TRAINING MANUAL

# GENDER-SENSITIVE EARLY WARNING AND RESPONSE STRATEGIES IN NORTHERN NIGERIA

WITH SUPPORT FROM

UN WOMEN

WANEP

IPCR

unicef

European Union

*Promoting Women's Engagement in Peace and Security in Northern Nigeria*

TRAINING**MANUAL**

# GENDER-SENSITIVE EARLY WARNING AND RESPONSE STRATEGIES IN NORTHERN NIGERIA

"Promoting Women's Engagement in Peace and Security in Northern Nigeria"

## DISCLAIMER

The development and publication of this Standard Operating Procedure for the Operationalisation of Gender Sensitive Peace Architecture was achieved by the technical support from the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) to the Government and other stakeholders in Adamawa, Plateau and Gombe States, with funding support from the European Union (EU), within the framework of the Programme *"Promoting Women's Engagement in Peace and Security in Northern Nigeria*". The Programme is implemented by UN Women, in partnership with UNICEF and the Federal and target State Ministries of Women Affairs and Social Development through partnership with the West Africa Network for Peacebuilding (WANEP) and the Institute for Peace and Conflict Resolution (IPCR). The content of this publication can in no way be taken to reflect the views of UN Women, EU, WANEP, IPCR , the consultants or any other partner engaged in the assignment.

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# Acronyms

| | |
|---|---|
| APFO | Africa Peace Forum |
| APSA | African Peace and Security Architecture |
| AU | African Union |
| CBO | Community-based organization |
| CEDAW | Convention on the Elimination of all forms of Discrimination Against Women |
| CEWARN | Conflict Early Warning and Response Mechanism |
| CEWER | Conflict Early Warning and Response |
| CEWERU | Conflict Early Warning and Early Response Unit |
| CEWC | Conflict Early Warning Centres |
| CEWS | Community Early Warning System |
| CIDA | Canadian International Development Agency |
| COP | Chief of Party |
| CPR | Conflict Prevention and Post-Conflict Reconstruction (Network) |
| CSO | Civil Society Organization |
| DDR | Disarmament, Demobilization and Reintegration |
| DFID | Department for International Development (UK) |
| DPP | Directorate of Public Prosecution |
| DV | Domestic Violence |
| ECOWARN | ECOWAS Early Warning and Response Network |
| ECOWAS | Economic Community Of West African States |
| EDF | European Development Fund |
| EU | European Union |
| EWER | Early Warning and Early Response |
| EWS | Early warning system |
| FAST | Early Recognition and Analysis of Tensions |
| FEWER | Forum on Early Warning and Early Response |
| FMWASD | Federal Ministry of Woman Affairs and Social Development |
| GBV | Gender Based Violence |
| GCPP | Global Conflict Prevention Pool |
| GDD | Gender Disaggregated Data |
| GEOB | Gender and Equal Opportunity Bill |
| GRM | Gender Responsive Mechanism |
| HIV/AIDS | Human Immunodeficiency Virus/ Acquired Immune Deficiency |
| HTP | Harmful Traditional Practices |
| ICC | International Criminal Court |
| IDPs | Internally Displaced Persons |
| IEC | Information Education and Communication |
| IMF | International Monetary Fund |
| INEC | Independent National Electoral Commission |
| IPCR | Institute for Peace and Conflict Resolution |
| JTF | Joint Task Force |
| LAC | Legal Aid Council |
| LACVAW | Legislative Advocacy Coalition on Violence against Women |
| LGA | Local Government Area |
| MDAs | Ministries, Departments and Agencies |
| MFA | Ministry of Foreign Affairs |

| | |
|---|---|
| MNCs | Multi-National Corporations |
| MOD | Ministry of Defence |
| MOU | Memorandum of Understanding |
| NA | Nigerian Army |
| NCFRMI | National Commission for Refugees Migrants and Internally Displaced Persons |
| NAP | National Action Plan |
| NDE | National Directorate of Employment |
| NEMA | National Emergency Management Agency |
| NERDC | National Educational Resource Development Council |
| NGO | Non-Government Organisation |
| NGP | National Gender Policy |
| NHRC | National Human Rights Commission |
| NPC | National Peace Council |
| NPF | Nigeria Police Force |
| NSRP | Nigeria Stability Reconciliation Programme |
| NUJ | National Union of Journalists |
| OSIWA | Open Society Initiative for West Africa |
| PCGA | Peace and Conflict Gender Analysis |
| PMC | Project Management Committee |
| PMP | Performance Monitoring Plan |
| PPP | Public-Private Partnership |
| SGBV | Sexual and Gender Based Violence |
| SIDA | Swedish International Development Agency |
| SSR | Security Sector Reform |
| SSS | State Security Service |
| UN | United Nations |
| UNDESA | United Nations Department of Economic and Social Affairs |
| UNDHA | United Nations Department for Humanitarian Affairs (now UNOCHA) |
| UNDP | United Nations Development Programme |
| UNDPA | United Nations Department for Political Affairs |
| UNHCR | United Nations High Commission for Refugees |
| UNIFEM | United Nations Development Fund for Women |
| UNOCHA | United Nations Office for the Coordination of Humanitarian |
| UNSCR | United Nations Security Council Resolution |
| US | United States |
| USAID | United States Agency for International Development |
| WACA | West African Conflict Assessment |
| WANEP | West Africa Network for Peacebuilding |
| WEP | Women Environmental Program |
| WPS | Women Peace and Security |
| VAP | VAP Violence Against Persons |
| VAW | VAW Violence Against Women |
| Pillar1 | Participation and Disaster Preparedness |
| Pillar 2 | Participation and Representation |
| Pillar 3 | Protection and Prosecution |
| Pillar 4 | Post Conflict Reconstruction, Early Recovery and Crisis Management |

