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**Report on the “Key Leaders” Retreat**  
**Sèminaire de Rèflexion**

***An Initiative of the Burundi Leadership Training Program (BLTP)***

September 9-12, 2007 – Gitega, Burundi

**A Wilson Center Project Funded by the Department for International  
Development, UK**

**in Partnership with the CMPartners and ESSEC IRENE**

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### **A. Background**

With the support of the World Bank’s Post-Conflict Fund, in 2002 the Africa Program of the Woodrow Wilson International Center for Scholars (WWICS) launched a major capacity-building initiative in Burundi, designed to increase the ability of the country’s ethnically polarized leadership to work together in consolidating its post-war transition and advancing Burundi’s post-war reconstruction and recovery. Since the beginning of this program, over 8,000 Burundians at all levels of society have received intensive training in a broad range of leadership skills. Interactive workshops in communications, negotiating skills, visioning, group problem solving, and strategic decision-making have been designed to assist in the restoration of trust and confidence among Burundian leaders and to encourage participatory and collaborative decision-making. In particular, the Burundi Leadership Training Program (BLTP) has centered on four objectives that are fundamental to sustainable peace-building:

- Transforming the war-induced zero-sum, winner-take-all paradigm into a recognition of interdependence and the value of collaboration;
- Rebuilding the trust and the relationships among key leaders that have been fractured by their conflict;
- Generating a new consensus on “the rules of the game,” i.e., on how power is shared and on how decisions are made; and,
- Strengthening communications and negotiations skills, so that the way in which leaders engage one another is conducive to problem-resolution, rather than to further confrontation.

What has come to be known as the “Ngozi Process” (named after the venue of the initial training workshops) had remarkable impact in rapidly building cohesiveness and collaborative capacity among an ethnically and politically diverse group of key Burundian leaders drawn from all social and institutional sectors. Six months after the program’s inception, the initial Army and rebel group participants urged the rapid extension of this training (in November 2003) for a select group of thirty-seven Army and rebel military commanders to set the stage for the implementation of the cease-fire agreement between the government and the armed factions, including the CNDD-FDD. Only the FNL chose not to be involved. Subsequently, the dramatic success of a six-day Ngozi process workshop for these commanders led the United Nations mission and Burundian Army and rebel leaders to ask that the Burundi Leadership Training Program be applied to the task of the reform and integration of both the high command of the

national army and that of the new national police force – work that continues to this day. In addition, the success of the “Ngozi process” training strategy led to its adaptation to the training of thousands of Burundian local leaders – training that has been conducted in Kirundi, and with materials accessible to an illiterate population. Finally, at the request of the Burundian government, the BLTP has provided training for the leaders of Burundian political parties, and for the upper echelon of Burundi’s newly elected government (the president, the two vice-presidents, the Council of Ministers, and the parliamentary leadership). (A full listing of BLTP training activities over the past four years appears as Appendix I.)

As with several of the workshops organized by the BLTP, the most recent training event – the “Key Leaders Retreat” – organized in Gitega from September 9-12, 2007, was mounted at the request of President Nkurunziza and several other Burundian leaders who were concerned about the recent paralysis of the institutions of government occasioned by internal divisions within the ruling CNDD-FDD and by the loss of the party’s parliamentary majority. Mistrust and suspicions among the political parties has made difficult the coalition-building required for effective governance, and all sides were eager to re-open the lines of communication and establish the conditions for more effective collaborative decision-making. The international community, led by the UN ERSG, also gave the effort their full support.

## **B. The “Key Leaders Retreat”**

### **1. Participants:**

In testimony to the sense of urgency felt by virtually all of Burundi’s key political actors and institutions, the September workshop attracted a remarkable number of “key players,” including Burundi’s four living former presidents; top leaders from the CNDD-FDD, FRODEBU, CNDD, UPRONA, and PARENA; the Chief of Staff of the Burundian National Defense Forces; the Director-General of the National Police; the President of the Commission for Demobilization, Reintegration and Reinsertion; several key civil society leaders; and three persons privately affiliated with the rebel FNL. A full listing of the participants appears as Appendix II.

