transform their conflicts non-violently so as to reduce cases of violence. Silveira House managed to harmonise relations and bring about forgiveness as well as reconciliation. Therefore, it has the power to rebuild and restore relationships hence advocacy has proved to be effective in transforming conflicts in Chishawasha. Although Silveira House tried to harmonise relations, some respondents could not agree on harmonising relations since they had lost trust on each other.

These findings correspond with Lederach (1997) who argues that grassroots level is reached through a wide range of peacebuilding approaches and need to be integrated into transformation strategies. Thus, from this study, the researcher noted that advocacy is one of the effective tools in conflict transformation.

4.2.3 Cooperation with other organisations

The respondents were asked whether Silveira House has liaised with other organisations in advocating for conflict transformation. In an interview, the director of training for transformation said,

“The Ministry of Youth, Indigenisation and Economic Empowerment through Silveira House channelled some funds for Projects and Income generating schemes so as to help youths who were being used as perpetrators of violence to start business and teach them about non-violence skills through their conflict transformation workshops.”

Also, the head of advocacy department said, *“The youths were being used to perpetrate violence during elections because of unemployment hence Silveira House coordinated with the Ministry of Youth, Indigenisation and Economic Empowerment to fund youths on their projects.”*

One man said, *“The youths are used as perpetrators of violence because of lack of formal employment.”*

The above findings show that Silveira House played a paramount role as it helped in equipping the youths in a proficient way through its conflict transformation workshops which

equip the community with knowledge on how to build peace and not to be used as political weapons in times of strife. This was important because by setting up income generating projects for youths it would curb unemployment. Youths were discouraged to instigate violence and the political leaders were pleaded not to coerce them into acts of violence. This has transformed and changed people's lives for the better of the youths who were being used as perpetrators of violence because they had no jobs. Thus, it has helped in bridging the poverty gap.

The findings concur with Avner (2002) findings who argues that advocacy involves how to effectively speak out on behalf of one's causes or communities is absolutely basic to our democratic way of life hence Silveira House is playing its role in representing people of Chishawasha.

However, one respondent from the Silveira House management indicated that their operating environment is not safe as they are being labelled as effecting the regime change agenda and instilling ideologies to the youths such that they revolt against the ruling government. Silveira House had to clarify to people that the organization is apolitical and is working towards building peace to restore peace in communities.

4.3 Role of civic education

4.3.1 Civic education programmes

The respondents were asked whether Silveira House has conducted civic education programmes to promote conflict transformation. In an interview the director of training for transformation said, "*Silveira House conducted Training for Transformation Awareness workshops in Chishawasha.*"

The head of advocacy department also said, "*The workshop strived to reduce conflicts through imparting mediation skills, constructive and creating approaches to transform conflicts and promoting tolerance of differences. The training focused on peace education and human rights.*"

Also, the head of the research department said, "*We launched a Participatory Impact Monitoring (PIM) programme to help people with civic education basing on political rights.*"

The above findings indicate that the programme promoted unity and political tolerance among people in Chishawasha. The community was equipped with conflict transformation strategies such which included mediation and negotiation. Civic programmes disseminate information of transforming conflicts in a peaceful manner through engaging negotiations in which the community has positively managed to handle their conflicts amicably without resorting to violence. One may note that, Silveira House is effectively offering information that can has brought and is still bringing significant change in Chishawasha.

These findings are similar to the findings of Zambara (2010) who argues that civic education contributes to the transformation that takes place within post conflict societies which is in terms of them shifting the attitude and behaviour they have towards violence. Due to civic programmes Silveira House has promoted co-existence between people by transforming conflicts peacefully.

4.3.2 Civic education in promoting non-violence

The respondents from the focus group discussions were also asked if civic education has promoted non-violence. One man said,

“Civic education has played a pivotal role in helping the community analyse the causes of their problems, challenges and analyse them so as to plan action to redress the solutions.”

