Creating the conditions for peacemaking: theories of practice in ethnic conflict resolution

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Abstract

Establishing the conditions for effective intergroup peacemaking is a formidable task in severe ethnic conflicts. Conflict resolution practitioners argue that a critical first step is developing preconditions which convince competing groups that there are opponents to whom it is worth talking, that it is possible to create structural changes conducive to a stable peace, and that an agreement is possible which can meet each side's basic concerns and needs. This article compares six theories of practice of ethnic conflict resolution: community relations, principled negotiation; human needs; psychoanalytically rooted identity; intercultural miscommunications and conflict transformation, examining how each understands ethnic conflict; the goals it articulates; the effects of good practice on participants in interventions; the mechanisms by which the project achieves its impact; and the dynamics of transfer affecting the course of a wider conflict. It is argued that clearer articulation of these assumptions will improve both theory and practice in the search for settlements to severe ethnic conflict.

Keywords: Ethnic conflict; conflict resolution; ethnic identity; theory and practice.

Introduction

Destructive ethnic conflict is a prominent feature of the post Cold War world. Rendering ethnic conflict less virulent and finding ways to permit groups at odds to coexist in the same state or as peaceful neighbouring states is a powerful challenge. Designing appropriate constitutional arrangements and effective institutional practices is particularly difficult in settings where group conflict is high and trust low.

Many conflict resolution practitioners argue that a two-step approach is needed. The first is developing preconditions which convince competing groups that there are opponents to whom it is worth talking, that it is possible to create structural changes conducive to a stable peace, and that an agreement is possible which can meet each side's basic concerns and needs (Kelman 1987). The second step is a more official process in which representatives of different groups hammer out constitutional and other arrangements which address the basic fears and meet the core interests of the parties. My attention here is on less formal (sometimes called track 2) procedures intended to get the parties to where they can negotiate effectively, not on the substantive, constitutional proposals for ongoing management of ethnic conflict. Federalism, consociationalism, regional autonomy, vote pooling, power sharing arrangements and political separation can all be examined as alternative theories of ethnic conflict management in the way I treat theories of practice. They are, however, possible outcomes to intergroup negotiations and not processes for reaching an outcome which are my concern here.

The focus of this analysis is on the first step – creating the conditions so that groups in conflict can move towards developing a settlement. Two hypotheses are at work here: 1) that until key preconditions are met, competing groups are unlikely to make effective progress towards an agreement; and 2) that the development of cooperation between small groups in local settings can produce changes which spill over and produce a shift in the larger conflict. This impact results from the development of politically and culturally appropriate metaphors and models of intergroup cooperation and the transfer of knowledge, skills and new perspectives from the relatively few people directly involved in conflict resolution initiatives to others through face-to-face conversations with relevant actors and the media.

Establishing the preconditions for effective intergroup dialogue and negotiations is a formidable task. In severe ethnic conflicts, parties and their representatives often go years refusing to recognize, let alone talk with, opposition leaders and groups. For this reason, what is so striking about the 1998 Northern Ireland agreement is not the content of the constitutional and institutional arrangements. In fact, one can argue that the basic framework for the Good Friday Agreement was predictable years earlier. Rather, what was equally important, but not well understood, is that the stakeholders in the region were finally willing to sit down with their opponents, George Mitchell, and the British and Irish governments over a period of months to negotiate future arrangements.

Theories of practice of ethnic conflict resolution differ in the link that they conceptualize between an initiative’s specific activities and the settlement of the wider conflict (Bloomfield 1997). Some practitioners focus their efforts directly on getting the contending parties to the table and being able to talk constructively when they get there. Others are much more concerned with community disputes such as contentious parades in Northern Ireland, the language of street signs in Hungarian towns in Slovakia, or policing in South Africa and believe that addressing these issues constructively creates the conditions where successful political negotiations are more likely to occur.
Creating conditions for performance improvement.

Explanatory criteria of success

Large-scale control and small-scale interventions


The external criteria of success link the specific effects of intervention to external criteria of success. These criteria are used to orient the research agenda, define the boundaries of the intervention, and identify the key stakeholders. The criteria are used to assess the impact of the intervention on the external environment, such as changes in policy or practice. The external criteria of success are used to evaluate the intervention's effectiveness in achieving its stated goals.

Internal criteria of success

The internal criteria of success are used to evaluate the intervention's impact on the participants, such as changes in attitudes or behaviors. These criteria are used to assess the intervention's effectiveness in achieving its stated goals.

After the selection of interventions that are expected to be successful, the next step is to implement the interventions. The implementation process is complex and involves a range of stakeholders, including policymakers, practitioners, and community members. The implementation process requires careful planning and coordination, as well as ongoing monitoring and evaluation to ensure that the interventions are being implemented as intended.