*** Items highlighted in red are not acronyms**

## Glossary of Terms[1]

| | |
|---|---|
| Abduction | Illegally carrying a persons out of their existing relationships. |
| Communal | Belonging to a group of persons who shared a common relationship based on specific factors. |
| Cultism | Ascribed to practices by persons who bear allegiance and most often can be involved in violence to protect their interest. |
| Gender | Widely shared ideas and expectations concerning men and women and how they should behave in various situations; usually defined by geographic or cultural context. |
| Gender-based violence | A harmful act or threat based on a person's sex or gender identity. It includes physical, sexual and psychological abuse, coercion, denial of liberty and economic deprivation whether occurring in public or private spheres. GBV is rooted in unjust and unequal power relations and structures and rigid social and cultural norms. |
| Gender Equality | Freedom of both men and women to develop their personal abilities and make choices without limitations set by predefined stereotypes, gender roles and/or prejudices. The different behaviours, aspirations and needs of both men and women are considered, valued and favoured equally and the rights, responsibilities and opportunities of a person are not dependent on whether they are born male or female |
| Gender Equity | The fairness of treatment for men and women according to their respective needs; gender equity leads to gender equality. |
| Gender Identity | A person's innate, psychological identification as a man or a woman, which may or may not correspond to the person's physiology or designated sex at birth. |
| Gender Roles | Learned behaviours in a given society, community or social group where certain activities, tasks or responsibilities are perceived as male or female; these roles are affected by age, class, ethnicity, religion and the geographic, economic and political environment. |
| Gender Transformation | Shifting harmful gender norms by redressing power disparities between men and women to promote a more equitable environment for both sexes. The transformative approach encourages examining, questioning and changing rigid gender norms and power imbalances as a means of reaching health as well as gender equity objectives. |
| Hegemonic Masculinity | Pressure to conform to a singular predominant idea of "what it means to be a man" in one's culture, one that confers dominance and power over others |
| Herdsmen | Persons who move cattle and sheep from one part of the country to another. |
| Insurgency | When a group take up arms against the recognized government. |
| Kidnapping | This is to forcefully carry or abduct person for various reasons against their consent. |
| Masculinities/ Femininities | Socially constructed perceptions of being a man (or woman); related to manhood (womanhood) and how men (women) are expected to behave in different circumstances; we refer to these in the plural to remind participants of the multiplicity and diversity of these perceptions. |
| Militancy | Aggressive and forceful agitation for a cause or belief. |
| Negative peace | The absence of physical, direct violence |
| Patriarchy Power | Defined as the control of labour, reproductive power and sexuality of women for the benefit of men. Although patriarchy is a structure that operates through various institutions of society, the loose use of the term has led it to mean men oppressing/ exploiting women. It is a social system that maintains and perpetuates a male-dominated society, where men benefit from a higher status and greater power in most aspects of life. Involves the ability, skill, and capacity to make decisions and take action. The exercise of power is an important aspect of relationships. |

[1]Adopted from Burden, A., Fordham, W., Hwang, T., Pinto, M. and Welsh, P. (2013) and FMWASD (2017) and other sources

| | |
|---|---|
| Peacebuilding | The comprehensive, long-term process working towards sustainable peace based on the values of rights and human dignity. It recognizes and supports the central role that local actors and processes have in ending violence and constructively addressing both the immediate effects and the structural causes of violent conflict |
| Peacekeeping | Defined as the deployment of a neutral third party security force with the consent of belligerents |
| Peacemaking | Designed to end hostilities and bring about an agreement using diplomatic, political and military means as necessary |
| Preventive peacebuilding | Which is the totality of measures adopted to avert the escalation of conflict or the eruption of violent conflict, using a multi-tool approach |
| Positive peace | The absence of all forms of violence, including structural violence. |
| Post-Conflict Peacebuilding | Designed to identify and support structures, which will consolidate peace and advance a sense of confidence and wellbeing among the people |
| Post Conflict Reconstruction | The reconstruction of an area after violent conflict. It involves the consolidation of peace and security and the development of socio economic structures. |
| Pro-Ventive Peacebuilding | WANEP's Approach of proactive preventive peacebuilding that looks at measures to address the structural/systemic dimensions of causes of conflict |
| Rape | Wilful, forceful and unlawful sexual intercourse with another person's against their consent. |
| Sex | Biological characteristics which define a human being as male or female. |
| Sexual abuse | Acts which humiliates and violates the sexual integrity of a person. |
| Sexual assault | The unlawful and intentional engagement in sexual behaviour against a person's consent. |
| Sexual exploitation | The use of persons sexually for some financial or other rewards. |
| Sexual Harassment | Conducts that have sexual connotation that is unwanted and demeans the victim. |
| Structural violence | Systematic exploitation that becomes part of the social order, which makes personal violence unnecessary, and diminishes the potential development of an individual or a group. |
| Terrorism | The use of violence by a group to achieve political gains |
| Violence Conflict | The use of force to control another person or other people. It can include physical, emotional, social or economic abuse, coercion, or pressure. The use of force includes threats, abuse, and coercion. When people have opposing interests and goals that they perceive to be incompatible. Conflict is understood as a complex, dynamic process with different forms, causes, dimensions, and actors. Conflict exists in all societies at all times and it can be handled in constructive or destructive ways. For the purposes of this manual, conflict refers to violent conflict. |
| Violent Extremism | This is the use of violent means to achieve some ideological, religious or political ambitions. |

# Foreword

Inclusivity in peace and security discourse, policy and practice has gained prominence over the last decade, especially in geographical areas such as Northern Nigeria where the mutating peace and security threats have necessitated enhanced gender-sensitive conflict prevention frameworks and an increased engagement of women to adequately respond to these threats. However, assessments of States in Northern Nigeria have revealed the lack of integrated and inclusive conflict prevention mechanisms with gender sensitivity and the requisite preventive capacities to enable comprehensive responses for mitigation.

In responding to these gaps in Gender Peace and Security policies and practice, including the low engagement of women in conflict prevention, UN Women, in partnership with UNICEF and the Federal and State Ministries of Women Affairs and Social Development, among others, has been implementing the "Promoting Women's Engagement in Peace and Security in Northern Nigeria" programme funded by the European Union (EU). The overall objective of the Programme is to ensure the practical implementation of United Nations Security Council Resolution (UNSCR) 1325 in three northern states of Nigeria and to document its benefits to the management, mitigation and resolution of conflict on a demonstration basis.

UN Women has further partnered with UNDP, the West Africa Network for Peacebuilding (WANEP), Search for Common Ground, Security Agencies and Civil Society Organizations, among others to strengthen existing peace architectures in three states of Adamawa, Gombe and Plateau. In this regard, the Programme aims at ensuring a gender and human rights sensitive peace architecture, through a coordinated Early Warning and Early Response Systems, including forums of dialogue and rapid response mechanisms for conflict prevention and resolution.

The Programme also facilitated capacity building initiatives designed to enhance community peace-making capacities of women for participation in decision-making processes, including peace and security, at all levels. Within the framework of this project, WANEP and the Institute for Peace and Conflict Resolution (IPCR) with vast experience in developing and delivering capacity building programmes in Early Warning and management of peace architectures across West Africa, led the development of this training manual on Gender-Sensitive Early Warning and Response Strategies in Northern Nigeria.