Another man also said, *“Through attending civic education programmes, I has seen that politics takes us nowhere, we have to unite as a community and work together to solve our developmental challenges. That is the only way we can achieve sustainable development.”*

From the findings the researcher noted that Silveira House is preaching non-violence and promoting reconciliation. Hence it is able to mobilise the community for peace processes. Also, the community was exposed to non-violent conflict transformation skills, thus it contributed to the understanding of conflicts as the community were taught on how to respond to conflicts using conflict transformation strategies such as mediation and negotiations. Therefore, civic education proves to be effective in promoting non-violence and transforming conflicts.

The findings are similar to the findings of Kriesberg (2008) who stresses that the most important tool for development is education hence Silveira House civic programmes has made efforts in bridging gaps on political intolerance and restoring right relationships

.4.3.3 Civic education in promoting participation in decision making

There was also a discussion on whether Silveira House is promoting people's active participation in positively influencing decisions on issues that affect their lives.

One man from the focus group discussions said, *“As a citizen I now understand my obligation that it is my right to participate in any political program and have become a well-informed citizen.”*

Another woman said, *“Through Silveira House's education I have the right to accept or reject the proposed constitution in a national referendum and this made me to vote for the new constitution in 2012.”*

Some respondents also argued that Silveira House has encouraged people to become responsible citizens especially by participating in elections which is a key democratic process.

The head of the advocacy department also said, *“Silveira House has managed to influence people through civic education by raising their awareness in governance issues and has effectively promoted people's participation in local development and governance processes.”*

The researcher found out that Silveira House has played a fundamental role in empowering people to fully participate in political decision making. By educating the people about the constitution, Silveira House has shown that a people centred and people crafted constitution is the centre piece of good governance, democracy and development. Participation of the local public is focused more on creating space for people to do debates on issues and also pave way for direct or indirect participation in local and national priority setting, budget formation as well as service delivery. Thereby Silveira House is increasing political participation and awareness in the democratization process of Zimbabwe.

This study is similar to the findings of the Stanford Encyclopaedia of Philosophy (2009) which states that civic education preparatory measure for the people of a country, especially the young for them to carry out their role as citizens. Thus, from this study, the researcher noted that Silveira House is promoting and stimulating citizen's participation in issues to do with democratic governance

4.4 Role of dialogue

The respondents were asked if Silveira House has given them the platform to discuss community problems through meetings and they all agreed. In an interview, the head of advocacy department said,

“In 2008 the organisation organised a dialogue between three different political supporters. It drew participants to reflect on the negative effects of violence and map out ways to transform conflicts in a non-violent way.”

The head of research department also said, *“Through dialogues Silveira house has done candid talks whereby political party leaders have been brought together to speak and preach about peace as a way of creating co-existence and maintaining harmony.”*

The above findings show that the dialogues which have been conducted by Silveira House in Chishawasha has provided hope for future collaboration in peace and development. It has brought people from different political affiliations to reason and transform their conflicts peacefully. The dialogue paved an opportunity for the community to air out their perspectives and ideas in relation to development issues in their community. Therefore, through dialogues politically motivated violence has declined as there are improved relations between ZANU PF and MDC supporters. One may note that, Silveira House has been able to change some of the perpetrators that were involved in violence into peace builders in their community.

The findings are similar to the findings of Allport (1954) who argues that dialogue creates ‘contact’ for different conflicting parties to know each other better and it removes the misperceptions and taboos about one’s behaviour, ethnicity and culture. Therefore, the discrimination between groups that are in conflict can be able to be reduced if the groups are brought together in a situation of constructive interdependence with a common goal.

However, respondents noted that these meetings are not always successful in transforming conflicts. One man from the FGDs said, *“vamwe vemapato akasiyana vanopedzisira vakurwa nekuda kwekuti avakwanisi kuregererana.”* **(Some members affiliated tend to be involved in fights during these meetings because they cannot forgive each other.)** Hence some people are not willing to open up and resolve their conflicts.