The success of an intervention depends on a range of factors, including the context in which it is implemented, the resources available, and the support of key stakeholders. To increase the likelihood of success, interventions should be tailored to the specific needs and circumstances of the community in which they are being implemented.
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I. Community Relations

Six Theories of Climate Change Resolution

Access to information and the ability to engage in discourse provide alternative forms of participation in decision-making processes. In these forms of participation, the processes of gathering information are driven by the need to make informed decisions. The ability to access information and engage in discourse is facilitated by the availability of resources and the presence of networks. These resources can include information, knowledge, and support. The presence of these resources can enable individuals to engage in discourse and access information. The presence of these resources can also facilitate the development of networks, which can further enable access to information and participation in decision-making processes. The availability of these resources and the presence of networks can be facilitated by the presence of communities and the ability to access information and engage in discourse.
Principled reconciliation

Principled reconciliation is both a specific technique and a general approach to conflict resolution. It is an attempt to find a resolution that is fair and balanced.

The principles of principled reconciliation are:
1. FOCUS ON INTERESTS, NOT POSITIONS
2. EMPATHY AND COMPASSION
3. FLEXIBILITY AND OPENNESS
4. COLLABORATION AND PARTNERSHIP
5. COMMITMENT TO RESOLVE

By focusing on interests rather than positions, empathy and compassion, flexibility and openness, collaboration and partnership, and commitment to resolve, principled reconciliation can lead to a resolution that is fair and balanced.
needs. Those needs are identified by experts in the field, and the experts are interviewed to determine their needs. This process is repeated until a consensus is reached. Once this consensus is reached, the needs are then used to develop a comprehensive program that addresses the identified needs.

3. Human needs assessment

Human needs assessment involves identifying the needs of individuals or communities. This can be done through surveys, interviews, or focus groups. The needs are then prioritized based on their importance and urgency.

Principled negotiation seeks agreement which involves all stakeholders.

Consensus building requires information, face-to-face interaction, and personal development.

First, Kopelman and Stanger (1996) argue that consensus building and communication are essential for effective negotiation. They believe that communication is crucial for understanding the needs and interests of the parties involved.

Second, an effective conflict resolution process involves identifying the needs of all parties involved. This is done through active listening and empathy, which allows both parties to understand each other's perspective.

Finally, the resolution process involves finding a mutually beneficial outcome. This requires compromise and the ability to give and take, which is facilitated by effective communication and understanding of the needs of all parties involved.
The process of mourning is the normal reaction to a bereavement. In the context of the unconscious, the loss of a loved one becomes a traumatic event, triggering a range of emotional responses. These reactions include grief, shock, anger, and despair. The grief is not something that we can control or prevent. It is a natural part of the healing process.

People with a common identity share a sense of loss that can be overwhelming. This can lead to feelings of isolation and a sense of disconnection from others. The emotional pain can be intense, and it may take time to heal.

The psychological process of mourning involves understanding the loss and the emotions that arise from it. This process includes accepting the loss, dealing with the feelings that arise, and learning to cope with the changes in life.

People who are grieving often find it helpful to talk about their feelings with others. They may also find it helpful to join a support group or seek the help of a therapist. The important thing is to allow yourself to feel the pain and to work through it in your own way.

The process of mourning is a personal one, and it can take time to heal. It is important to be patient and allow yourself to feel the pain. With time, the pain will lessen, and you will begin to find a way to cope with the loss.

The key to healing is to allow yourself to feel the pain and to work through it in your own way. It is important to take care of yourself and to allow yourself to grieve. With time, the pain will lessen, and you will begin to find a way to cope with the loss.

The process of mourning is a normal part of the healing process. It is important to allow yourself to feel the pain and to work through it in your own way. With time, the pain will lessen, and you will begin to find a way to cope with the loss.
While cultural differences in beliefs and behaviors certainly are
opponents to possible moves (Pratt and Pinson, 1978, p. 102-7).

5. Intellectual and Professional Development

By engaging actively with each other's ideas and practices, members of a community can develop a more profound understanding of the intellectual and professional development of others. This engagement fosters collaboration and learning opportunities, leading to a deeper understanding of the complex issues they are studying. Through active participation in workshops and seminars, participants can improve their skills and knowledge in a constructive environment.

6. Conclusion

In conclusion, the importance of cultural differences in beliefs and behaviors should not be underestimated. By recognizing and embracing these differences, we can learn from each other and develop a more inclusive and effective approach to understanding and working with people from diverse backgrounds. This approach promotes a more equitable and harmonious society, where cultural differences are celebrated and leveraged for the greater good.
null
The six differences in the specific focus of counter terror and counter extremism are:

**Name and cases of offensive and counteroffensive strategies:**

After reviewing some of the differences mentioned above, I note two common mechanisms for achieving these kinds of goals: counterterrorism and counterextremism. The mechanisms of counterterrorism can be found in the literature on the world community. The terrorist organization's impact on the world community, the nature of the threat, and the need for a defensive strategy to prevent and deter terrorism, provide the context for understanding how counterterrorism can be effectively pursued and managed. Strategies for counterterrorism and counterterrorism policies and strategies are discussed in the literature on the world community. 

