



Department of Peace Studies

Africa Centre for Peace and Conflict Studies



**Peace Education, Human Rights and Democratic
Governance Capacity Building Curriculum Development
Workshop for the Military and Security Forces in Post-War
Sierra Leone**



Hosted By:
Ministry of Defence
Freetown, Sierra Leone
3 – 5 November 2003





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Executive Summary

From 3-5 November 2003, the Africa Centre for Peace and Conflict Studies organised a three-day *Peace Education, Human Rights and Democratic Governance Capacity Building Curriculum Development Workshop for the Military and Security Agencies in Post-War Sierra Leone*. The Workshop was hosted by the Government of Sierra Leone, Ministry of Defence and its agency, the Republic of Sierra Leone Military Forces (RSLMF), with joint-funding from the Geneva-based University for Peace Africa Programme, the Washington-based United States Institute for Peace (USIP) and the Africa Centre, Bradford University.

This thematic workshop, the first in the history of the Ministry of Defence and the RSLMF, brought together the middle-level and senior military and Police officers, MoD, Commandants and Commanding Officers of the military and Policy Training Schools, the Armed Forces Education Centre, senior representatives from the British-IMATT and UNAMSIL - Cilpol Unit, International NGOs such as ICRC, academics and educators from the University of Sierra Leone, British Council, Parliamentary Committee on Defence, Journalists, representatives from the Ministry of Education, a cross section of civil society organisations, and the Chief Political Commissar of the Ugandan Peoples Defence Forces and Military Assistant to the President of Uganda, Brig. Kale Kalihura.

The primary objective of the workshop was to provide a forum for constructive and long-term engagement with the military and security agenda, in order to explore the following:



- ❖ How to develop and share ideas on the new peacetime roles for the military in post-war Sierra Leone
- ❖ To develop a curriculum content on Peace Education, Human Rights and Democratic Governance Capacity-building, for integration into the existing training and education programmes of the RSLMF
- ❖ Through peaceful and democratic governance, development of the RSLMF and the Sierra Leone Police (SLP) into professional, educational, disciplined forces accountable to civil democratic control
- ❖ Development of a policy framework that institutionalises peace education, human rights and democratic governance into the standard training of all military and security forces

The thematic focus of this seminal workshop contained the following key issues:

- ❖ Peacetime roles of the military in post-war Sierra Leone and the relevance of democratic governance, human rights and peace education in capacity building
- ❖ Experience-sharing by military and security forces on potential roles and contributions to sustainable peace and democratic consolidation
- ❖ Links between peace education, human rights, democratic governance and security sector reform in Sierra Leone
- ❖ Experience of the Ugandan People's Defence Forces (UPDF) in Human Rights and Democratic Consolidation
- ❖ Development of a Curriculum Contents and Strategy, for Implementation
- ❖ Panel Discussion on the People's perception of the New Army in Sierra Leone



The three-day workshop, led by the Deputy Defence Minister, the Hon. Joe. C. Blell, and the chief of Defence staff, Major General Tom Carew, concluded with the following key recommendations:

- ❖ Development of a Peace Education, Human Rights and Democratic Governance education and training curriculum for integration into the training programmes at the Military training school and AFEC
- ❖ The military establishment should ensure that all new recruits and cadet officers are exposed to this curriculum
- ❖ The MoD and RSLMF work with the University of Bradford to secure resources for the implementation of the curriculum programme
- ❖ Development of an Advanced *International Diploma in Peace and Security Studies* to be validated and awarded by the University of Bradford, and the targeting of middle and senior officers of the RSLMF
- ❖ The MoD and RSLMF to develop a policy framework for mainstreaming peace education, human rights and democratic governance education into the training of all military personnel



1. Plenary Session: Key Note Addresses

The workshop was officially opened by the Chief of Defence Staff of the RSLMF, Major General Tom Carew. The representative of the Minister of Education, Mr. Amadu Jalloh, the Deputy Education Secretary, described it as an honour to be invited to deliver the Keynote Address at the opening ceremony. He emphasised the need for peace education in Sierra Leone, especially after the devastating effects of the civil war. The destruction ‘has taken this country several hundreds of years backwards’. Though not an easy task, the present government is facing the challenges with the support of our friends, such as the University of Bradford.

In appreciation of the support received, he thanked the British Council, the University for Peace Africa Programme, Department of Peace Studies at the University of Bradford, and the U.S. Institute of Peace for their assistance in the creation of the foundation for post-war peacebuilding and democratic consolidation.

He called on the University of Sierra Leone to be a partner in working with grassroots organisations to develop and implement initiatives for consolidating peace. The guest speaker indicated his interest in seeing the development of more community outreach programmes in conflict prevention, mediation and peacebuilding activities, around the country. He emphasised the fact that the quest to consolidate the hard-earned peace, transcends all walks of life. The consolidation of peace in Sierra Leone should be everybody’s business.

In outlining the key areas of the curriculum, he suggested the inclusion of the following:

- ❖ Democratic governance and the rule of law



- ❖ Respect for and protection of human rights (inclusive of the rights of children)
- ❖ Issues enabling citizens to survive and live profitable lives in society
- ❖ Ways of life that will enrich both the economic, social and political conditions of people

The plenary discussion, after the presentation of the keynote speaker, focused on the issue of the study leave policy of the military. The Director of the MoD Personnel and Administrator explained that a new policy has been developed as part of the military training policy. The former study leave policy was for personnel to determine their preferred area of study and apply through Commanding Officers for onward transmission. Approval for study leave was dependent on relevance of the chosen area of study to the army and availability of funds.