4.4.1 Cooperation with other organisations

Upon asked if the organisation engaged with other organisations in carrying out dialogues, the head of the advocacy department said,

“The organisation liaised with The Joint Monitoring and Implementation Committee (JOMIC) to promote dialogues between parties in conflicts.”

The respondent also noted that they managed to set up Peace Committees in the community in order to establish community owned peace initiatives. One woman said,

“Peace Committees that were organised by Silveira House with the JOMIC were a success because after Silveira House withdrew from its operations it did not impact negatively but we continued with the work and achieved on creating a peaceful coexistence in our community.”

The respondents were asked if Silveira House has cooperated with other organisations to facilitate a dialogue. The head of the advocacy department said that, *“Silveira House engaged with the government, the church and civil society groups such as Catholic Commission for Justice and Peace (CCJP), Non-State Actors Forum (NASAF). The aim of the dialogue was to restore impaired human relations among the wounded and the perpetrators so as to promote forgiveness and reconciliation.”*

From the above findings, the researcher noted that Silveira House’s main concern is on true reconciliation and national healing. People are also vouching for conflict transformation by forgiving each other. Hence, it is clear that these peace committees transformed conflicts and people resorted to non-use of violence for they were taught about conflict transformation.

These findings are similar to findings by Paris (2004) who argues that dialogue is in-turn a crucial middle-range method for doing away with the factors as well as processes that reinforce conflict transformation pertains for the formation of political structures and other shared institutions that provide authentic ways to manage conflicts. Therefore, Silveira House is effective in transforming conflicts.

4.4.2 Meetings with Zimbabwe Republic Police

Respondents from the focused group discussions pointed out that Silveira House facilitated a dialogue between their community and the Zimbabwe Republic Police (ZRP). The head of

the advocacy department said, *“The ZRP in partnership with Silveira held a capacity building workshop on violence and its effects.”*

One man from the focus group discussions said, *“We managed to discuss the challenges faced by our community and find solutions to our problems hence, it changed the attitudes of those that were subscribe to different political ideologies.”*

Another woman said, *“We learnt that even if we have different point of views about an issue, we must discuss until we agree.”*

The above findings indicate that the dialogue was a success for it changed mind sets of the youths to become agents of peace because they were being regarded as agents of hate and division in the political discourse of Zimbabwe. Silveira House and the ZRP gave the community a way of dealing with conflicts hence the community started to harmoniously work together through peace and tolerance.

This finding concurs with the findings of Hwanda and Mudzingwa (2010) who argue that dialogue is crucial in the sense that it makes it easier for people to make decisions that are informed and in-turn also brings people together in-order for them to find ways of improving their society and it also helps to facilitate planning and reaching of goals and it also liberates the community members so they can live in harmony. Thus, Silveira House is playing a significant role in promoting peace.

4.5 Summary

This chapter focused on presenting the results and findings that were obtained in the field study. This chapter presented the biographical data of the respondents that participated in this study and also highlighted the numerous responses that were given by the participants in accordance to the objectives and research questions which guide the study. The chapter highlighted the role of advocacy, civic education and dialogue by Silveira House in conflict transformation according to the view of Silveira House management team and Chishawasha community.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the study in conclusion. It takes into retrospect the whole paper through a summary and also presents the recommendations and areas for further research which emanated from the carrying out of this study.

5.1 Summary of the whole project

Chapter one of this research focused on the background of the study, the statement of the problem arising, the significance of the study, the researcher's assumptions to the study, research objectives, research questions and sub problems, the delimitations and limitations to the study, definition of the relevant key terms and the chapter outline of the research.

The second chapter looked on the theoretical framework, Lederach's pyramid on peacebuilding. Lederach developed an approach that is more focused on understanding the actors that are involved in a conflict and thus helps to establish the role played by Silveira House in conflict transformation. The chapter also touched on the role of advocacy, civic education and dialogue. The chapter managed to identify, interpret, evaluate and cite relevant literature to the study.