**Comparing the theories of practice:**

Theories of practice in the area of counterterrorism and counterextremism focus on the relationship between knowledge and action. Theories of practice are concerned with how knowledge is acquired, applied, and transformed into action. Knowledge is both a product of practice and a resource for practice. Knowledge is acquired through experience and learning, and it is transformed into action through the application of knowledge. Knowledge is both a product of practice and a resource for practice. Knowledge is acquired through experience and learning, and it is transformed into action through the application of knowledge.
Table 1: Major theories of practice of conflict resolution

<table>
<thead>
<tr>
<th>Causes and/or nature of ethnic conflict</th>
<th>Goals</th>
<th>Effects on participants in interventions</th>
<th>Mechanism for achieving effects</th>
<th>Transfer: impact on the wider conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Relations</td>
<td>Ongoing polarization, distrust, and hostility between groups exacerbate existing conflict</td>
<td>Improving communication and understanding; promoting tolerance and acceptance of diversity; encouraging structures which safeguard rights of all</td>
<td>Build community self esteem through successful local institutions and projects making decisions on issues important in daily life</td>
<td>Increased community capability and self-esteem facilities, cooperative problem solving on matters of mutual interest</td>
</tr>
<tr>
<td>Principlled negotiation</td>
<td>Incompatible positions and zero sum view of conflict</td>
<td>Positive sum agreements between the parties — i.e. ones which provide for mutual gain</td>
<td>Build analytic ability to identify mutual interests and devise solutions which offer mutual gain</td>
<td>Separate people from the problems; focus on interests not positions; generate possibilities for mutual gain; use objective standards to judge outcomes</td>
</tr>
<tr>
<td>Human needs</td>
<td>Unmet or frustrated basic needs</td>
<td>Shared recognition of core needs and exploration of ways to meet them through joint action</td>
<td>Discovery of shared goals and objectives; recognition of common needs; greater sense of choices and options</td>
<td>Problem-solving workshops led by skilled third parties who encourage analytic dialogue</td>
</tr>
</tbody>
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Table 1: Continued

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Identity</td>
<td>Threatened identity rooted in unresolved past loss and suffering</td>
<td>Changed relations through mutual recognition; development of a sense that agreement is possible; lowering fears to permit exploring options</td>
<td>Overcomes barriers to dialogue by focusing on deep identity issues involved in past losses so the parties learn what possible agreements can offer</td>
<td>New understanding of the conflict through changes in discourse and symbolic actions which feed new understandings into the policy process</td>
</tr>
<tr>
<td>Intercultural miscommunication</td>
<td>Incompatibilities between different cultural communication styles</td>
<td>Effective intergroup communication; weakening negative stereotypes</td>
<td>Builds awareness of other cultures; develops new metaphors; information exchange to overcome cultural barriers to effective communication</td>
<td>Increased awareness of communication barriers; use of third-party 'translators'; deconstruction of historical accounts</td>
</tr>
<tr>
<td>Conflict transformation</td>
<td>Real problems of inequality and injustice expressed through socially and culturally constructed meanings</td>
<td>Changing relationships and moral growth which produces justice, forgiveness and reconciliation</td>
<td>Transforms relationships to produce self-reliant persons; empowerment and recognition</td>
<td>Empowerment leads to transformation of relationships in the larger society built on culturally appropriate models</td>
</tr>
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</table>

Creating the conditions for peacemaking
Mechanisms for achieving efficacy

Experience and empowerment

Develop new relationships among individuals which encourage self-empowerment. Encourage the exploration of new communication strategies that promote self-esteem and personal growth. Foster an environment where individuals are encouraged to take risks and explore new communication techniques. Encourage collaborative learning and problem-solving. Create opportunities for individuals to share their experiences and support each other. Provide resources and guidance to help individuals develop their communication skills. Encourage regular feedback and reflection on communication experiences. Celebrate successes and recognize achievements. Encourage individuals to take ownership of their communication goals and strategies.

Conclusion

In conclusion, the importance of communication is evident in various aspects of human interaction. Effective communication is crucial for personal and professional development. It helps to build strong relationships, enhance understanding, and promote collaboration. The mechanisms for achieving efficacy in communication include experience and empowerment, which involve creating opportunities for individuals to explore new communication strategies, encourage self-empowerment, and celebrate successes. These strategies can help individuals develop their communication skills and create a positive and supportive environment for effective communication.
Creating the conditions for peace-making

The process of producing a comprehensive, integrated and coherent framework for conflict resolution and peace-making requires a deep understanding of the dynamics of conflict, the role of power dynamics, and the need for inclusive, participatory processes. It involves building trust, fostering dialogue, and creating conditions for cooperative problem-solving and conflict transformation.

Transfers which build on conflict dynamics

This approach emphasizes the importance of understanding the interconnectedness of conflict dynamics and the need for a holistic and integrative approach to peace-making. It involves developing strategies that address the root causes of conflict and promote cooperation and understanding among different stakeholders. This can be achieved through a combination of dialogue, negotiation, and the development of cooperative problem-solving frameworks.

Endnote 1:

Cleaning the conditions for performance.