Another key issue focused on was the concerns about the potential security vacuum after the withdrawal of UNAMSIL. It was explained that reduction of the UNAMSIL Forces would bring an end to their presence at the end of 2005. The preparedness of RSLMF and its suitability to fill the security vacuum was the subject of a lengthy discussion. Participants were assured by the CDS of the readiness of the RSLAF to take over from UNAMSIL. Of particular relevance was the increasing cordial civil-military relations, as reflected by the changing perception of the military and the accommodating of the presence of the RSLAF.

The Director of the British Council, Mr. Rajiv Bendre thanked the organisers and joint funders of the curriculum development workshop. The director underscored the contribution of the British Council, in working with the University of Bradford to develop education and training curriculum at the University of Sierra Leone, funded through DFID Higher Education Link Programmes. Mr. Bendre expressed his appreciation of being associated with capacity building on peace and democratic consolidation for the military. In particular, the director pledged



the continued support and commitment of the British Council Sierra Leone to the challenges of building the peace.

A message of support and commitment from the Programme Co-ordinator of the University for Peace Africa Programme, Mrs. Ameena Payne, was delivered by Dr. David Francis, in his capacity as Academic Adviser to the UPEACE Africa Programme. Mrs. Payne outlined the objectives of participating in the military education for peace project and the level of consultation with senior members of the RSLMF in April 2002. The UPEACE Africa Programme co-ordinator expressed keen interest and commitment to the military programme, and said she would like to see the expansion of the Sierra Leone model to other African countries.



2. Thematic Issues: Peacetime Role for the Military in Post-war Sierra Leone

“The Role of the military is to defend the people and not to antagonise them. . . The army of today is not the army of yesterday.”

Major Gen. Tom Carew – CDS

The thematic session started with a presentation by Dr. David Francis, Director of the Bradford Africa Centre, on ‘The Peacetime Roles of the Military in Post-War Sierra Leone: Why the Army Needs Education and Training in Democratic Governance, Human Rights, and Peace Education Capacity Building?’ Dr. Francis outlined the historical context of the involvement of the military in human rights violation, and stated that decades of gross violations of human rights by successive governments in Sierra Leone, in particular, by the military and security forces contributed to the fundamental grievances that instigated the 10-year civil war. With the formal end of the war, the fundamental issue was how to protect all persons against such abuses, given the fact that the main perpetrators of these abuses, - the military and security forces, lacked any informed and educational knowledge of international human rights’ principles and values. A background history of the country illustrated that in the struggle to ensure regime survival and to consolidate state power, the 24-year All People’s Congress (APC) one-party authoritarian rule politicised the military and security forces, to the extent that the heads of these forces were appointed as members of parliament and to the cabinet. The resultant effect was rampant corruption within the state security forces and the decay of the esprit-de-corps. The military and police forces were riddled with nepotism, blatant favouritism, cronyism and ethnic patronage,-with many of the recruits being illiterate. The APC regime further created its own paramilitary force,-the Internal Security Unit (ISU), now re-named the Operational Services Division (OSD), which has since been incorporated into the re-structured Sierra Leone Police (SLP). The military and security forces were the regime’s



instruments of repression, used to coerce legitimacy and consent from the people. The politicisation of the state security apparatus by successive civilian and military regimes subverted their constitutional role. The military and security forces, therefore, protected the regimes and not the people, and led to the perception that the security forces were ‘enemies of the people’. Inevitably, this led to a loss of public confidence in the effectiveness and probity of the military and security forces.

The civil war that started in 1991 only aggravated the human rights abuses perpetrated by the military and security forces. The army, in particular, profited from the exploitation of the war economy, hence the Sierra Leone Army (SLA) was described as *Sobelis*, i.e. ‘soldiers by day, rebels by night’. During the war, unprecedented and gross violations of human rights were committed. Violence against women and children, including rape, sexual abuse, perpetrated by the military and security forces, became the norm. These abuses were systematic and widespread. The brutality of the security forces was a crucial contributing factor for the prolongation of the civil war.

The background, therefore, reinforced the imperative to target the military and security forces for human rights education and training. With the end of the civil war new peacetime roles for the military and security forces are required. Part of that evolutionary process should entail the forces receiving human rights, democratic governance and peace education. Over the past two years, the Africa Centre for Peace and Conflict Studies, and its associated partners including UPEACE has held extensive consultations in Freetown with senior military and police officers to identify priority areas and determine the scope and approach of a project on Peace Education Human Right and Democratic Governance Education and Training. At one such meeting with the former Chief of Defence Staff (CDS), in April 2002, Major General Tom Carew emphasised to the UPEACE Africa Team, the urgent need to strengthen the capacity of the army in human rights and democratic education, as a means to enable the military to play a constructive role in contributing to fostering a culture of human rights and peace, stating that; ‘The



role of the military is to defend the people and not to antagonise them... The army of today is not the army of yesterday’.

Major General Carew specifically called for the introduction of course curriculum and training programmes on human rights education at the Armed Forces Training School. At another consultative meeting with a cross-section of senior police officers at the SLP headquarters, the salient point reiterated was the need to reform and professionalise the police through education and training. According to the Senior Assistant Commissioner, Brima A. Kamara, ‘When you talk about peace and security, the police is the first institution to look at’. Another consultative meeting on 18th July 2003, with senior officials of the Ministry of Defence (MoD) and the RSLMF emphasised the urgent need for long-term education and training for the military in peace and human rights. The Deputy Minister of Defence, Honourable Joe C. Blell expressed considerable interest in strengthening the capacity of the army, in peace education and human rights training, as a strategy to enable the military to play a positive role in national development, emphasising that ‘There is absolutely no doubt that there is an evident need for education for peace for the military’. Hon. Blell specifically called for the introduction of course curriculum and training programmes on peace education and human rights training at the Armed Forces Training School.