### **2. Workshop Highlights**

#### **Petrol Pricing: Collaboration vs. Competition**

As is customary in BLTP training workshops, even prior to introductions, the participants plunge into the first of several negotiating simulations, “The Petrol Pricing Exercise.” The exercise not only yields profound and surprising lessons for the participants, but also serves as an excellent ice-breaker, setting the tone for all that follows.

The exercise is structured as a classic prisoner’s dilemma, where the success of one team depends on the actions of the other. The logic of the game is that the teams that are able to build a modicum of trust and confidence in one another are able to create more success for themselves

through the maximization of profits. However, what typically happens is that each team, fearful that it will be undercut by the other, ends up seeking to minimize its risk by setting lower prices. The two teams then enter a “race for the bottom,” with the minimization of risk also meaning the minimization of profits.

In Gitega, a mutual mistrust of each other’s motives and intentions leading to adoption of risk minimization strategies by all. Even when offered the opportunity for direct communications to a boost in mutual confidence, the gains were short-lived, largely because in two of the three sets of negotiations, agreements reached were violated by one of the parties – leading to a resurgence of sharp mistrust between the parties and to a resumption of risk-minimization strategies.

As is generally the case, the learning impact of the simulation occurred in the feedback session that follows, during which the participants were confronted with the results they achieved vs. the results that were obtainable by more collaborative strategies. Many participants, thinking that they had pursued enlightened strategies, were stunned by their failure – and by the lessons that emerged from their experience:

- The self-destructive consequences of their inability to build a collaborative relationship with the other team.
- The importance of trust and of relationships in establishing the foundation for sustainable conflict resolution.
- The destructive impact on trust and on relationships of the non-adherence to agreements reached.
- The fact that messages sent are not always those received, in particular, with regards to intentions.
- How what one person may conceive as a defensive reaction on their part might well be understood as an offensive act by the other party.
- How trust can be built only over-time, but can be destroyed in an instant.
- The importance of “putting oneself into the shoes of the other,” and the difficulty of doing so.
- The importance of risk-taking in building trust.
- The need to test our assumptions before acting.
- The importance of first attempting to expand the pie (creating value) before considering how the pie should be shared.

As many of the participants' own observations made clear, the relevance of the simulation for real-world Burundi was well-understood:

- A high army official: "The exercise of yesterday taught us lots of things – that there is lots more to do even though we are coming out of the crisis. There are agreements not respected, there is mistrust. So, I say, please, let's really make an effort: if you have decided something with a partner, please respect the agreement."
- A leading party activist: "Yesterday's exercise suggests that a good leader is someone who creates good relationships. And who respects a contract. And who respects the other person, and the word of the other person. This is something that can really help us to get out of our conflict."
- A party activist: "In the experience of yesterday everyone noticed that negotiations are an ongoing phenomenon. The experience of negotiations can be useful in all areas, with the same principles. So even though the context may be different, the tools remain the same. If we are talking about leaders, their behavior may not be positive. If leaders were always behaving positively we would not be here today. We can create problems. But we can also create solutions."
- A political party chairman: "For me this is a discovery. . . .It is good to find what works. I am interested in how we will apply the conclusions from this exercise. I have already understood some things. For example, to carry out effective negotiations you need to prioritize. You must be convinced that the objective is the general interest. Because in our group we tried to win. We also need risk-taking. This is really important. I also understood that you need to be honest, to respect and apply the agreements that have been made. We came up with an agreement with Group B, but we didn't respect it. And I am sorry I did not respect the agreement. But that allowed me now to understand the implications of that. I also understood that in a good negotiation, you need to understand the principle that everyone needs to win. It is not a matter simply of what I gain, but of what everyone gains. So I am waiting for advice from my colleagues here: give me advice that will help us to all win together."
- A former Burundian President: "In light of the exercise we did yesterday, you seem to be saying to us: you have weaknesses that are linked with the need for a permanent frank dialogue. These weaknesses are also linked to the identification of our personal interests, and to the choice between our personal interest and the national interest. And you have tried to show where our interests lie – and that we can only find a permanent solution through the general interest."