Chapter three of this research focused on the research design, research approach, target population, sample size and sampling techniques. It also focused on data collection methods and procedures to be followed, which include primary data collection, random sampling, the use of key informant interviews and also focus group discussions. The chapter looked on data validity and reliability, pilot study, presentation and analysis of data, as well as the ethical considerations which were followed in conducting this research.

Chapter four looked on the presentation of the results and findings that were obtained from the field study. The chapter presented the biographical information of the respondents who participated in the study and also highlighted the various responses of the participants according to the questions which were guided by the objectives of this study. The chapter

outlined the role of advocacy, role of civic education as well as role of dialogue in conflict transformation according to the Chishawasha residents and the Silveira House staff.

Chapter 5 of this paper is focused on the summary, the conclusions as well as recommendations and other areas for further research.

5.2 Constrains

The researcher had challenges in getting key information which was relevant to the study since some of the participants had to protect the aspect of confidentiality and personal security in disclosing relevant data and sensitive issues. Also, the non-availability of key respondents led the researcher to fail in accessing required information for the successful carrying out of this study from Silveira House. As a solution to the mentioned constraints, the researcher provided consent forms which clearly showed that their information was going to be private and confidential hence for research purpose alone. Those who responded were the ones who signed the consent forms.

5.3 Summary of major findings

The objective of this research was to analyse the influence of strategies used by Silveira House in transforming conflicts. As people could not relate to each other due to political differences hence Silveira House intervened through their peacebuilding initiatives in a bid to promote peace and tolerance in the Chishawasha community. Lederach (1997) stresses that peacebuilding must be based on the relationships and the subsystems that surround the conflict that is by working through the middle range leaders who are able to network at both the grassroots level and with the top leadership. Through engaging in advocacy peace campaigns, conflict transformation workshops and peace committees were held so as to raise people's awareness to conduct in nonviolence ways so as to transform conflicts peacefully.

Respondents noted that Silveira House's civic education programmes led to the understanding conflict dynamics, how character can be dynamic and how different people can view the same thing differently. The civic education workshops were composed of people from different political and religious backgrounds hence it increased trust across political divides. Thus, the programmes promoted sustainable peace in communities.

Silveira House played a pivotal role through dialogues for it created a neutral platform for community members to discuss issues. Hwanda and Mudzingwa (2010) argues that dialogue

is crucial in the sense that it enables people to make informed decisions, to bring people together and to find ways of improving society, it facilitates planning and the reaching of goals and it also liberates the minds of community members so they can live in harmony. Therefore, it created contact among people removing negative perceptions and bias since community members had the same forum to share ideas despite their political affiliations.

5.4 Conclusions

From this study it can be confirmed that Silveira House has played a pivotal role in transforming conflicts through advocacy, civic education and dialogue. Results from the study indicate that due to the Operation Murambatsvina, the elections of 2008 and 2013 it left many scars of bitterness calling for healing in which Silveira House effectively responded by amending broken relationships and building peace.

Through dialogue Silveira House created a neutral forum for redressing conflict issues and ensuring social cohesion. The dialogues were successful for they managed to transform conflicts and unite people, reconciling them at grassroots level. Therefore, dialogues promote political tolerance and it is vital to be apolitical when facilitating dialogues in order for participants to open up and analyse conflict situations.

There has been a decline in cases of political violence in Chishawasha community and the respondents have committed to abstain from violence. This is visible through the conflict transformation workshops which have been conducted by Silveira House. The workshops are a base for sustainable peace building and if not infiltrated by politicians they may be vital tools for promoting peaceful political campaigns. Hence, advocacy is effective in transforming conflicts. The presence of Silveira House in Chishawasha is still vital in order to cement the previous interventions and establish structures that will ensure sustainable peace.

5.5 Recommendations

1. Silveira House should engage media in disseminating information about peacebuilding so as to have a wider scope or coverage to reach the public.
2. Silveira House should increase more awareness campaigns in rural areas so as to extend their catchment and facilitate capacity building workshops since most people in these areas are lagging behind and are victims as a result of ignorance.