These extensive consultations illustrated the urgent need for long-term education and training in human rights protection and peace education for the military and security forces. Dr. Francis stated that the primary objective of the workshop was to implement a curriculum that mainstreams education for peace, human rights and democratic governance into the training and education of the military and police forces in Sierra Leone. He emphasised that this education and training programme would serve as a conflict prevention mechanism,-a powerful tool for inculcating a culture of respect for human rights, democracy, and social justice, which would act as a mechanism for improving civil-military relations.



3. Experience Sharing: The Military and Security Forces

The session of experience sharing was chaired by the Deputy Chief of Defence Staff, Commodore A. B. Sesay. It provided the forum to reflect on what the RSLMF was doing to promote activities and education programmes related to peace and human rights. The assistant CDS in charge of Training, Brig. A.C. Nelson Williams started his presentation with a quotation from H. G. Wells ‘Human history becomes more and more a race between education and catastrophe’. He pointed out the prevalence of catastrophe in recent times despite the increase in human knowledge, and that peaceful coexistence had remained elusive for humanity. War had devastated the lives of many children, most of whom had never known any other life. The social and psychological effects of war on children and their communities will have a lasting and cyclical impact that will affect national, and regional economics and political, social, spiritual and psychological development. Brig. Nelson-Williams highlighted the key concepts that the RSLAF have identified for their personnel and other personnel in the sub – region. On the sub-regional initiative, he mentioned the commitment of ECOWAS to improve the situation of war-affected children in West Africa. ECOWAS has made conscious efforts to train all levels of regional militaries and peacekeeping forces in the protection of children. Such training was important not only for the military and security forces but for all adults as well. This was done despite the absence of adequate teaching and learning materials. On the role of government, he concluded that Governments should create a conducive and enabling environment for peace, stability and sustainable growth. In particular the Parliamentary Defence Committee should refrain from drastic cuts in budget allocation to the military and instead develop concrete plans that would sustain the army. In conclusion, he stated that the challenge of protecting children should not be left to the government but should also engage civil society, including homes,



schools, universities and offices. All be involved in resolving conflicts, because protecting children was about protecting the future.

The plenary discussions highlighted the following critical issues

- ❖ Civil Military relationship
- ❖ Policy implications for advancing military training on Peace Education, Human Rights and Democratic Governance
- ❖ Children's Rights/ Child Protection as part of the Human Rights Module
- ❖ Policy issues on the welfare of sons and daughters of military personnel maimed or killed during conflict
- ❖ Peacekeeping, Peace Enforcement and Peacebuilding
- ❖ Accountability and Reconciliation in the Security Forces
- ❖ Effects of obsolete laws on military performance



4. Link between Peace Education, Human Rights, Democratic Governance and Security Sector Reform: The Sierra Leone Context

“Peace and human rights education must be at the heart of every military because the purpose of war is for conflict resolution. Hence, peace and human rights education should be able to capacitate the military to win the peace without going to war.”

Brig. Kale Kalihura – Uganda

Day two of the workshop focused on understanding the link between peace education, human rights, democratic governance and security sector reform. Secondly, it also focused on the development of curriculum contents and the potential implementation strategy. The presentation of the morning session was by Brig. Kale Kalihura of the Ugandan People’s Defence Force (UPDF), who was invited to share the experiences of the Ugandan military in dealing with education and training on peace and human rights. His presentation entitled ‘Peace and Human Rights Education in the Ugandan Armed Forces’, started with expressing thanks and appreciation to the workshop organisers, in particular the UPEACE Africa Programme. He stated that he was representing the Army Commander of Uganda, Major General Aronda, who could not attend the seminar due to pressing national commitments. Brig. Kalihura stressed the need for the military of both countries to learn from each other’s experiences. The approach of his paper focused on demonstrating the importance of Peace and Human Rights Education, to the Military and then related the experience of the Uganda military with Peace and Human Rights education. Peace and Human Rights education the presenter said, should be at the heart of every developing army. He stressed that armies were trained to fight wars to bring peace, but the possibility exists that in the process, the army can win the war but lose the peace. He cited the sayings of a



great military general that the nature of the war fought will determine the nature of the peace secured and the nature of the peace desired should determine the nature of the war fought. He highlighted three types of possible peace. Firstly, the peace of the dead such as genocide and weapon of mass destruction. Secondly, Punitive Peace, as in the case of the First World War, where the victors put a lot of pressure on the vanquished. The peace Treaty of Versailles, sowed the seeds of future conflict. Thirdly, in reconciliatory peace, where the victor reaches out to the vanquished, as in the case of the Second World War. The later type of peace is what militaries should pursue. Peace and Human Rights Education will help to determine the nature of the army. Every military, Brig. Kalihura noted, should aim at resolving conflicts in the most cost effective way. He quoted a philosopher who maintained that the greatest general is the one who wins the war without fighting. Peace and Human Rights Education, he said, will help to shape the attitude of soldiers, making them recognise when and how to use force and when to negotiate; the essence of a military genius.

On the Ugandan military's experience of Peace and Human Rights Education, the presenter claimed that the Ugandan army is an example of an army that changed for the better. He mentioned that one of the primary reasons responsible for this positive transformation was the role of ideological education, that encouraged the development of an ethos of human rights and professional military.