The context-specific manual seeks to strengthen the skills of community women leaders, traditional leaders, religious leaders, women peace mentors and relevant state institutions in peacebuilding processes, and to enhance the space for their contribution to peace and security. It has been designed based on critical needs assessments and extensive consultations with key stakeholders from Adamawa, Gombe and Plateau States of Northern Nigeria. It therefore reflects the cultural nuances and conflict dynamics of each of these States.

The manual presents eight modules that focus extensively on providing conceptual clarity and analytical frameworks on Gender, Conflict, Violence and Early Warning. It also covers the design and development of response mechanisms with strategies for effective monitoring and reporting of response strategies and Women Peace and Security initiatives.

The manual adopts an integrative approach to Gender by addressing specific gender-related considerations under each module. It presents practical exercises and case studies that relate to the lived experiences of target stakeholders and beneficiaries, and proposes learning methodologies that are most adaptive to the contexts.

As the lead agency on promoting women's empowerment and participation and ensuring the practical implementation of UNSCR 1325 National and State Action Plans in Nigeria, UN Women is of the strong conviction that this Manual will contribute significantly to the institutionalization of a more effective State peace architecture that is inclusive and gender sensitive in each of the three States. It will also contribute to increased spaces for participation of women in Early Warning and Early Response, at local, state and national levels.

**Comfort Lamptey**
UN Women Country Representative to Nigeria and ECOWAS

## Introduction

The United Nations, through various resolutions, recognises the disparate impact that violent conflict has on women. It highlights the fact that generally women have been left out of peace processes, reconstruction and stabilisation efforts. They recognise the imperative for the full and equal participation of women at all levels ranging from conflict prevention to post-conflict reconstruction, peace, and security. The United Nations Security Council Resolution (UNSCR) 1325 and related Resolutions (1820, 1888, 1889, 1960, 2106, 2122 and 2422) call for the prevention of sexual violence and accountability to end impunity for incidents of sexual violence in conflict. These resolutions frame the Women, Peace, and Security (WPS) agenda.

The UN Women's Programme on 'Promoting Women's Engagement in Peace and Security in Northern Nigeria' is funded by the European Union and is designed to support the Nigerian Government at the Federal level, in the three selected states of Adamawa, Plateau and Gombe and constituent Local Government Areas (LGAs) to strengthen women's leadership, advance gender equality and improve protection for women and children in conflict settings. The program seeks to ensure the practical implementation of UN Security Council Resolution 1325 in the three northern states of Nigeria and to document its benefits on the management, mitigation, and resolution of conflict on a demonstrable basis. This gender-sensitive early warning and response strategies training manual will contribute to achieving the objectives of the programme.

The manual is intended for female community leaders, traditional leaders, religious leaders, women peace mentors and relevant state institutions. It is hoped that through this training they will gain knowledge and understanding and will be in a position to implement community-based activities that will address community vulnerabilities to conflict by using early warning strategies.

*Figure[2] 1: Double Standard Treatment*

[2]Source: Sidy Lamine painting

The activities of Boko Haram have led to the kidnapping of girls and their use as sex slaves, suicide bombers and forced domestic labour. The attack also has displaced women and girls who have to seek shelter in the various internal displaced persons (IDP) camps and communities outside original homes. The official declaration of triumph against the Boko Haram insurgency has not diminished their attacks in North Eastern Nigeria and the surrounding states. The serious security challenges have led to the partial collapse of local governance structure and exacerbated socio-economic vulnerability. This has led to the destruction of the social fabric of the communities, weakening their resilience and increased insecurity.

The negative effects of climatic and environmental changes has led to more violence associated with herdsmen and communities. The periodic movement of herdsmen from the north of the country to the middle belt states including Plateau state has led to instability based on conflicts between local farming communities and the nomadic cattle herders looking for grazing land. There have also been reprisal and revenge attacks leading to a perpetual cycle of violence. Ethnic violence is endemic in Plateau state where the conflict is multifaceted including indigenes versus settlers. There are incidents of bombings, cattle rustling, herdsmen violence, revenge attack, etc.

Women and girls are most frequently affected, most notably by being killed, conscripted as suicide bombers, raped and made destitute. Their economic status activities are affected because they cannot farm which leads increased poverty and aggravates food shortage in the country as a whole. Conflict contributes to perpetuating the cycle of poverty and in undermining development. This is increasingly being recognized as a major challenge that demands attention. The training of community leaders is imperative in seeking a solution to the malaise. The solution should be an all-encompassing approach which includes both women and men.

*Figure[3] 2: Women affected by violent conflict*

Women are, in most conflict situations, the frontline responders and bring in valuable resources. However, this role is not recognised and most often women are marginalised in early warning strategies. Women are active community leaders, they are the key that knits the social fabric of the society. However, they are not holders of political positions, and in this respect, their contribution is most times unrecognised.

[3]Source: Pulse.ng

The custodian of customs and perpetuation of knowledge is mainly the responsibility of women. As a United Nations Environment Programme study explains:

> "Women play a critical role, often bearing significant responsibility for managing critical productive resources such as land, water, livestock, biodiversity, fodder, fuel, and food. They also contribute work and energy towards income generation and carry out a disproportional amount of daily labour compared to men in household and community spheres, such as cooking, cleaning, child care, care of older or sick family members, providing work for collective projects and during weddings, funerals and other cultural ceremonies."

Therefore, when conflict disrupts these activities, community life is affected and it brings about poverty. In conflict situations, women and girls are at greater risk than men particularly in low-income communities of Northern Nigeria. This is not only due to their biological and physiological differences but also because of socioeconomic differences and inequitable power relations. These disasters exacerbate inequalities and discrimination. The lack of protection for women in these communities, alongside the discrimination they experience, and the patriarchal structures of these societies have increased the plight of women in communities. The lack of women involved in peacebuilding activities and post-conflict reconstruction means their voice is not heard nor their plight adequately addressed. Their level of illiteracy also has an exacerbating influence based on their lack of awareness of their rights.

There is a great deal that governments, communities and civil societies can do to prepare for violent conflicts. Early warning can reduce the risk of conflicts, save lives, property, and money. It is widely recognized that recurrent conflicts have a significant role in undermining the ability of communities, regions, nations and the global community itself to meet basic development goals. The early warning system should be a collective engagement. A survey carried out by the United Nations Entity for Gender Equality and the Empowerment of Women, under the Northern Nigeria Women, Peace and Security Programme, shows that

> "women are conspicuously marginalized from the top hierarchy of decision-making structures, adding, however, that they are active in intra-family peacebuilding and conflict management. This they attributed to cultural and religious factors limiting women from being engaged in formal peace negotiations. At the state level, women have low decision-making powers, particularly in elective posts[4]".