### **Participant Expectations**

The workshop's second day began with the participants describing their expectations for the workshop – expectations that were sharpened and clarified through their experience with the Petrol Pricing exercise. Several participants focused on the tools and skills with which they hoped to emerge from their workshop experience: how to manage negotiations and decision-making processes, skills of communication, strengthened personal and institutional capacities; leadership skills. Yet other participants centered their expectations on an improved political climate that would permit open and frank dialogue, and in which individuals would be able to put themselves into the shoes of the other. Several participants spoke of their hope that the workshop would help Burundian decision-makers build a common vision that would enable the country to move forward. Several added that they hoped that the workshop would lead to concrete results, and that there would be established a means to monitor and follow-up on the commitments made in the workshop. (A full listing of participant expectations appears as Appendix III.)

### **Communications**

Several workshop exercises are short interactive events designed to strengthen participant communication skills and sensitivities. Thus, the “Rumor” exercise, in which participants were given a message and asked to orally convey the message around the circle, drew attention to the difficulties inherent in the oral transmission of messages and more importantly, how people's perceptions and priorities influence what they hear and retain. Clearly, there are other challenges as well: people may not speak very clearly; an absence of interest or focus on the part of the “listener” may yield a very distorted or inaccurate understanding of the message conveyed; and, oral messages tend to be simplified in their transmission, to the detriment of precision and accuracy.

Particular emphasis is given in the communications module to the importance of active listening. A second short exercise was used, in which the participants are divided into pairs of “buyers” and “sellers,” highlights the universal human tendency to think that selling something depends upon effective speaking. To the contrary, the participants learn, the most effective salesperson (or political leader) is the individual who first listens to the prospective consumer (or constituent), so that the seller has a clear understanding of the perspective and priority concerns of the buyer. In other words, it is effective listening that makes the subsequent speech much more persuasive.

Following the “Selling exercise,” the trainers modeled for the participants different styles of listening – ranging from passive or inattentive listening to listening in which the listener conveys his full understanding and empathy – by asking questions, by reframing what has been heard, by validating the speaker. A central lesson that emerged from participant discussions of the different listening styles was the importance to effective leadership of narrowing the distance between a leader and his/her constituents. It was highlighted that it is less important that

constituents agree with the perspective of a leader than that the constituents feel that the leader has really heard their concerns and understands their perspective.

One of the most powerful exercises within the communications module is known as “The Woman.” Cards containing a sketch of a woman are distributed to all of the participants. They are asked to look at the card for a few seconds, and then return the card to the facilitator. An image of a woman is then projected on the screen, and the participants are asked to estimate the age of the woman on the screen. Invariably, approximately half of the participants state the woman is quite young, twenty or thirty years of age, while the other half of the participants insist that she is an elderly woman, sixty, seventy, even eighty years of age.

What the participants do not realize is that on the cards previously distributed, one-half of their number have received a sketch of an old woman, while the other half have received a sketch of a young woman. What is projected on the screen is a composite image of the two. The conditioning that has taken place within a brief ten seconds exposure is so powerful that different people can look at the same projected image and see totally different things. The participants are then asked to consider that if it only took ten seconds to produce this “conditioning” effect with regards to the image of the woman, one can only imagine the impact of the conditioning of a lifetime of exposure to different circumstances and experiences. This awareness of the conditioned nature of perceptions is the starting point for the transformation of conflict: people do not necessarily have to see the world the same way, but it is important that they at least understand the basis for the perceptions of “the other” and that they convey that understanding to the other person.

Another important lesson emerges from “The Woman” exercise: it takes everyone to see and understand the entire “picture” or reality. Because we each have a different take on reality, depending upon the differing history and experiences we have each had, we each have a unique perspective. This is why inclusivity is such an important principle of conflict transformation: the broader the universe of perspectives brought to the table, the richer and more complete will be the analysis of the conflicts and the problems that people seek to address.

Some participants derived other lessons from the exercise. One participant observed that the exercise revealed how difficult it is to correct an error, once it is made; we get locked into a set of fixed perceptions and beliefs that may be without foundation and it is difficult to deviate from that position. Yet another participant suggested that the exercise revealed how your own conditioning can make it very difficult to put yourself into the shoes of the other. The trainers added that the exercise also demonstrated the fallibility of all human perceptions. As a consequence, leaders should always approach their tasks with a measure of humility, and with the recognition that in a conflict situation it is possible that both parties could be “right,” or that neither is correct.