Conflicts can be minimised through appropriate conflict mediation and intervention tools. To achieve this, leadership is crucial. He traced the history of the Ugandan Army from the days of Lord Lugards' invasion to the present. To enforce the ideological transformation, a military Department was set up to sensitise the soldiers, and has representatives at all levels of the military. This approach ensured that the military code of conduct and ethos was internalised by the military personnel in relation to civil/military-operation. The approach has been to demystify the gun and reduce the gap between the military and civil populace. In Uganda, an emerging, useful and vibrant relationship with NGOs and other civil organisations now exists. The military is perceived as a 'people-centred



army'. The ideological line of the UPDF is to educate the military to achieve reconciliatory peace, ensuring that all interests are catered for and that the national constitution is a realisation of all the desires of the people. He concluded that the military's ultimate responsibility was to fight, but that Peace Education and Human Rights Education would help to refine this responsibility.

A seminal presentation was by Dr. David Francis on 'Why should the military in Post-war Sierra Leone be interested in Democratic Governance, Human Rights and Peace Education Capacity Building?' He started by posing the question of relevance of such a programme to Sierra Leone. Why should the military be concerned or interested in all these emerging debates? He emphasised that Sierra Leone was a war-torn & post-conflict transition society, with an emerging democracy. A key element of the post-war reconstruction and development has been the transformation of the military establishment within the framework of Security Sector Reform. Without defining and conceptualising the debates on security sector reform, Dr. Francis emphasised that an effective and efficient security sector was a central condition for:

- ◆ Long-term economic growth
- ◆ Sustainable development
- ◆ Democratic consolidation
- ◆ And, winning the peace in conflict-prone and post-conflict societies

In his view, there is, therefore, a positive correlation between the reform of the security sector and the promotion of peace education, human rights and democratic governance.

Civil–Military Relation and the Promotion of Peace

The speaker outlined several components of security sector reform, but focused on the component of civil-military relations. The rationale was that it is not only



about ensuring civilian democratic control of oversight of the armed forces/military, but most importantly, it is about strengthening the capacity of the military to make a positive contribution to democratic consolidation, and to win the peace in post-conflict society. Civil-military relations was also a conflict prevention and peace building mechanism because:

- ◆ It would professionalise the military and encouraged it to promote a culture of peace and human rights
- ◆ It would potentially prevent the military from carrying out anti-democratic practices, such as military coups and subverting civilian democratic authority

Dr. Francis opined that Sierra Leone is not unique in this situation, because civil-military relations, in particular democratic control of the armed forces, has emerged as a key focus in the post-Cold War period in regions such as Latin America, Eastern and Central Europe, and other parts of Africa. The international challenge was how to impose civilian control over armed forces, in particular, in emerging democracies in conflict-prone and war-torn societies. This international concern led to the establishment of the Geneva-based research centre called ‘Democratic Control of the Armed Forces’. He stressed that, the civil-military problem was not new but that it had a long history, for example, the political philosopher, Plato in ‘*The Republic*’ agonised about the two central conflicting principles of the civil-military problem. The military must be strong enough to prevail in society’s wars, but, just as the military must protect the polity from enemies, so must it conduct its own affairs so as to not destroy the society it is intended to protect. If we apply Plato’s principles to the context of Sierra Leone, we will clearly see that the military has not only failed to win the civil war but has also been involved in its own destruction and the destruction of society.



Relationship Between Military and Society

But to understand why the military should be involved in the promotion of peace and human rights, Dr. Francis emphasised that it was important to understand the nature of the relationship between the military and society. Some military analysts argue that the military is a distinct and unique entity and must remain apart from society with a distinct organisational structure, culture, and ethos, in order to perform its specialised functions properly. But, he stated, that the emerging and dominant view was that despite the uniqueness of the military, it exists in relation to society and interacts with society; hence the military was a sub-group of larger society. It was, therefore, in the interest of the military to submit to democratic societal control in order to prevent the isolation of the military from society. But the co-ordination of the military, under political authority of the state, must be voluntary, and this is part of the dilemma, since the military commands substantial power and resources that potentially threatens governments. So why should militaries be subordinated to civilian authority?¹

Why Should the Military Be Interested in this Practice So Far?

If we accept that it is the business of the military to be involved in peace education, human rights and democratic governance, what had been the practice so far? Let us start with the Constitution of Sierra Leone. The 1991 Constitution, which provides for the establishment and functions of the military in Charter XI, Articles 165 –169, has not said anything or is silent on the contribution that the military could play in sustaining peace and democratic consolidation. Article 165, sub-section 2, however, recognises the participation of the military in ‘national development and to safeguard the people’s achievements’. If one were to look at the re-definition of peace, as the absence of war and as being about security, human rights, social justice and development then the army’s participation in



‘national development’ as prescribed by the Constitution, should be about the promotion of peace, human rights and democratic governance, and safeguarding of the ‘peoples achievements’. In Dr. Francis’ view, this constitutional provision was a recognition of the positive role of the military in contributing to consolidating the fragile peace achieved by the people. He expressed disappointment that the new Defence White Paper, which tried to focus on the evolving peacetime role of the military, was silent on what practical role the military could play in winning the peace in post-war Sierra Leone (like leaving a nice piece of cake in the rain) .But there is new thinking emerging in the military.

Challenges and Opportunities

Dr. Francis concluded his presentation by focusing on the challenges and opportunities of developing an education and training programme for the military. He noted that the participation of Brig. Kalihura was borne out of a desire by other African countries to learn from the Sierra Leone experience. He posed the question on how to develop and integrate a peace and human rights education into the military.