The issue of gender inequities is also identified in lack of early warning information available to women to prepare them for any likely conflict. The impact of conflict also has gendered implications as it leads to changes in traditional practices. Conflict can lead to fewer men being available for work, which thereby impacts women who now have increased domestic workload. This can impact school and marriage decisions. A gender-sensitive early warning system is an integrated process whereby gender perspectives are mainstreamed into all stages of the early warning process. It is not limiting gender to a single process but ensuring that both men and women benefit from the process. This system encompasses an all-inclusive information collection system, analysis, and the formulation of responses that are more accurate, practical and realistic. Gender is a social construct it is learned associated identities linked with masculinity and femininity. It is a way of life entrenched in culture and other belief systems such as religion. It is not static but dynamic, it differentiates the power, roles, and responsibilities of women from men. It influences to a great extent how we think, feel, and what we believe we can and should not do. It is not fixed but subject to change.

[4]http://africa.unwomen.org/en/where-we-are/west-and-central-africa/nigeria/northern-nigeria-women-peace-and-security

*Figure[5] 3: Violent conflict also affect children*

This manual, therefore, is a contribution to changing the status quo and bringing an all-inclusive participation of all stakeholders in Northern Nigeria in conflict prevention through the development of a gender-sensitive early warning and response system. Susanne Schmeidl opined that EWS could be more effective by introducing gender-sensitive indicators, which will make the collection and analysis of early warning data more comprehensive, taking into more account previously ignored signals. The introduction of gender analysis and perspectives in the formulation of responses ensure that there are no discriminatory practices and the vulnerabilities specific to women are addressed.

## Framework and Methodology

The early warning manual is framed within the context of participatory adult learning methodology. This learning model is based on the principle that adults learn best through discovery and experience. Therefore, the learning is experiential; it is a holistic process and at its heart is experience. Further, it actively involves participants constructing their experiences within the sociocultural context. This learning method is based on experiencing, explaining, examining and applying. This manual also used the framework drawn from the inspirational work of Paulo Freire in 'Pedagogy of the oppressed'. The approach of adult learning used in this manual implies that the resource person does not take the role of a teacher but rather that of a facilitator. The facilitator is to enable a participatory and interactive learning process realised through methods involving listening, dialogue, and action. The manual is developed to encourage the participants to think and tackle problems by themselves in order to raise awareness for the need for critical and reflective thinking and knowledge ownership. This is relevant in appreciating the dynamics in Adamawa, Plateau and Gombe and constituent Local Government Areas (LGAs).

[5]Source: UNICEF

## Training Methods

The training on early warning processes seeks to empower individuals and community leaders interested, and affected by, the situations in Northern Nigeria to act in sufficient time and in an appropriate manner to reduce the possibility of personal injury, loss of life and damage to property and the environment. This module is intended for female community leaders, traditional leaders, religious leaders, women peace mentors and relevant state institutions. The following methods are planned for use in the training:

- Group discussions
- Presentations
- Simulations/role plays
- Case Studies
- Handouts
- Review sessions
- Further materials for self-development

## Modules Design of Programme

The manual is designed to achieve a synergy between the project objectives and the module learning objectives. In essence, the different modules build up to the achievement of the overall programme objectives. The training manual has eight modules and is structured as follows:

**Module 1**: Gender, UN Security Council Resolution 1325 and Context Setting
**Module 2**: Spectrum of Conflict Prevention
**Module 3**: Evolution and Purpose of Early Warning
**Module 4**: Introduction to Early Warning Pillars
**Module 5**: Roles and Responsibilities in Community Early Warning
**Module 6**: Models of Community Early Warning Systems
**Module 7**: Developing Inclusive and Gender Sensitive Response Strategies - Spectrum of Responses
**Module 8**: Monitoring and Reporting the Implementation of Response Strategies and WPS Initiatives

The Training Module is designed to be used in a flexible manner. The training can be adjusted to suit the specific need of the targeted participants. For each module, there are lots of exercises and case studies. The facilitator can choose what is appropriate based on the time available and the knowledge of the participants. Each module generally has an introduction, exercises, case studies/stimulation, presentation, handouts and further reading. The time allocation for each task was knowingly not included to allow the facilitators to work out a training that is custom built for the need of the participants. A generic agenda is included for the facilitator to adopt and customise based on the profile of the participants. Also, a list of case studies/stimulations is included.

While these case studies have been included, it is important that the facilitator should have the flexibility to choose and change these to suit the context of the training session and the participants' context. The eight modules can be used for a 5 day training workshop, but they can also be compressed into a 3 day training session. It is expected that the facilitator will conduct a Learners Need and Resources Assessment (LNRA) prior to the training to appreciate the need of the participants. This should inform how the training is designed. Lots of materials are provided to enhance the learning experience. This manual if used effectively, will contribute to building peace in Northern Nigeria.

### Sample Agenda

| | Description | Time | Format |
|---|---|---|---|
| | Registration and welcome | 8.30am | |
| | Check-in, clarification, and recap of previous modules. Impressions from the reading materials; Expectations from workshop. | 9.15 am – 9.45am | Housekeeping, Icebreakers, introduction |
| | Introduction to basic concepts | 9.45am – 11.00am | Presentation, exercises, role play, and discussion |
| | Break | 11.00am – 11.20am | Tea, snacks and free time |
| · | Energiser | | |
| · | Session 1: Presentation | 11.20am – 12.00pm | Role-play, group work, and presentation |
| | Session 2: Presentation | 12.00pm – 1.00pm | Presentation and Group work |
| | Lunch | 1.00pm – 2.00pm | Food & free time |
| · | Energiser | | |
| · | Session 3: Presentation | 2.00 pm – 3.00pm | PowerPoint presentation, group work, and debriefing |
| | Session 4: Presentation | 3.00 pm – 4.00pm | Group work, role play and plenary |
| | Session 5: Presentation | 4.00pm – 4.40pm | Presentation, role play, and plenary |
| | Closing Formalities | 4.50pm – 5.10.pm | Review, plenary, clarifications, evaluation, and the introduction of day 2 theme |
| | | | |

**Further Reading:**

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# Module 1: Gender, UN Security Council Resolution 1325 and Context Setting

## Learning Outcomes

After completing this module, the participant should be able to accomplish the following:

- Be more familiar with each other
- Outline and discuss each other's expectations
- Synthesise a common vision for the program
- Relate and explain Resolution 1325 and other WPS resolutions
- Define gender and its importance to national development
- Explain the importance of gender in early warning
- Describe the social construction of gender, gender socialisation, gender stereotypes and gender messages

## Introduction:

This module consists of three different themes: the concept of Gender, UN Security Council Resolution 1325 on Women, Peace and Security (WPS) and related resolutions and context setting. The rationale for this module is to ensure that participants understand basic gender concepts, the United Nations Resolution 1325 and other WPS resolutions as well as getting to know each other, set ground rules and understand the overview of the training programme.

