ACTING TOGETHER PERFORMANCE AND CREATIVE TRANSFORMATION
CONFLICT REPORT

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This new approach of resolving conflict has been edited by Professors Cynthia E. Cohen, Roberto Gutérrez Varea and Polly O. Walker, Volume I and II (June and December 2011). For me, I organized workshops with teachers and pupils in order to strengthen this approach in the Congolese contexts. The main objective was focusing to the appropriation of the target groups of this approach which is effective to resolve conflict peacefully. In this context the Democratic Republic of the Congo has teared by several armed conflicts which have broken socio economic and infrastructure cloth. The Democratic Republic of the Congo has got its independence in 1960; the rate of providing school at primary and secondary was higher in the central Africa. According to Ministry of Planning the Education to all p.20 (DRC, Ministry of Education) during the five decades, the rate of providing school has strongly fluctuated to reach the maximum score of 93% (primary) in 1972/1973. The report of EDS DRC 2007 highlighted in its millennium indicator blackboard, it is nowadays 61%. Up to now the Ministry of Planning, the Education to all p.20 added that the number of secondary teaching is increased to 2% in 1960 to stabilize between 20 and 24%.

Furthermore, the Acting Together resources focus the stories of creative and courageous artists and peace builders working in zones of violent, and demonstrate how performances of many kinds are used to support non violent resistance to abuses of authority, re-humanization of enemies, and reconciliation in the aftermath of violent conflict. This is the case of the Democratic Republic of the Congo in which I am living. It is a country in which is facing of different challenges such as armed conflict, youth manipulations, and land conflict and so on.
This is the meeting held with teachers of MAKUNGU High School on the use of Acting Together approach in the Congolese context.

The meeting held with pupils of MAKUNGU High School about to make a peace club in which they may exchange about preventing and avoiding conflict in the school areas.
Pupils are aware of this new technique in their daily life by promoting peace through theatre.

Terms peace building and conflict transformation show that the works are interchangeably aiming at creating change which is not mitigates violence; but also shows the underlying
dynamics that characterize and perpetuate a conflict ordinary system. It requires cooperation of several actors of civil society, often for years, decades or generation. Cynthia E.(2011:9) argues that ‘conflict resolution’, ‘peace’ and ‘coexistence’ may have negative connotations in places where they have been used to suppress rather than to understand and address the underlying sources of conflict. Peace building is not an effort to suppress conflicts, but rather an effort to channel ‘the energy directed by conflict in constructive, non violent rather than destructive and violent directions. Peace building is working toward a world where diversity is embraced for its positive potential, respect for persons is a core value, interdependence between different groups is recognized, equality is actively pursued, and the use of weapons to address conflicts is increasingly obsolete. In this way, Conflict transformation requires a change of different stakeholders and it must be a process. We are required to be implicated in this approach so that peace may be effective in all over the world.

This is the team of pupils of Makungu High School and accompanied by the laureate Walungwa Bitela Christian who are involved in teaching Acting Together Approach.

As far as those pupils are concerned, they are so happy for this new approach of Acting Together. This will help them to prevent and avoid conflict in the school. It stresses to them to live in harmony with different people of the area.

In addition, the word creativity means a process involving the discovery of new ideas or concepts, or associations of existing ideas or concepts, fueled by the process of either conscious or unconscious insights. In this way, we share the same view with Lederarch( 2011:11) describes the capacity required for the creative transformation of conflict as ‘moral imagination’. It allows individuals to simultaneously stay grounded in the troubles of the real world and be open to the possibilities of a better one.
**CHALLENGE**

- Language problem based on the target groups. They wish that these Books Volume I and II may be translated into French. As far as the DRC is concerned, our national language is French. The most of pupils are not good at English. It is necessary to translate these Volumes I and II into French.
- To reinforce English Clubs in English Language

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References