Dr. Francis explained that drawing from his experience of working with other African universities and military institutions, the discipline of peace and conflict resolution was relatively new. Another challenge was the lack of expertise, i.e. enough trained local personnel, teaching and course materials to deliver the courses. However, the general context reform and restructuring, on-going in African universities and military institutions, has created opportunities to introduce new courses on peace and human rights into the curricula. For the MoD, the question was how this could be done. Why is it necessary to add another layer to the military curricula already existing? Though it has generally been accepted that Peace Education Human Rights and Democratic Governance must be at the

¹ Brig. D. Khurana, ‘An Appraisal of Sun Tzu’s ‘Art of War’’. War College Journal, Army War College, March 2003.



heart of military training, problems still exist about the institutionalisation of this new curriculum, and these are issues about the relevant staff and training personnel.

The greatest opportunity is that it is in the interest of the military to integrate peace, human rights and democratic governance education and training at a time when reform is taking place in the military.



Senior Military Officers and a cross Section of Members of the Paramilitary Committee on Defence



5. Developing Curriculum and Strategy for Implementation

The thematic focus of this session was on developing the curriculum contents and potential strategy(ies) for implementation of an education and training programme on peace education, human rights and democratic governance. The workshop format outlined three syndicate groups with the objective of focusing sub-thematic issues. Participants were divided into three groups to discuss the following themes:

- i. Curriculum contents on Peace Education, Human Rights, and Democratic Governance
- ii. Integration of a Peace Education Curriculum into the military training college and AFEC
- iii. Curriculum contents for an advanced international diploma in Peace and Security Studies, targeting senior and middle-level officers

5.1 . Key issues on Curriculum Development

The co-chairs for the session raised the following key questions: what type of issues related to peace and human rights? What will the military do with the curriculum developed? How can the programme be integrated into the existing military education and training curricula? Can modules developed be rolled out over six months into the military training school at Benguema and Armed Forces Education Centre (AFEC)?

There was a general view that some *ad hoc* education and training programmes were already on-going at AFEC, but that there was need for co-ordination and structural framework to ensure sustainability. In addition, some attempts to



introduce academic courses to the military in the past had not been favourably received. It was suggested that the MoD and RSLMF should “own” the process by developing a policy framework for mainstreaming peace and human rights.

5.2. Group Reports on Course Content

Group One: Curriculum Contents on Peace Education, Human Rights and Democratic Governance

Objectives:

1. To identify contents/topics relevant for education for Peace, Human Rights and Democratic Governance in the RSLAF

Definitions of key concepts and Applications

- ◆ Citizenship Education: Constitution and the Military
The role of the Military: Civil-Military relations, Military Community Sensitisation
- ◆ The Role of the Security Forces: Police-Military relations, relations with the Private Security Forces
- ◆ International Humanitarian Law
- ◆ Gender Issues (women & children)
- ◆ Inter-personal Relationships–(Communication)
- ◆ Drug Education / Drugs and their effects
- ◆ Reconciliation
- ◆ HIV & AIDS
- ◆ Security and Post–Conflict Reconstruction
- ◆ Arms Control and Proliferation
- ◆ Dynamics and Analysis of Conflict
- ◆ Conflict Resolution – Theory and Practice
- ◆ Comparative peace processes
- ◆ Peacekeeping and Conflict Resolution
- ◆ Conflict Resolution, Peacebuilding and the Humanitarian Community



- ◆ Human Rights, Reconciliation and Justice
- ◆ Peace Support Operations / International Peacekeeping Operations

Suggestions on the teaching/delivery methodologies/strategies for the contents were identified.

- ◆ Translation
- ◆ Seminars
- ◆ Workshops
- ◆ Jingles/ Non-formal ways
- ◆ Audio Visual
- ◆ Public Lecture
- ◆ Sponsored Media Programmes
- ◆ Exchange Programmes
- ◆ Joint workshops – partnerships
- ◆ Project target e.g. Family

Suggestions on the Teaching and Learning materials

- ◆ Translated and abridged series of the Constitution and Conventions
- ◆ Tapes in which Codes of Conduct are translated into various languages in the field.
- ◆ Books

Suggestions on follow-up actions on how to mainstream and integrate modules in the RSLAF.

- ◆ Curriculum taught during training
- ◆ Assessment
- ◆ Evaluation
- ◆ Refresher Courses
- ◆ On-going Lectures
- ◆ Conferences
- ◆ Unit Training included in the Standard Operating Procedures
- ◆ Research and Monitoring Department

Suggestions recommended for Policy review

- ◆ Study Leave



- ◆ Grant-in aid
- ◆ Equal Opportunities
- ◆ Serve as forum for information disseminated after Study Leave, thereby creating equal opportunities.
- ◆ Partnership approach to resource delivery and implementation
- ◆ Media
- ◆ Monitoring team
- ◆ Fund Raising (funded by donors)
- ◆ Donor Funding for implementation of curriculum
- ◆ Needs Assessment identifying educational needs of the military
- ◆ Proactive outreach strategies with all Government ministries

The Group members included:

James Williams
Hon. Col, (Rtd) M. Conteh
Ahmed Kandeh
Lt. E. L. Smart
Capt. F.M. Jalloh
Lt. Col, B. K. Conteh
Lt. Col. M. M. Samura
Marcella Macauley

Facilitators

Memunatu Pratt
Helga Gibbons

Group Two: Integration of Peace Education Curriculum into the Curricula of the Armed Forces Training Academy and the Armed Forces Education Centre

Suggested Course title: Introduction to Peace Education, Human Rights and Democratic Governance: Theory and Practice



Objectives:

- To introduce military service personnel to a basic understanding of concepts of peace, security, human rights and conflict resolution
- To illustrate, through education and teaching, the link between the work of the military and its contribution to the promotion of peace, human rights, democratic governance and national development.