### Session 1: Context Setting and introduction
### Introduction to facilitator

The facilitator will introduce him- or herself, as well as explain the method to be used during the session. S/he will assist the participants to feel comfortable and appreciate the expected learning experience. The workshop introduction is crucial because it sets the session tone. Participants will be scrutinizing the competence of the facilitator, and usually, follow the mood set by the facilitator. This means the introduction has to be bright, purposeful and stimulating. It also needs to get the participants into a frame of mind where they are keen to contribute. In this early session, the facilitator also needs to explain:

- the location of restroom facilities
- Fire procedure, emergency exits and whether any routine fire testing is expected
- Start and finish times
- Any other practicalities

### Exercise / Activity 1: Participants introduce themselves

Participants can introduce themselves with an Icebreaker. The facilitator can use the “Stand up if you ….” Icebreaker. Example of questions can be: Stand up if you are married? Stand up if you are looking for a prospective marriage partner, stand up if you can cook? Stand up if you can speak more than 2 languages, etc. It is best when each question is a little more risqué than the former. Always remember to ensure questions are culturally and gender appropriate, and sensitive as well as, non-offensive to participants. Questions can also bring out participants' talents and highlight the diversity and/or similarities. You can also use questions that will tell you what prior experience people have in the areas that the course will

cover: For example: Stand up if you … … grow your own vegetables … raise chickens, cows or other animals … make money from your vegetables or animals.

One variation is to open the question using the following words: "Have you ever…?" You can use a mix of fun questions as well as questions relating to the workshop material. For example: Have you ever … … climbed a mango tree? … been displaced from a place where you lived? … have you ever gone without a bath for more than one day?

These can be: General questions - to get the participants laughing and offering a little bit of information about themselves.

**Exercise / Activity 1.2: Icebreaker - Introduce your partner**

**Purpose:** Participants knowing themselves
**Item needed:** a notebook/card and a pen/pencil to record their answers, Prepare some example questions on large enough paper so that everyone can see them.

**Instructions:**
- Divide the group into two-person teams by asking them to find a partner that they know the least about. The pairs then interview each other for about 8 minutes.
- After the interviews, reassemble the group into a big circle and have each participant introduce their partner to the group.
- Ask both participants to stand up for the introduction.
- Possible questions for the interview:

What is your name? What is your background? Why are you involved in this workshop? What is the best learning experience you have ever had? What do you hope to learn from this workshop? Do you have previous experience in the subject matter of this workshop? What do people not know about you?

- Encourage the participants to applaud the introductions, which will help build their enthusiasm.

**Exercise / Activity 1.3: Participants write ground rules general discussion and agreement on the ground rules**

**Purpose:** Establishing ground rules for training
**Items needed:** Flip-chart papers, cards, index cards, a notebook and a pen/pencil

**Instructions:**
- Prepare and be able to motivate the participants to speak openly. Suggest some ground rules, ask clarification questions to get to an agreement
- Explain the rationale for ground rules. Ask each participant to write 2 rules only for the workshop. Give them 5 minutes to reflect and think about it after which you ask that they announce the rule and stick to the wall.
- Write the general terms on a flip-chart paper.
- No discussion, this time each person has a right to state a rule.
- The rules are written on the flip chart board /paper
- Each of the rules is discussed, modified and agreed on.
- Make explicit the kind of behaviour expected, so that is easier to deal with unhelpful behaviour later (if it occurs).
- Ask the group members to suggest 'ways of working' they would find helpful. Put the rules up on a flip chart as they are stated, and that flip-chart sheet on the wall so that they can be referred to

**Exercise / Activity 1.4**: **Expectations and Shared Vision**

**Purpose:** Defining expectations: Exercise: What are expectation?
**Item needed:** Flipchart papers, cards, index papers, pen/pencil

**Instructions:**

- Participants are divided into five groups. Each group is asked to come up with their expectations for the workshop and reasons why each is important to the training workshop. The working results are presented in a workstation to be used for a gallery walk.

- Debriefing: Make sure, that you don't get bogged down in semantic details. The important point is that participants have grasped the idea of expectation for the training which is a kind of guiding direction. Inform the group that the expectation from the group will be discussed with the organizer's expectations. Collect all ideas and create a synthesis chart on a flip-chart: "why it is important to clarify expectation of a training session".

**Handout 1.1: Gallery Walk Strategy**

**What is a Gallery Walk?**

A 'gallery walk' is an excellent strategy that promotes participants' engagement and learning. During this activity groups of students interact with different stations set up around the classroom Participants explore multiple texts or images that are placed around the room. At each station, there is a question written on a large sheet of paper or poster board that participants have to think critically about before answering . Participants usually write their response on a sticky note and then continue to the next station. Because this strategy requires participants to physically move around the room, it can be especially engaging to kinesthetic learners.

**[6]Organizing a Gallery Walk**

In general, a gallery walk can have five to ten stations. Group sizes are typically small, ideally, between four to six participants. For example, a workshop of 30 participants might be split into six groups, with each group containing five participants. Small groups maximise engagement and ensure participants are not lost in a crowd.

- **Select Texts:** The text of the gallery walk should be based on the expectations of the participants who have worked in small groups.
- **Display Texts around the room:** Texts should be displayed "gallery style," in a way that allows participants to disperse themselves around the room, with several participants clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.
- **Explore Texts:** There will be questions at every station that the participants will explore and take informal notes to answer the questions. Also, ask the participants to identify similarities and differences among a collection of texts as well as their impressions. Participants can take a gallery walk in groups. However, you need to announce when groups should move to the next piece in the exhibit. One direction that should be emphasised is that participants are supposed to disperse around the room. When too many participants cluster around one text, it not only makes it difficult for participants to view the text, but also it increases the likelihood of off-task behaviour.

[6]Adopted from: https://study.com/academy/lesson/gallery-walk-teaching-strategy.html and https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk

- Debrief the Gallery Walk: Once participants have had a chance to view a sufficient number of the texts around the room, debrief the activity as a group. You should ask students to share the information they collect and use that information to construct a shared vision of the participants.

**Exercise / Activity 1.5: Clarifications, questions about vision and content**

**Purpose:** Creating a common vision
**Items needed:** Flipchart papers, cards, index papers, pen/pencil

**Instructions:**
- Invite the programme coordinator to clarify the vision and objectives of the programme and welcome opportunities for questions and clarifications about the programmme. This is important to ensure that all participants get the best out of the programme.