### ***A Framework for Negotiations and Decision-making***

From their work on communications skills the participants then turned to consideration of a Seven-Element Framework for evaluating the quality and sustainability of decisions, and to assist in the preparations for a negotiation. The elements highlighted were the following: the critical importance to successful negotiations and problem-solving of (1) effective **communications** and (2) of **strong relationships** between the parties; the need to distinguish between one's *positions* and one's (3) underlying **interests**, and to understand clearly not only your own interests but those of the other parties to the conflict; the need to create (4) **a range of policy options**, and to apply appropriate (5) **criteria of legitimacy** in identifying the best amongst those options; the ) need to identify the (6) **Best Alternative to a Negotiated Agreement (BATNA)** in order to be able to compare that Alternative with the agreement that emerges from the negotiation process; and, finally, the need to make a operational and realistic (7) **commitments** to a specific course of action.

The participants were then asked to use the Seven-Element Framework to prepare for a simulated negotiation centering on a policy question that is actually being debated in Burundi: how various elements of the privatization of the coffee sector should be implemented. The participants were divided into groups of three, each person representing a distinct interest within a fictitious country (parliament, the National Office for Coffee, and coffee producers), and the group was tasked with arriving at a joint recommendation to be submitted to the head of the country's Parliamentary Finance Commission.

The ten negotiating triads produced some very creative policy options - though their negotiations had difficult moments. During the feedback session that followed many lessons that are key to successful interest-based negotiations emerged: the importance of adequate preparation, the need to understand clearly not only your own interests but the interests of others, the need to find a means of satisfying the interests of all; the need to insure that all parties have the same understanding of the nature of the problem. The trainers observed that, for the most part, the participants had taken on the "communications" lessons of their earlier work and had practiced active listening in the course of their negotiations.

### ***Integrating the Lessons: SIMSOC***

On the third day, the participants were introduced to an all-day simulation, SIMSOC, which is designed to provide insight into the dynamics of social and political conflict, and as well as the means of managing conflict before it spirals out of control. SIMSOC consists of a single society, comprised of four regions – red, green, blue and yellow – with a very unequal distribution of resources. The citizens of SIMSOC are confronted with the same kinds of issues, problems, tensions and conflicts that they experience in the real-world, and the success of the society, as in the real world, hinges on the choices and decisions they make, both individually and collectively. As in the real world, they must subsist, they must secure employment; they must decide how to use whatever resources they have (for example, whether to invest in the society's two industries; or in national welfare programs to maintain the cohesion of the society, to establish a police



force, etc.); they may decide to riot, or to establish governmental institutions of their choosing. They must manage all of these questions under conditions that closely parallel those of the real world: extreme inequality between individuals and groups, a lack of sufficient subsistence for some individuals, major communication barriers between regions, a lack of shared experience and expectations, and a diversity of personal goals. As the society evolves, their individual and collective actions determine whether the national indicators rise or fall (the indicators are the measure of the society's health); if any indicator falls below zero, the society collapses.

The evolution of the Key Leaders SIMSOC was similar in many respects to other SIMSOC's run in Burundi over the past four years, and this SIMSOC had some unique elements. As is generally the case, the Red Region which is, in effect, a ghetto, an impoverished region whose inhabitants lack subsistence, wealth, and even the capacity to travel outside of their region, became the most cohesive of the regions, notwithstanding the considerable real life political diversity of the region's inhabitants. In their common misery, they developed a deep sense of unity and common purpose. By contrast, the extremely well-endowed Green Region had much greater difficulty in getting itself organized. And, while the Green, Yellow and Blue regions were more sensitive to the plight of the impoverished Reds than in most of the earlier SIMSOC's conducted in Burundi, they were no more adept at responding to the challenge posed by the poverty and despair in which the members of the Red Region found themselves. Their principal preoccupation in all cases was the survival and security of their own regional members, and they failed to attend to the threat posed to the entire society by the prospective death of starving members of the Red region. Even when members of the Blue, Yellow and Green regions travelled to the Red region, they found it very difficult to connect with the reality of the Reds and came across as arrogant, insensitive and patronizing. While many visitors meant well, and wanted to provide some assistance to the Reds, their inability to really connect with the sense of desperation AND of exclusion of the Reds led to wholly inappropriate overtures.