Suggested Course Contents

1. Peace and Peace Education
Sub-topics: definitions of peace, link between peace and violence, peace education and the culture of peace
2. Conflict and Conflict resolution
Sub-themes: definition of conflict, conflict analysis, conflict prevention, management and resolution, third party intervention.
3. Security and Security Studies
Sub-themes: definition of security, strategic studies, war studies and critical security studies
4. What is a Peace Support Operation?
Sub-themes: definition of peace support operations, peacemaking, peacekeeping, peace enforcement, peacebuilding and post-conflict reconstruction
5. Human Rights and International Humanitarian Law
Sub-themes: definition of human rights, introduction to international human rights law and laws relating to the conduct of warfare, child rights and the international conventions on torture, child soldiers
6. Gender, peace and conflict: definition of gender, and the link between gender, peace and conflict
7. Small Arms and Development: definition of small arms and small arms treaties and conventions



8. What is Security Sector Reform: definition of security sector reform, outlining the different components of security sector reform and its importance to peace, security and national development
9. Civil Military relations: definition & dimensions of civil military relations, the link between civil military relations and the consolidation of democracy, how to strengthen civilian democratic control of the military, and how to develop the capacity of the army to protect society by peaceful means
10. Conflict Prevention and the Military: definition of conflict prevention, the military perceptions of conflict prevention, responding to early warning–early response
11. The Military, Media and Peacebuilding: Definition of the media, media and military operations, defining peacebuilding.

The Group members included:

Lt. R. R. Gbondo
Lt. Col. Kenny
Lt. CDR F. M. Duwai
Maj. R. B. Harleston
Maj. P. K. Lavahun
Flt. Lt. H. S. Coomber
A.B. M. Gbanie

Facilitators

Dr. D. Francis
Dr M. Faal



Group Three: Advanced International Diploma in Peace and Security Studies (Targeting Senior and Middle level officers)

The diploma was divided into three core modules and five optional/elective modules.

Core Modules:

1. Introduction to Peace Studies
 - History: Africa and International
 - Movements
 - Institutions of Peace
2. Conflict Resolution and Practice
 - Conflict Analysis
 - Causes
3. International Humanitarian Law

Elective modules

1. Conflict Prevention and Management
 - Characteristics of Contemporary conflicts
2. Comparative Peace Processes
3. Peacekeeping, Peace enforcement and Peacebuilding
 - Negotiation and mediation
4. Gender Issues
 - Women and Children's Rights
5. Arms Control/ Drug Issues
 - Local
 - Regional
 - International

The following relevant particulars of the diplomas were outlined:

Duration: Six Months

Targets: Military Personnel and Civilians



- Level: Middle and Senior level personnel
- Admission: Interviews (2 separate interviews for Military and Civilian/academic)
- Class size: 30 Military (depending on military release policy)
20 Academic (to be further discussed)
- Assessment: 6 modules X 10 credits = 60 credits
Each module 1 essay (length 2,500 words)
Project /Dissertation = 60 credits Length, 12,000 words

The Group members included:

Isata Lebbie
Maj. Kelly F. Kamara
Lt. B. Marah
Hannah Fullah
Ernest Sumu
Capt. Ibrahim B. Kai Samba
Maj. F. Marah

Facilitators

Dr. Nick Lewer
Ms Christiana Solomon



6. Panel Discussion: The Military and Winning the Peace in Post War Sierra Leone – the people’s perception of the New Army

“The military must be seen as an institution helping to reconstruct damaged communities, i.e. a military with a human face.”

A.B. N. Gbanie

A key component of the workshop was a panel discussion on the people’s perceptions of the new army and the evolving peacetime role of the military. The discussion was chaired by Brig. Kale Kalihura, and the panellists included: UNAMSIL, University of Sierra Leone – Dr. J.A.D. Allie, Parliamentary Committee – Hon. Co. (Rtd.) M. Conteh, Sierra Leonean Women – Mrs. Memunatu Pratt, Civil Society/NGO’s – A.B.N. Gbanie, The Media – Mr. James Williams.

Hon. Col. (Rtd.) M. Conteh, representing the Parliamentary Special Committee on Defence, stated in his presentation, that the role of the army was to defend the Constitution of the country. There was a need to educate the civilian population on what should be the role of the military, and the military should make known their views to Parliament through the Parliamentary Committee. He emphasised that the duty of the army was to be loyal to the democratically elected government of the day, and that politics should have no place in the army, because the moment it does, the army ceases to be an army. This had been the problem of the military in the past. The past mistakes must be reconciled, as the military could not be solely blamed for the mistakes of the past. There was a general period of misrule.



The new army must be seen as playing an active role in development of the country. It is very important that the army interacts with the civilian population. This interaction can be a major source of healing and this could be done through e.g. sporting events. He further suggested that the partnership, that had developed between the military and the Police, must be revived, as the military cannot work in isolation neither in war nor in peace.

Mrs. Memunatu B. Pratt, speaking on behalf of Sierra Leonean women, narrated an incident when a group of soldiers entered a village and had a very good reception from the women who came out with pots to prepare food for their brothers (the soldiers). In as much as that illustrates a change in perception by the women, she pointed out that women's roles should not be limited to cooking only. She also observed the absence of female military personnel at the workshop. Consideration must be given to the levels of suffering of women during the conflict in Sierra Leone. The desire of Sierra Leonean women was to live in a war free Sierra Leone. No country can progress if women are threatened. She observed that there have been a lot of demands made on the military while little consideration (if any) is given to what can be offered to the soldiers in return. Women, she concluded, must continue to encourage the military to be good soldiers through motherly and sisterly touch so that nothing, whatsoever, will entice the military to repeat the mistakes of the past.