**Session 2: Appreciating Gender**

**Introduction:** The World Health Organisation defines gender as socially constructed roles, behaviours, activities, and attributes that a society considers appropriate for a person based on his or her assigned sex at birth. Women, men, boys, and girls do not face the same needs and vulnerabilities, there are differences within groups and between individuals. These difference are based on community definitions of who is man or woman. The differences are not innate. The way the elderly, those with physical or learning disabilities, minorities, widows, etc respond to conflict is different. There are various factors at play which include economic, ethnic, social and cultural factors. These influence the effect, impact and coping mechanism of the conflict on the affected individuals as well as their participation in prevention strategies.

**Exercise / Activity 1.6: Attributes of women, men, and children**

**Purpose:** Understanding the attributes of child, men, and women
**Item needed:** Flipchart papers, cards, marker pens, index papers, pen/pencil

**Instructions:**
- Give the participants papers and ask them to state the characteristics or attributes of a child, men, and women (brainstorming)
- Ask participants to describe women, men, and child in words or symbols
- Ask participants to fill the sheet by describing what a woman, man, female child, and male child using a word.
- The facilitator then will try to organise words in accordance with social and biological sense on the chart.
- Make a presentation explaining the biological roles and the social roles.

*Figure[7] 4: Negative gender roles*

[7]Source: Sidy Lamine Painting

**Exercise / Activity 1.7: Gender Roles: "I'm glad I'm a..., BUT IF I WERE A..."**

**Purpose:** Understanding gender roles
**Item needed:** Flipchart papers, cards, marker pens, index papers, pen/pencil

**Instructions:**
- Separate the participants into same-sex groups of five to six. If the participants are all female, simply divide them into smaller groups. Tell the participants to pick one person to serve as the recorder who will write for the group.
- Give each group a sheet of flip-chart paper and a marker. Ask the participants to come up with as many endings as they can for the following sentences:

**Male group: I'm glad I'm a man because...**
**Female group: I'm glad I am a woman because...**

- Give an example of each to help the groups get started. Have the groups record their sentences on the flip-chart paper. Allow 15 minutes for completion.
- Make sure that the responses from the participants are positive aspects of their own gender rather than responses that centre on not having to experience something the other sex experiences.
- For example, instead of men in the group making statements like, "I'm glad I'm a man because I don't have a period," they could concentrate on statements like "I'm glad I'm a man because I'm strong."
- Give the groups another sheet of flip-chart paper, and ask the participants to come up with as many endings as they can to the following sentences:

**Male group: If I were a woman, I could...**
**Female group: If I were a man, I could...**
Allow 15 minutes for completion.

- Tape the sheets on the wall, and have participants take note of what they observe in silence. Have participants share their observations.

**Reflection time questions: Ask the participants the following questions:**
- How did you feel about doing the exercise?
- Did we feel uncomfortable about our identities? Which? Why?
- How do you feel discussing it?
- Questions for a mixed-gender group:
- How did you feel completing these lists?
- Are there any surprises?

**Were any of the responses the same for both genders?**
- Was it harder for members of either of the gender groups to come up with reasons they are glad of their gender? Why do you think this is?
- How does the first set of responses of one gender group compare to the second set of the other gender?
- Do the items the women list as things they are glad about overlap with what the men list as things they could do if they were women?
- What are the sources of these ideas?

**Is it important to open up these "boxes?" Why or why not? Questions for either group:**
- What did you find challenging about discussing the advantages of being the other gender? Are any of the responses stereotyped? Which ones? Why do these stereotypes exist? Are they fair?

**Exercise / Activity 1.8: Gender Division of labour**

**Purpose:** Understanding gender division of labour
**Item needed:** Flipchart papers, instructional material, marker pens, index papers, pen/pencil

**Instructions:**
- Distribute instructional material to all participant
- Give the participants the attached sheets and asked them to fill in the roles that men and women perform at different times of the day.
- Invite each MALE participant to identify the woman in his life who presently plays a major role in taking care of him (cooks, cleans, irons, looks after children, etc.). She may be his mother, sister, wife/partner, grandmother, paid domestic worker, etc.
- Invite the WOMEN participants to do the same, with each identifying the man in her life who presently plays a major role in taking care of her (father, brother, husband/partner, etc.)
- Collate the responses and try to see a pattern in the tasks.

**Debriefing –**
- Ask questions to generate discussions about the roles that women and men play in the households.
- Facilitate a dialogue using the following questions as a guide:

  What similarities and differences are there in the activities and tasks that we as men/women carry out?
  How can we explain these similarities and differences?
  What similarities and differences are there in the activities and tasks that the women/men who care for us carry out? How can we explain those similarities and differences?
  How are the activities and tasks that women/men carry out assigned to them? What choice do they have in accepting these tasks or not?
  How are the activities and tasks that we as men/women carry out assigned to us?
  What choice do we have in accepting these tasks or not?
  What activities and tasks do we enjoy doing and why?
  What activities and tasks do we not enjoy doing and why not?

**Exercise / Activity 1.9: Socialization of masculinity/ femininity[8]**

**Purpose:** Appreciating masculinity/ femininity: how boys and girls learn to be men and women
**Item needed:** Flipchart papers, instructional material, PowerPoint Slides, Flipchart board, and marker pens

**Instructions:**
- Begin by explaining that the group will now begin personal/group reflection and analysis of our own lives and experiences.
- Divide participants into 2 groups of men and 2 groups of women ensuring that they are as heterogeneous as possible, in order to have a wide variety of life experiences within each of the groups.
- Give each group one of the following question guides, in accordance with the number assigned to the groups.
- Tell the participants that the question guides are a stimulus to sharing within the group, remembering their childhood, adolescence and youth and things they learned within their families and communities about being men and women.
- Each member of the group should be given the chance to share before moving on to the next question. Encourage the participants to be as open and honest as possible, reminding them that we can all learn from each other

[8]Adapted from Working for Gender justice in the community

- Ask each of the groups to find a quiet space where they can meet to reflect and share. Instruct the groups to select one member to coordinate dialogue and another to take notes.
- Give each group flipchart and markers and ask them to prepare a synthesis of their reflections and sharing to bring back to the plenary session.
- After small group work, get all the groups back, and form a semi-circle in front of the board or wall and instruct them to put up their flip charts on the walls. Depending on the time available, encourage participants to present their flip- chats to the group before beginning the plenary dialogue.

