The owl and the dove: knowledge strategies to improve the peacebuilding practice of local non-governmental organisations

Verkoren, W.M.

Citation for published version (APA):
Verkoren, W. M. (2008). The owl and the dove: knowledge strategies to improve the peacebuilding practice of local non-governmental organisations Amsterdam: Vossiuspers UvA - Amsterdam University Press

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
List of tables, figures and text boxes

Tables
Table 2.1: Simplified and generalised overview of the differences between Western / modern and non-Western / traditional knowledge systems 96
Table 2.2: Types of knowledge: academic ........................................................ 100
Table 2.3: Types of knowledge: practitioner .................................................... 100
Table 2.4: Knowledge challenges for peace and development organisations... 105
Table 3.1: Five types of learning according to Engeström 1995 ....................... 117
Table 3.2: Categorising organisational learning tools ...................................... 128
Table 3.3: Contradictory pressures on the staff of NNGOs ............................... 134
Table 3.4: Comparing decentralised networks with structured networks ....... 146
Table 3.5: Categories of NGOs visited.............................................................. 157
Table 5.1: Knowledge demand of Southern peacebuilders................................ 232
Table 5.2: Knowledge supply of Southern peacebuilders............................... 234
Table 5.3: Organisational learning activities of Southern peace NGOs: acquiring knowledge................................................................. 238
Table 5.4: Organisational learning activities of Southern peace NGOs: retaining knowledge................................................................. 243
Table 5.5: Organisational learning activities of Southern peace NGOs: adapting, passing on, and applying knowledge................................. 246
Table 5.6: Organisational learning activities of Southern peace NGOs: research and dissemination ................................................................. 249
Table 5.7: Example of a logical framework....................................................... 255
Table 5.8: Methodologies for the evaluation of peacebuilding activities ...... 263
Table 5.9: Partners in knowledge exchange of Southern peace NGOs............. 269
Table 5.10: Obstacles to knowledge exchange for Southern peace NGOs....... 283
Table 6.1: Benefits of networking and knowledge exchange according to Southern peace NGOs................................................................. 316

Figures
Figure 1.1: Categorising NGOs’ activities in peacebuilding ................................. 65
Figure 2.1: Recognising tacit knowledge............................................................ 81
Figure 3.1: Second-order learning cycle............................................................. 115
Figure 3.2: Organisational learning ................................................................. 119
Figure 3.3: Local solutions to local problems.................................................... 141
Figure 3.4: Organic capacity development according to the UNDP.................. 142
Figure 3.5: Knowledge flows in and around Southern peace NGOs............... 153
Figure 5.1: Peace and Conflict Impact Assessment.......................................... 260
Figure 5.2: A learning model for peace evaluation........................................... 266
Figure 6.1: Knowledge flows in and around Southern peace NGOs................. 351
Figure 6.2: Strength of different knowledge flows in and around Southern peace NGOs ................................................................. 352
Figure 6.3: Reality of learning cycle in Southern peace NGOs.......................... 353
Figure 8.1: Action learning.............................................................................. 403
Figure 8.2: Audiences for ACTS findings....................................................... 419
Figure 9.1: Adjusted picture of knowledge flows in and around Southern peace NGOs

Text boxes
Box 1.1: The Pikit space for peace ................................................................. 59
Box 4.1: Responses to knowledge hegemony ........................................... 179
Box 4.2: The Rural Women Peace Link in Kenya’s North Rift province .... 182
Box 4.3: Capacity building in Mindanao by Catholic Relief Service (CRS) . 208
Box 5.1: Module developed by Mindanao People’s Caucus (MPC) ............. 247
Box 5.2: Difficulties for the evaluation of peacebuilding activities, compared to
other development-oriented interventions ............................................. 257
Box 5.3: Report of a meeting of the Eastern regional chapter of the Network for
Collaborative Peacebuilding Sierra Leone (NCP-SL), Kenema, 22
February 2006 .................................................................................... 273
Box 5.4: Issues relating to the capacity of CSOs in Central Asia ............... 289
Box 6.1: Networks encountered in the Philippines and Cambodia or mentioned
by interviewees .................................................................................. 302
Box 6.2: Networks encountered in Liberia and Sierra Leone or mentioned by
interviewees ..................................................................................... 304
Box 6.3: Networks encountered in Kyrgyzstan and Tajikistan or mentioned by
interviewees ...................................................................................... 306
Box 6.4: Networks encountered in Kenya or mentioned by interviewees ...... 307
Box 6.5: The Dolina Mira network in the Central Asian Ferghana Valley .... 309
Box 7.1: GPPAC and the UN Peacebuilding Commission .......................... 364
Box 7.2: Departments of Peace initiative and GPPAC ............................... 369
Box 7.3: Relevance of GPPAC for the Central Asian region ...................... 370
Box 7.4: Lobby and advocacy achievements at the global level ................. 371
Box 7.5: Gaining visibility: Kenya .............................................................. 372
Box 7.6: Opinions about activism in Southeast Asia .................................. 374
Box 7.7: Ownership in Central and East Africa ......................................... 376
Box 7.8: Bottom-up peace education initiatives: Southeast Asia .............. 388