Mr. A.B.N. Gbanie (Caritas, Makeni), speaking on behalf of civil society, recognised the fact that to talk about the current image of the military presupposes a reference to the past image. The military in the past was an exclusive military that no one dared to criticise and which was capable of doing whatsoever it wanted. Senior military officers received large quantities of bags of rice while the private soldier went months on end without any rice supply. The military had also turned their guns on the country's citizens. He approached the topic from three points. Firstly, people and culture. The major question that needed to be asked was whether the civilian population was ready to accept the military again and whether the military had transformed enough. The impact of the terror unleashed



by the military was still with the civilian population. However, the culture of Sierra Leone was one of silence and the adage that ‘bad bush nor dae for troway bad pekin’ (i.e. ‘There is no evil forest to throw away a bad child’). This is a conciliatory culture that accepts recalcitrants despite their misdeeds.

He stressed the point that the new military’s role in post-war Sierra Leone would go a long way in helping to redeem their image. The military must therefore be seen as an institution helping to reconstruct damaged communities, i.e. a military with a human face. The military must also step-up collaboration with NGOs to complement teaching in some areas where there are staff shortages. Social events were also part of the process of reconciliation with the civilian populace. The military’s inclusion in sports (e.g. football) will help bring military and civilians closer. Mr. Gbanie concluded that the military should be accountable to democratic oversight, and a practical way to give the military a human face was to work with street children.

Mr. James Williams, on behalf of the Media, explained that the relationship between the military and the media in most countries was one of mutual suspicion. During periods of war this changes to a love/hate relationship. The traditional roles of the two institutions pitch them against each other, i.e. media-publicity/military-secrecy. However, this perception was gradually changing in Sierra Leone, as both seem more accommodating of the other. He cited instances in which journalists from both VOA and BBC were allowed in to “restricted” areas; areas considered secretive with less censorship. For reasons of national development both the media and the military need to work together. With the creation of a Public Relations Directorate in the MoD, a bridge has now been created between the military and the journalists, and also, one between the military and the nation. The Media was now in a position to know what the military was doing. Mr. Williams stated that there was need to train the military in journalism and the publication of ‘The Touch’ newsletter produced by the P.R. Directorate of the MoD was commendable.



At the end of the panel discussion, the Chair, Brig. Kale Kalihura thanked the panellists for presenting their views on how various sectors of society perceived the military in terms of winning the peace. The Chairman made the following observations. That leadership and ideology are very important, in forming any new army. He reiterated the point that there are no bad soldiers but Generals. The character of the soldier is very important especially when it comes to recruitment. He appealed to communities to give their best people to be recruited. He urged the military not to recruit in haste, which might result in criminal elements enrolled into the military. The chair concluded with a biblical reference, the conversion of Saul to St. Paul as a reference for the people of Sierra Leone to forgive the army.

The following key contributions were made by participants. On making the needs and constraints of the military known to Parliament, it was observed that the Parliamentary Committee on Defence must show more interest in the military and pay regular visits to ensure that their constraints are known.

- ◆ On the civil and military relationship, the military observed that because of financial limitations they could only be involved in some social activities. NGOs must rethink their policies with regards to funding the military for civil activities, if they were to more involved
- ◆ The perception of civilians of the military was gradually changing, positively. Kenema and Moyamba District, in the past, had categorically stated they wanted no military presence. This stance has changed. It was the chieftdom elders in these two places invited the military in
- ◆ That it was commendable that the military had realised their faults and were ready to change. However, caution must be exercised, as attitudinal changes do not happen over night
- ◆ For the change to be sustainable, academics must be willing to work with the military to develop the necessary civic training programmes. It is not enough to criticise, but to look at what could be done to improve the military.



- ◆ Observation that changes in the military were good, but that they must reflect the military as an institution that thrives on command and control. That aspect must not be altered in the transformation process
- ◆ That there was need for more communications between the civilians and the military through community outreach strategies

An additional presentation by three senior military officers was made and included:

Brig. Fryer, Commander of IMATT. He emphasised that one of the most urgent needs of the RSLMF was to create a strong educational academic base, which at present was lacking. Brig. Fryer stated that the politicisation of the military affected the quality of recruits, as most were enlisted into the army not on merit or academic qualifications. He outlined the various levels of education in the military, including those recruited pre-1991, who had rudimentary academic and military qualifications. Between 1992-96, Capt. Valentine Strasser increased the size of the army as a result of mass recruitment. In 1994, the soldiers received some form of military training from the Nigerian, National War College. In the post-1999 period, most of the military were more educated. There was, therefore, a foundation on which to develop a programme in peace and human rights.

The plenary discussions focused on:

How the Africanus Horton Academy will integrate the new curriculum. Commander Fryer responded that although Human Rights was not yet included in the curriculum of the Academy, he realised that it was relevant and that it would be integrated in the training, to help bring about the appropriate change. Asked about the Educational Strategic Plan of the military, the Commander's response was he hoped that the Africanus Horton Academy should in the future be able to get accreditation from the University of Sierra Leone. Education, he emphasised, was the key to development. The necessity of an Appraisal Scheme to allow those suitable to be promoted was mentioned. He promised a course programme for



senior officers that, was commensurate with their ranks, especially for those who had not trained because of the war.