By the end of the second game session, SIMSOC was on the verge of collapse - the result of the inability of the members of the society to manage their resources effectively and to address the problems confronting the most vulnerable within their society. The participants were then informed that two countries had offered to provide a substantial amount of foreign assistance to enable the society to survive, but the offers of assistance came with conditions. The members of SIMSOC had one hour to decide which, if either, offer they wished to accept. An absolute majority of the SIMSOC members was required to implement either version of the bail-out.

Vigorous discussions ensued in all four regions. It was decided that representatives of the four regions would all convene in the Red Region to exchange their perspectives and to decide how to respond to the two offers. The penultimate negotiation that occurred in the Red region, recorded on video camera, was stunning from many perspectives. First, it became quickly apparent that a consensus had emerged within each region to reject submitting SIMSOC to an era of colonial subjugation and to, instead, accept the offer of the second Country. (In one other Burundian

SIMSOC that had been presented with the same dilemma, the participants were unable to reach agreement on the acceptance of either set of conditions and the society collapsed.)

Second, several of the interventions made by the regional representatives were poignant, with several speakers noting that it had been their own parochial preoccupations that had led to the death of several members of the Red region and to the imperiled state of SIMSOC. Former President Ndayizeye, representing the Yellow Region, made an eloquent appeal that henceforth, if SIMSOC survived the immediate crisis, no one should forget the absolute imperative of maintaining the cohesion of the national society; no one should again fail to act to address the problems that confronted the most vulnerable within the society. Former President Buyoya, one of only three surviving members of the Red region, noted that the Reds had paid a heavy price for the insensitivity of others within SIMSOC, and for their failure to act in a timely and effective fashion.

Third, the sense of joy that greeted the unanimous decision to accept the conditions of Country B and to transfer to the surviving members of the Red region the societal leadership positions located in the Green, Yellow and Blue regions, was palpable. All of the participants in the meeting – who represented the top leaders of all of the political and institutional diversity of Burundi – broke out in applause, rejoicing in their collective action that had saved SIMSOC.

The feedback session that was held following the game lasted well over two hours, and was one of the richest such sessions the training team has ever observed. The participants were remarkably non-defensive about their near-failure and were reflective about the lessons that had emerged from SIMSOC that had direct application to real-world Burundi. Some of these lessons identified by the participants after they had had an evening to reflect on their SIMSOC experience are presented as Appendix IV. Among the notable observations offered in the post-SIMSOC feedback session were the following:

- “I have the impression to have really lived the last phase. I felt emotions following the national failure and the lack of cohesion. When one sees the society breaking down even while one is rich, one feels impotent. At one point, I believed it was almost real. It is necessary to continue to do this exercise, it contains many riches, even for countries outside this region.”
- “The participants in this seminar are not small cogs. It is thus necessary to leave the field of simulation and to move towards reality in order to treat the questions between institutions and even within our political parties.”
- “An egoistic feeling inhabits the human being, and in the politician it must be demolished some. The areas, the localities, the State are also egoistic, in particular Westerners with respect to the Third World countries on the division of the riches and with respect to national and global solidarity. This exercise is important and should be popularized and applied in other sectors, in particular in certain universities.”

As a result of the intensity and realism of the SIMSOC experience, the simulation yielded powerful insights and important lessons, almost all of which were identified by the participants themselves. In addition to the lessons that emerged from earlier exercises, the participants noted, in particular, that SIMSOC demonstrated the impact of the unequal distribution of resources on inter-group perceptions and conflict; the tendency of regions to ‘balkanize,’ focusing on their own internal needs and losing sight of their linkages with, and dependence upon, the broader society; and the impact of the mass media in contributing to or mitigating societal conflict.

### ***Developing an Action Agenda: Application of the Four Quadrant Tool***

In the workshop’s final phase, the participants are invited to identify the substantive issues they most wish to focus on. What we generally notice in these training workshops – and the Key Leaders Retreat was no exception – is that as a result both of their earlier work on the *processes* of communication, negotiation, and the development of collaborative decision-making strategies, and a benefit of their common experience in SIMSOC, the participants are now able to discuss real-world Burundian issues with far greater objectivity and less defensiveness than might be anticipated, and with much greater sensitivity to the perspectives and feelings of others.