**Plenary dialogue to explore the dynamics of the groups**
Probing questions for the plenary:
- What do you notice? What catches your attention?
- What would you like to discuss more?
- Are there things you particularly agree with or strongly oppose? Why?
- What are you unclear about?
- How did you feel when remembering your childhood and influences on your development? (Challenge ideas that reinforce patriarchal values or attitudes, inviting other participants to share their feelings on experiences they had).

**Synthesis of the session**
Carry out a brief synthesis of the session, highlighting how we learn to be men (and women) and explaining the role of the family, schools, religion and the media, as well as other social institutions like the workplace and internal policing and external security institutions (police, prisons, military), emphasizing:
- What each social institution teaches us about being men;
- The similarity on the messages conveyed by each of the social institutions and the complicity that exists between them;
- How each social institution helps to maintain the imbalance of power between women and men;
- The dehumanizing effects for men, the consequences for women and for relationships between men and women (and between men) of the socialization processes that boys experience.

**Exercise / Activity 1.10: Identifying and handling resistance**

**Purpose:** Understanding and learning how to manage and handle resistance
**Item needed:** Flipchart papers, instructional material, Flipchart board, and marker pens

**Instructions:**
- Ask participants to sit in pairs and discuss a situation where they have encountered resistance to promoting gender equality issue either in their personal life or in their work.
- Give about 10 minutes. Use of flipcharts with the following categories – write down 4 categories on each flipchart: denial, ridiculing, cultural relativism, religious relativism, token action, lip service, shelving, confrontation, anger.
- Gather the participants. Ask them to share key elements of their discussions with the rest of the groups.
- Put the flipcharts with categories on the wall and explain each category to the participants. Ask the participants to identify to which category the resistances they encountered belong.
- One resistance can belong to several categories.
- In plenary, looking at the flipcharts ask the participants to suggest strategies to handle the different categories of resistance.
- The following exercise will help the participants to put what they learn into practice and to develop strategies to handle resistance.

**Exercise / Activity 1.11: Role Play**

**Purpose:** Understanding and learning how to manage and handle resistance
**Item needed:** nothing but a large empty space – if needed, ask the participants to clear the space by putting the tables on the side

**Instructions:**
- Divide the participants into groups of 5 to 8 individuals.
- Ask each group to identify a gender issue related to their context (cultural, religious, political, etc.)
- Create a 3-4 min short play retracing the problem/issue, the crisis peak, and the catastrophe end. Give 15 minutes to the participants
- Ask one group to present its play. At the end of the play, ask the other participants to explain what they saw.
- After that, ask the other participants to think about a strategy to change the issue of the play based on what they learned from the previous exercise.
- Ask one volunteer to play a role in the play trying his/her strategy to handle resistance. Therefore the group has to start again the play but the issue might be different.
- If the volunteer fails to change the situation, ask another volunteer to try a different strategy.
- Each group must have time to present its play.

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**Notes for Exercise[9] 1.9 SMALL GROUP QUESTION GUIDE**

**GROUP #1 INFLUENCE OF OTHER MEN AND RELIGION**

A. When we think about our fathers and other male relatives and friends that have influenced our way of being men/women (or still do) what type of attitudes, values and behavior do we associate with them? (For example, things they did, things they said and how they said them, how they related to women and other men, how they expressed feelings, etc.).

B. Which of these (attitudes, values, behaviors) do we consider were beneficial for our personal development and which do we consider were damaging and why?

C. When we were growing up, what role did religion play in forming our attitudes, values and behaviors as men/women? (How we should be, what we should do and say, what we should think and feel, etc.).

D. What were/are the benefits/advantages of this for our personnel development as men/women and what were/are the costs/disadvantages?

**GROUP #2 INFLUENCE OF FAMILY, EDUCATION SYSTEM AND MEDIA**

A. When we were children (young boys/girls), what attitudes, values and behaviors were rewarded in us by family members (mother, father, grandparents, brother/sisters etc.) and at school (by teachers and peers), and what ones were reprimanded or punished? (Note: this refers to things we thought, said, did, didn't do, etc.).

[9]Adapted from Working for Gender justice in the community

B. Which of these (attitudes, values, behaviors) do we consider were beneficial for our personal development and which do we consider were damaging and why?

C. When we were growing up, what role did the media (press, radio, TV, etc.) play in forming our attitudes, values and behaviors as men/women? (How we should be, what we should do and say, what we should think and feel, etc.).

D. What were/are the benefits/advantages of this for our personnel development as men/women and what were/are the costs/disadvantages?

**FACILITATOR'S NOTES**

1. This activity enables participants to remember people, situations and experiences from their childhood that when shared and reflected upon in a safe environment may provoke feelings of sadness, frustration, loss and anger, as they discover new meanings and even remember things that have been "forgotten" or ignored.

2. Spend some time with each of the groups to clarify doubts and queries and stimulate reflection and sharing. It can help the groups to deepen their analysis if you share something from you own experience with them.

3. During the plenary, focus on issues that you feel need to be further unpacked that have not been selected by the participants. Tune in specifically on contentious issues, reproduction of stereotypes, and major similarities and differences between the reflections carried out within the groups. Remember, however, that most of the intimate sharing will take place in the small groups so don't be surprised if the plenary session is more of a rational analysis

4. When synthesizing the plenary session, you may want to emphasize that some institutions play a key role in teaching men about gender. This is because they involve or reach a lot of men. It may also be because they are run by men, who hold positions of power. It may also be because they exclude women or treat men and women very differently.

**Session 3: United Nations Security Council resolution 1325 and other related resolutions**

On 31 October 2000, the United Nations Security Council adopted resolution 1325, its first resolution on women, peace, and security. The resolution is a comprehensive framework for the protection and participation of women in peace processes. The resolution calls for the assessment of the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes. The United Nations followed this with Resolution 1366 on conflict prevention adopted on 30 August 2001, which reiterated its recognition of the role of women in conflict prevention. The resolution requests the Secretary-General 'to give greater attention to gender perspectives in the implementation of peacekeeping and peace-building mandates as well as in conflict prevention efforts.' The United Nations (UN) Security Council has adopted eight resolutions on "Women, Peace, and Security". These resolutions and the dates of its adaptation are in the handout.