Lt. Col. Binneh Conteh gave a presentation on behalf of Col.Kenny Davies, the Commandant of the military training school. The speaker stressed that the military had a role to play in the development of the country. If that role was to be played efficiently the normally belligerent approach of the military must be altered to allow acquisition of new skills, especially in the area of Peace Education, Human Rights and Democratic Governance. Soldiers in the past had ignored laws of war, which was not likely to have happened if the proper training had been acquired.

Col. Bashiru Conteh, the Director of Training and Education for the RSLMF, presented a historical overview of the Army and how it had changed overtime. The current strength of the RSLAF is 14,000, with over 2000 former RUF fighters. Four former rival factions during the civil war have been integrated to make up the new army. 27% of personnel in the military are illiterate. Peace Education, he said, was one of the needs for the military. There was also a need to develop the capacity of the instructors involved in teaching at the Armed Forces Education Centre (AFEC).

The initial training of the instructors was done through a 'crash-training programme,' undertaken by PADECO.

The highlight of the afternoon session was a "skit" on human rights, performed by members of the Armed Forces Education Centre (AFEC). The "skit" depicted military personnel in a classroom situation taking lessons first on Peace Education and then on Human Rights. During each lesson, an incident occurs to illustrate clearly to the soldiers the importance of education and training in Peace Education and Human Rights.



AFEC Military Students performing a skit on 'Peace Education and Human Rights'



7. Closing Remarks



Left to Right: Dr. Nick Lewer, ASS. CDS, Commandor Sesay, Dr. David Francis, Hon. Joe Blell, Dept. Defence Minister and Brig. Kale Kalihura, Uganda.

The central conclusions and recommendations made by the participants included the following:

- ❖ The imperative for the military to recognise its evolving peacetime roles in post-war Sierra Leone
- ❖ To improve credibility and respect for the new army, the institution should be proactive to demonstrate to the people that it has changed. This positive demonstration could be through improved civil-military relations and more involvement in community social events
- ❖ Society had a constructive role to play in developing and strengthening the new military. A major step would be to send recruits to the army that are approved by their local communities, in terms of character and leadership qualities
- ❖ The MoD and RSLMF should integrate into the existing education and training programmes the curriculum developed in peace education, human rights and democratic governance.



- ❖ External resources should be secured to implement the *Advanced International Diploma* in Peace and Security Studies, targeting senior and middle-level officers. This in-house education and training programme accredited by the University of Bradford, was a cost-effective strategy within the developing new army
- ❖ The MoD and RSLMF develop the appropriate policy framework to mainstream the peace and human rights training programme
- ❖ Given the lack of expertise to deliver the programme within the military, efforts should be made to use the capacity of the University of Bradford and University of Sierra Leone to develop staff development programmes, for military instructors, in the areas of peace and human rights.

Deputy Minister of Defence: Mr Joe C. Blell

The Minister began by expressing his disappointment for not being able to be present throughout the workshop, as he was busy with government business in China. Despite that, he had keenly followed the contents of the workshop. The Deputy Minister recognised the presence of Brig. Kalihura from Uganda and, through the Africa Centre, he extended appreciation to Maj. Gen. Al Abas Abdehaham Khalifa of the Sudan Armed Forces for his contribution, though absent. He summarised the key objectives of the three-day deliberation:

- ◆ Development of a peace education curriculum for new recruits
- ◆ Development of a curriculum for a post graduate diploma course
- ◆ Development of a policy for mainstreaming the two programmes

The minister, however, acknowledged the Herculean task ahead, that would necessitate another workshop bringing together Ministry of Defence, Ministry of Education, Science and Technology, Ministry of Foreign Affairs and International Cooperation, Ministry of Internal Affairs, Parliament, and the University of Sierra



Leone to draft a Peace Education Policy for the entire security sector. The Deputy Minister of Defence appealed to all participants at the workshop to join him in requesting a Peace Desk in the MoD that would serve as the co-ordinating unit. He ended on the note that participants should be optimistic that the time had come to embrace peace education in the RSLAF, as functional academic education and to ensure peace. To formally end the workshop, the Deputy Minister of Defence presented a plaque on behalf of the Ministry to Dr. David Francis, for the Africa Centre, Department of Peace Studies, University of Bradford.



About the Africa Centre

Established in August 2002, the Africa Centre for Peace and Conflict Studies (Africa Centre) is based at the world-renowned Department of Peace Studies, University of Bradford, UK.

The objectives of the Africa Centre include

- ❖ To contribute to the development of a rigorous, proactive and empirical understanding of the nexus of conflict, peace, security, and development in contemporary Africa. A core emphasis of this process is on the interface between the theory and practice of these inter-related concerns.
- ❖ To develop and execute an international research, teaching and practical training specialism on various African concerns to complement and strengthen the existing African programme and expertise of the Department of Peace Studies at Bradford.
- ❖ To develop the Africa Centre in the long-term into a leading policy research institute with a reputable research-cum-publication profile and the capacity to influence international policy directions, processes and responses in Africa.

Based within an academic institution in Europe, the Africa Centre is strategically located to contribute meaningfully to processes both in the global North and in Africa. The Africa Centre is guided by the following principles:

- ❖ The Africa Centre is committed to influencing and shaping the debates on international policy, development and crisis intervention in Africa.
- ❖ The Africa Centre emphasises the primacy of African institutions, agencies and civil sector in the ownership of conflict prevention, management, resolution and peacebuilding processes in their countries.
- ❖ The Africa Centre's partnerships with other institutions and bodies are based on equal and mutually beneficial collaboration.

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