The participants identified the following as their principal issues of concern:

- The paralysis/blockage of state institutions.
- The absence of cooperation, dialogue and confidence among the partners.
- The absence of a democratic culture, of respect for values and the difficulty in accepting the principle of “alternance” (one party yielding control to another party as the result of a free and fair election).
- Non-respect of the law and of the Constitution; absence of an agreement on common principles; absence of self-discipline and failure to respect the rules of the game.
- Failure to respect commitments made.
- The difficulty in coming together around a common vision.
- Lack of self-criticism and fear of being criticized.
- Other matters: the war, exclusion and extreme socio-economic poverty.
- The difficulty of identifying who should provide an answer to these problems

Following their brainstorming of key issues, the participants decided to focus their efforts on the first of these issues: the current paralysis of the institutions of government. They then broke out into working groups and undertook to apply an analytical tool presented by the facilitators – the Four Quadrant Tool – to assist in their joint problem-solving effort. The four tasks they were

given were: first, identify the problem; second, undertake a diagnosis of its causes; third, identify the elements of a solution; and, finally, specify some concrete actions they wished to take, both individually and collectively to contribute to the resolution of the problem. Because of limited time, the participants were asked to focus, in particular, on the concrete actions they wished to take. The work-product of the separate working groups was a suggested action plan, which was then presented in the plenary session involving all of the participants. They established the following action agenda:

- **To re-launch a frank and honest dialogue in order to reduce the mistrust among the political decision-makers.**
  - With an early warning system to enable decision-makers to react quickly to the signals of an imminent crisis.
  - [The idea of a joint communiqué calling for dialogue was rejected for the moment, with the participants deciding, instead, that each would personally commit to promote this dialogue within his/her own organization.]
  - To form a small, diverse group to visit the principal leaders.

**To train the key actors and to reinforce their competencies.**

- If necessary, by creating a training institute; and during the next seminar, to reflect on format and content of such an institute.

**To encourage the responsible leaders to develop a common vision, by together transmitting to others the key lessons acquired during this seminar.**

**To work for cohesion within the political parties.**

- Each person commits him/herself to promote this cohesion within his/her group.

**We will work to insure that the Parliament functions normally when it reconvenes the 1st of October.**

- How ? Each person will mobilize his contacts in order to exert a “soft” influence.

**C. Conclusions**

The Burundi Leadership Training Program has been conducting workshops in Burundi for over four years. For the managers and trainers of the BLTP initiative, the willingness of key Burundian leaders from diverse sectors to participate in the “Key Leaders Retreat” was, at one and the same time, dramatic evidence of the tremendous progress that Burundi has made in its transition from war to peace, and also of the determination of Burundi’s leadership to keep the

process on track. The eight months of political paralysis that the country has experienced has deeply troubled Burundians everywhere. On the one hand, Burundians want to get on with the country's social and economic reconstruction. On the other, they do not want to do anything that might risk a return to the violence and killing of the past.

The Key Leaders Retreat proved to be one of the richest and most inspiring of all of the training activities in which the BLTP has been engaged. The participants could not have approached their work with greater seriousness of purpose. And, as the post-workshop evaluations make clear, the participants found that the contacts they made in the workshop, and the relationships they forged, were every bit as important as the actual skills training they received.

The training in collaborative decision-making that is the heart of our initiative is not a panacea. The hard work of addressing the myriad difficult social, economic and political challenges that Burundi faces lies down the road. But the training experience has yielded for the participants, all key leaders, a new vision of how Burundian leaders can and must work together to achieve their common aspiration for a more stable, secure, and prosperous future.

As this report was being written on the evening of September 27, the President had announced that an agreement has been reached between the government and opposition parties to end their political deadlock. This is a critical step that provides the foundation for the restoration of effective governance and for a joint effort to advance the country's post-war reconstruction. But it will be important, as the workshop participants themselves repeatedly asserted, that they be reconvened periodically to assess the progress made, to identify the still intractable issues, to deepen their communications and negotiation skills, to strengthen their personal relationships, and to consider ways of carrying their common vision of collaborative decision-making to more sectors of Burundian society. Over the next couple of months, the BLTP plans to reconvene the "Key Leaders" for two shorter two-day sessions in order to reinforce their skills and their relationships. In addition, another training program will be mounted for a second group of key leaders shortly after the turn of the year.