3. Silveira House must find ways for it to find more funding for peace building for it to be able to reach out to more communities for other communities are being left out in conflict transformation as a result of financial constraints to reach out all wards in Chishawasha.
4. Silveira House should increase its work with the government in carrying out conflict transformation for it promotes effectiveness of projects and it reduces the chance of being exposed to beaurocracy policies that hinder their work.
5. Silveira House should make use of the social media such as WhatsApp to coordinate activities. It should create a cross platform for interaction with its major stakeholders by peacebuilding volunteers. It can create a group on WhatsApp for volunteers that will be used to communicate on any peacebuilding issue by sharing ideas and experiences. The use of WhatsApp tends to be faster, reliable and cheaper than the use of letters as it is instant.

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Focus group discussion guide for Chishawasha residents.

Dear Chishawasha residents. My name is Samantha Bako Registration Number r145918F a student at Midlands State University and I am carrying out a research on the role of Silveira House in conflict transformation in your area of residence. This research is a partial fulfilment of the Bachelor of Science Honours Degree in Peace Studies. You are kindly being requested to contribute to the study by answering the questions on this form. Please note that the findings will be strictly used for academic and research purposes. Confidentiality and anonymity is guaranteed. Your participation and co-operation will be greatly appreciated.

Focus Group Discussion Guide

Section A- Advocacy

1. Has Silveira House attempted to solve conflicts in your community? If yes, how?

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2. From 2005 to 2013 how did Silveira House operate within your community?

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3. Has Silveira House approached any other stakeholders for example the local authority in trying to address problems and challenges faced by your community?

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4. Does Silveira House carry out campaigns in addressing problems faced by your community?

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Section B- Civic Education

1. To what extent has Silveira House educate people on using non-violent ways to solve conflicts?

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2. In what way has Silveira House programmes increase your awareness and willingness to participate in political processes for example elections, parliamentary hearings?

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3. To what extent has Silveira House prepare your community as educated and well-informed citizens on human rights?

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4. What role does education play in influencing individuals to promoting peace?

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Section C- Dialogue

1. Does Silveira gives the platform to discuss community problems through workshops and meetings? If yes, how?

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2. Does Silveira House facilitate discussions between local authorities and the community to address problems faced by the community?

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3. Between 2005 and 2013 have these programmes conducted by Silveira activities fostered a culture of peace in the community?

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4. What would you suggest be done by Silveira House to increase its involvement in conflicts within your community?

INTERVIEW GUIDE FOR KEY INFORMANTS TO THE STUDY

My name is Samantha Bako Registration Number R145918F a student at Midlands State University. I am carrying out a research on the ‘Role played by Silveira House in conflict transformation between 2005 and 2013 in Zimbabwe. A case of Chishawasha’, and you have been selected as one of the key informants to the successful carrying out of this study. May you please assist the researcher by providing answers to questions which are going to be asked. Answers can be provided on optional basis, and please note that the findings will be strictly used for academic and research purposes. Confidentiality and dignity of the respondents will be carefully protected. Your participation and co-operation will be greatly appreciated.

This interview guide has been prepared for the participation of Silveira House Management team.

Section A

1. Has advocacy been an effective tool in conflict transformation? If yes, explain?
2. Are campaigns successful in advocating for conflict transformation? If yes, explain?
3. What policy changes and political decisions have you influenced in advocating for conflict transformation?
4. What other organisations have you liaised with to advocate for conflict transformation?
5. In what ways is the government supporting the efforts being done by Silveira House in advocating for peacebuilding?

Section B

1. Is civic education effective in achieving peace? If yes, explain?
2. In what ways has civic education been effective in promoting non-violence?

3. What role has been played by Silveira House in promoting people's participation in political decision making through civic education?

Section C

1. How has the organisation use national dialogue in trying to curbing conflicts in Zimbabwe?

2. Which other organisations have you engaged with in carrying out national dialogue and how?

3. What measures can be undertaken to increase awareness of conflict transformation in achieving peacebuilding?