JICA’s Peacebuilding Assistance

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JICA
1. JICA’s Strategy on Peacebuilding Assistance

2. Example of JICA’s Peacebuilding Assistance
   (1) Rebuilding Communities (Maluku, Indonesia)
   (2) Promotion of Social Cohesion (Abidjan, Cote d’Ivoire)
Dynamics of Today’s Violent Conflicts

- A **SURGE** in violent conflicts
- Armed groups have grown in number, diversity, and scope
- Violent conflicts are more **PROTRACTED**
- Forced displacement in record numbers
- Many violent conflicts are **RELAPSING**
  - 60% of all conflicts are recurring

**Need to get out of the ‘conflict trap’**
What makes countries more prone to violent conflicts?

- Unaddressed conflict drivers and exposure to internal/external stresses
  - Unaddressed sense of exclusion, inequality or injustice
  - From access to security, power, justice, opportunity, and services

- Weakness of institutions and capacity to manage stresses and pressures stemming from conflict drivers ("immune system" or resilience)

Sustainable Peace
Overview of Peacebuilding

Military Framework
- Multinational Forces
  - UN PKO
- Political Framework
  - Preventive Diplomacy
  - Arms Control
- Economic and Social Framework
  - Humanitarian assistance
  - Development assistance
Drivers of conflict and instability

Fulfillment of responsibilities (e.g. service delivery)

Functional and inclusive Government

Recognition of legitimacy and trust

Coexistent and empowered Community

Public Trust

JICA’s Concept of Peacebuilding

Building Resilient States

where conflicts do not occur/recur

- Promoting political process/ political settlement
- Strengthening core functions of the government (security, basic services, livelihood, judicial system, etc.)

- Social cohesion and community empowerment
JICA’s Ongoing Interventions

**Europe**
- Promoting mutual understanding and reconciliation/co-existence
  - Bosnia and Herzegovina
  - Kosovo

**Africa**
- Peace dividend, developing capacities of public service provision, reducing regional disparities, capacity building of police, support to refugee hosting countries and self-help on refugees, and achieving durable solutions
  - Côte d’Ivoire
  - Mali
  - Somalia
  - Sierra Leone
  - South Sudan
  - Sudan
  - Uganda
  - Zambia

**Asia**
- Supporting peace in Mindanao
  - The Philippines

**Landmines/Unexploded ordnances (UXO)**
- Assistance in Landmine Clearance and Third-country training
  - Cambodia
  - Laos
  - Colombia and Iraq

**South America**
- Supporting peace process for repatriated/resentled IDPs
  - Colombia

**Middle East**
- Assistance for refugee hosting countries and refugee empowerment
  - Jordan
  - Palestine
  - Turkey
  - Japanese Initiative for the future of Syrian refugees (JISR)
    - Human resource development
      - Yemen
Ex1) Support for Rebuilding Resilient Community Case of Indonesia
Context

- Separatist movement and inter-communal conflict, with re-eruption
- Conflict ended with peace accord
- Almost 1/3 of population displaced
- Conflict divided community with high tensions, subject to possible provocative actions

Rebuild community where people can live together
Government Initiative

- Commitment for reconstruction both by central and provincial gov’t
  - Presidential decree for “rehabilitation and recovery of Maluku” (2003)
  - Maluku Provincial Gov’t Plan (2003~2008)

- Local leadership for promoting reconciliation at municipality level
Community Rebuilding in Maluku, Indonesia (2005-2007)

Rebuild peace and social cohesion in society
Strategy for Education ("POB")

Vision by the local government for educational development as part of promoting social cohesion

• Schools and communities work together for quality education to rebuild peace and social cohesion

• Schools integrate tradition, knowledge, and skills in the community which can contribute to social cohesion
Education as the Avenue to Promote Peace and Social Cohesion

- Promote inter-school communication/collaboration
- Improve teaching/learning process
- Improve learning environment
- Integrate local concept of social/cultural diversity
- Community Participation Supported by local educational administration
Evaluation Results

• Changes in the **perception of schools** on the need to communicate with communities

• Building relationship of **trust between schools and communities** >> Increase of community’s support

• Significant improvements in **collegiality among teachers** and **friendship and collaboration among students**
Ex2) Support for Promoting Social Cohesion in Cote d’Ivoire
Context

Country

- 2002- Conflict divided the country
- 2011 Post-election crisis

Abidjan (conflict affected communes)

- Tensions remained high (youth)
- High unemployment
- Low public distrust due to “unfair” services hindering social cohesion

Rebuild community where people can live in harmony
Government Initiative

- National Program for Solidarity and Social Cohesion 2015-2020

- National Policy on Solidarity and Social Cohesion (PNSCS) 2016-2020

People to live together with respect for social, cultural, religions, ethnic and political diversities
Capacity Building of Local Gov’t in Promoting Social Cohesion (2013-2016), (2017-2020)

- Social cohesion thru’ rehabilitating community infrastructure

- Municipality facilitate for residents to work together and interact in:
  - planning
  - implementation
  - Monitoring towards a common objective
Key Considerations

● Joint Activity and Decision-making Opportunities
  - Committee made of ethnic, religious, youth, and women representatives, gov’t
  - Enable voices from various groups to be heard
  - Became a Vehicle for Promoting Social Cohesion

● Youth Participation
  - Ex-combatants
  - Construction works, cleanup campaign, and Joint Supervisory Committee

● Gov’t – Community Relations
  - Selection based on criteria
  - Community consultation and information disclosure on selection results
Evaluation Results

• **Increased communication and interaction among people:**
  – Invitation to traditional ceremonies
  – A sense of “we can now live together”
  – Community’s own initiative of CO establishment

• **Nurtured sense among youth in particular in:**
  – Peer building among youth representatives and co-workers
  - Dignity and pride among youth: “we can also contribute to the development of community”
Peacebuilding through Education

• Human resource development as a key to statebuilding

• Schools as an important common platform that can bring together citizens (pupils and parents) in a divided society
  – Increase in communication and interaction
  – Shared experience
Thank you!