## **LIST OF APPENDICES**

- I. List of BLTP Training Activities
- II. List of Workshop Participants
- III. Participant Expectations
- IV. Lessons from SIMSOC

## **APPENDIX I**

### **LIST OF BLTP TRAINING ACTIVITIES**

- **Ngozi I, II & III (95 personnes)**
- **Nairobi (37 personnes)**
- **CMC, Bujumbura (33 personnes)**
- **EMGI, Gitega (30 personnes)**
- **Négociateurs du Monde, Paris (45 personnes)**
- **EML, Bujumbura (88 personnes)**
- **Partis politiques, Gitega (65 personnes)**
- **EMG Police, Gitega (70 personnes)**
- **Post Conflict, Washington (40 personnes)**
- **Gouvernement, Bujumbura (33 personnes)**
- **Médias, Gitega (33 personnes)**
- **FDN 1, 2, 3, 4 (Burasira) 5 & 6 Bujumbura (@ 200 personnes)**
- **Parlementaires, Bujumbura (26 personnes)**
- **Formation de formateurs, Ngozi (36 personnes)**
- **PNB 1 et 2 (Burasira) (63 personnes)**
- **CBLP, Gitega & Ruyigi (20 + 7137 personnes) - Projet ASI-PADCO**

## **APPENDIX II**

### **PARTICIPANTS IN KEY LEADERS RETREAT**

<b>Last name</b>	<b>First name</b>	<b>Gender</b>	<b>Institution/ affiliation</b>	<b>Role</b>
<i>Bagaza</i>	<i>J. Baptiste</i>	M	Parena party	Senator, Chairman, former President
<i>Bamvuginyumvira</i>	<i>Frederic</i>	<i>M</i>	<i>Frodebu</i>	<i>Vice President</i>
Bigirimana	Euphrasie	F	Frodebu party	Secretary General
<i>Bizimana</i>	<i>François</i>	M	Cndd	Spokesperson of the party
<i>Bunyoni</i>	<i>Alain Guil.</i>	M	Police	Director General, Burundian National Police
Buyoya	Pierre	M	Uprona party	Senator, Former President
Caraziwe	Clotilde	F	CNDD FDD	Deputy
Gahiro	Samuel	M	Gov./military	Chief of staff of the National Defense Force
Habonimana	Déo Liévin	M	Frodebu	Local elected official
Kanyange	Médiatrice	F	Civil Society	
Kazoviyo	Gertrude	F	Civil Society	Professor, Observatoire Action Gouv
Mabobori	Catherine	F	Uprona party	Deputy
Mbonimpa	Pierre Claver	F	Civil Society	Defense League for prisoners, Pres.
Minani	Jean	M	Frodebu party	Former chairman
Mpawenayo	Liévin	M	Civil Society	Professor
Ndayisenga	Renilde	F	MRC	National Committee member
Ndayishimye	Evariste	M	Cndd-Fdd party	Minister of Interior



Ndayizeye	Domitien	M	Frodebu party	Former President of the Republic
Nduwayo	Onesphore	M	Civil Society	President, Observatoire Action Gouv.
Ngendakumana	Jérémie	M	Cndd-Fdd party	Deputy, Chairman
Ngendakumana	Léonce	M	Frodebu party	Deputy, Chairman
Nijebariko	Scholastique	F	Cndd party	Deputy, Member of Exec. Committee
Niyoyankana	Bonaventure	M	Uprona	Deputy
Nimubona	Zénon	M	Parena party	Active Parena member
Ntaganzwa	Benoît	M	Civil Society	Businessman, former senator
Ntibantunganya	Sylvestre	M	Frodebu party	Senator, former President
<i>Ntigurirwa</i>	<i>Silas</i>	M	Gov./Military	President of CNDDR
Nyangoma	Leonard	M	CNDD	President
Rufyiri	Gabriel	M	Civil Society	Organization Against Corruption
Rugira	Jean Marie	M	CNDD FDD	Deputy
Sindokotse	Denise	F	CNDD FDD	Deputy
Tungamwese	Emmanuel	M	Frodebu	Former Ambassador

## **APPENDIX III**

### **PARTICIPANT EXPECTATIONS**

- **Attentes pour soi : renforcement des compétences personnelles**

- *Apprendre (on apprend a tout age) des méthodes et des outils, développer des compétences en manière de négociation (la négociation étant partout), de communication et de processus décisionnel.*
- *Mieux découvrir ce qu'est un « bon leader », quelles sont ses qualités*
- *Favoriser la découverte de nous-mêmes, et la découverte des autres, pour pouvoir changer positivement*

- **Attentes vis-à-vis des autres : renforcer des liens et créer un dialogue**

- *Retrouver de vieilles connaissances... « Ce sont des retrouvailles »*
- *Créer un climat de communication et d'entente, d'acceptation mutuelle, pour aboutir a la résolution de certaines difficultés. Créer un dialogue permanent et franc.*
- *Éviter les méfiances ; il ne faut pas s'isoler ; mieux connaître les autres*
- *Créer un groupe, un cadre de contacts entre participants pour capitaliser sur ces premiers échanges : embrasser d'autres problèmes et accepter d'en discuter*
- *Un enjeu : qu'ensuite les leaders communiquent avec la base.*

- **Attentes sur le fond : amorcer une résolution des problèmes**

- *Contribuer a créer une vision commune, autour des intérêts de la chose publique.*
- *Échanger l'expérience acquise, se conseiller les uns les autres*
- *Faciliter une amorce de solution aux problèmes : un tremplin ou une étape pour trouver les solutions qui conviennent.*
- *« Bâtir pour gagner ensemble ». Comment créer de la valeur ensemble ? « Éviter les coups » et « les crocs-en-jambe » pour notre pays.*
- *Que ce séminaire ne soit pas « un séminaire de plus » : comment appliquer ce que nous apprenons aux problèmes du Burundi, avec a l'esprit l'intérêt général de la Nation. Mieux faire face aux problèmes concrets*
- *Prévoir une étape d'évaluation, une nouvelle réunion de suivi*
- *Prendre des engagements fermes.*

#### APPENDIX IV

#### ***QUELLES SONT LES LECONS QUE NOUS POUVONS TIRER DE SIMSOC QUI SONT APPLICABLES AU BURUNDI?***

- L'importance d'une *vision stratégique* - savoir où on va
- La nécessité de *(re)définir nos valeurs ensemble* et les protéger
- Un leader politique doit *privilégier l'intérêt général*
- Aucun groupe peut gagner seul - *nous gagnons ensemble*
- La *responsabilité de nous tous* dans la recherche des solutions
- La besoin de *la cohésion sociale* au sein d'un groupe mais aussi au sein d'une société et même au sein de l'individu surtout dans les situations difficiles
- La nécessité de *la flexibilité dans le choix de nos stratégies* et la mise en application de ces stratégies
- Maîtriser et *comprendre les signaux d'alarme* ET réagir
- Développer une *culture de dialogue* - au niveau interne et au niveau externe
- L'importance de *l'écoute* - faites attention de toutes informations
- *L'écoute avant* la prise de décision
- *Maîtrise de l'information* peut nous aider à mieux identifier nos forces, nos faiblesses, les opportunités à saisir
- *Maîtrise des mécanismes de communication; la circulation de l'information;* et le partage de l'information
- Au niveau de leadership, il faut décider et *décider à temps*
- Chercher une *répartition équitable* des richesses
- Besoin d'une *bonne coordination* et une *organisation du travail*
- Garder la *patience* face aux problèmes difficiles
- Chercher les *solutions non-violentes*
- Gérer l'esprit égoïste

- Avoir un bon sens d'observation
- Les régions peuvent être comparées aux partis politiques au Burundi - chaque parti connaît les divisions internes et *nous devons travailler ensemble* pour faire marcher le pays
- Chacun doit comprendre *qu'il a une responsabilité de s'engager* et mettre en application très rapidement les leçons tirées de cet atelier
  - Organiser une réunion à Bujumbura, en présence de médias, pour partager avec la nation comment nous allons appliquer ces leçons - un engagement personnel mais aussi un engagement de groupe