**These resolutions and the dates of its adaptation are as follows:**

| Resolution | Date | Highlight |
|---|---|---|
| 1325 | 30th October 2000 | Promotes the importance of equal and full participation of women as active agents in peace and security. |
| 1820 | 19th June 2009 | Deployment of more women in a peace operation. Training of troops on preventing and responding to sexual violence. Recognizing rape and sexual violence as a weapon of war and a war crime. |
| 1888 | 30th September 2009 | Sexual violence impedes international security and peace. Calls for responsible leaders to address conflict-related sexual violence and the need for deployment of experts where it occurs. |
| 1889 | 5th October 2010 | Promote participation of women on all stages of post-conflict peacebuilding processes. The development of indicators to implement UNSCR 1325 |
| 1960 | 16th December 2010 | Calls for an end to sexual violence in armed conflict; set up procedures for sending political messages on the consequences of sexual violence. |
| 2106 | 24th June 2013 | Emphasis placed on justice and operationalizing obligations and put in clear language the participation of women in combating sexual violence. |
| 2122 | 18th October 2013 | Recognizes risk faced by women in armed conflict and addresses its root causes. Creates a link between disarmament and gender equality. Sets up procedures to encourage women participation in creating sustainable peace. |
| 2242 | 13th October 2015 | Encourages the integration and implementation of WPS strategies across countries. Sees gender as a cross-cutting issue and calls for increased funding for gender-related analysis and programmes. It recognized the role of CSO. |
| 2272 | 11th March 2016 | This provides measures to address sexual exploitation and abuse during peace operations |
| 2349 | 31st March 2017 | This address peace and security in Africa and Nigeria especially. It calls for the protection needs of civilians affected by terrorism, including those resulting from sexual exploitation and abuse, extra-judicial killings and torture. |

These resolutions effectively constitute an agenda on women, peace and security. The overarching framework is to promote and encourage women's rights, participation and protection in different phases of the conflict cycle as well as through post-conflict reconstruction

### African Union Commitments and Instruments

| Resolution / Declarations | Date |
|---|---|
| Gender Parity Principle | 2002 |
| African Charter on Human and Peoples' Right on the Rights of Women in Africa | Adopted in July 2003 and came into effect in November 2005 |
| Common Africa Defence and Security Policy | 2003 |
| Framework for Post Conflict Reconstruction and Development | 2006 |
| Africa Union Gender Policy | 2009 |
| African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa | 2009 |
| Africa Union Aide Memoire on the Protection of Civilians | 2013 |

### ECOWAS Commitments and Instruments

| Resolution / Declarations | Date |
|---|---|
| ECOWAS Protocol on Democracy and Good Governance | 2001 |
| ECOWAS Conflict Prevention Framework, Women, Peace and Security Action Plan | 2010 |
| Plan of Action to Implement UNSCR 1325 and 1820 | 2003 |
| ECOWAS Parliament Gender Strategy | 2011 |

### Nigeria National Policies

| Resolution / Declarations | Date |
|---|---|
| Nigeria National Gender Policy | 2006 |
| Violence Against Persons Prohibition Act | 2015 |

### Exercise / Activity 1.12: Women Human Rights International Framework

**Purpose:** Outlining Women Human Rights International Framework
**Item needed:** flipchart, marker pen, index card, handout 1"International normative instruments"

**Instructions:**

- Distribute index cards to the participants.
- Ask the participants to identify international instruments for women's rights
- They are to write the international instruments for women's rights in the index cards.
- Ask the participants to read what they have written
- Write the answers on the flipchart
- Review each instrument written down and ask the participants to give more details about the content and the legal value of the instrument
- Distribute the handout 1 international normative instruments and read it aloud with the participants
- Ask the participants if they want to correct the details they gave about the legal value of the instruments
- Make a presentation on international instruments for women's rights

**Exercise / Activity 1.13: Development of WPS Resolutions**

**Purpose:** Understanding the context of WPS Resolutions
**Item needed:** blue-tack, flipchart board, marker pen, and handout 2 "Development of WPS agenda"

**Instructions:**
Prior to the training:

- Write on single cards each policy, treaty or event that is in the handout 2 "Development of WPS agenda" without the date and the description. Write on separate single cards each corresponding date.
- Prepare a chronology with the cards with dates on the wall.

**During the training:**

- Distribute the cards to the participants one card per person or per group of persons
- Ask the participants one by one to read their card aloud.
- Ask the participants to place the cards on the board in a chronological order and to describe in a few words what it is.
- Review and correct the chronological order with the participants, explaining the new aspects of Women, Peace, and Security brought by each treaty, policy or event.
- Distribute the handout and read it with the participants.
- Answer potential questions.

**Exercise / Activity 1.14: UNSCR 1325 and following resolutions**

**Purpose:** Understanding UNSCR 1325 and following resolutions
**Item needed:** Handout 3 "UNSCR 1325 & following resolutions – long version" or handout 4 "UNSCR 1325 & following resolutions – short version", flipchart, marker pen

**Instructions:**

- Write "what is UNSCR 1325" on a white sheet of paper.
- Ask the participants to give keywords or group of words.
- Write all propositions without discussion.
- Highlight relevant keywords or group of words.
- Distribute one of the handouts "UNSCR 1325 & following resolutions" – long or short version depending on how much details you want to give to the participants – and answer potential questions.

**Exercise / Activity 1.15: Africa, ECOWAS, and Nigeria Peace Resolutions**

**Purpose:** Understanding Rational for Regional and National Peace and Security Policies/Resolution
**Item needed:** flipchart, marker pen, index card, PowerPoint,

**Instructions:**

- Distribute index cards to the participants
- Ask the participants to list reasons to have a continent, regional and National policy on peace and security.

- Ask them to read what they have written.
- Write the reasons on a flip chart board/paper.
- Make a presentation on motivations for regional, sub-regional and national peace and security policies/resolutions.

**Exercise / Activity 1.16: Africa, ECOWAS, and Nigeria Peace Resolutions**

**Purpose:** Outlining Regional and Nigeria Peace and Security Policies/Resolution
**Item needed:** flipchart, marker pen, index card, PowerPoint,

**Instructions:**
- Distribute index cards to the participants
- Ask the participants to list continent and sub-regional peace and security resolutions.
- Ask them to read what they have written.
- Write them on a flip chart board/paper.
- Make a presentation on regional, sub-regional and national peace and security policies/resolutions.

## HANDOUTS[10]

### Handout 1: INTERNATIONAL NORMATIVE INSTRUMENTS

**1. International treaty**
Once a State has ratified an international treaty or convention, it is legally bound to the dispositions of the treaty. The State has the obligation to translate the dispositions into its domestic legal framework through the enactment of the law(s). Meanwhile, a body (generally a committee) in charge of periodically reviewing and assisting the implementation/respect of the dispositions of the convention within each State which ratified it is established. After review, the committee makes recommendations to the State. Despite the fact that no coercive instrument exists to force a State to implement and/or respect the dispositions of a treaty, a State can be pressured and held accountable by the international community in all its diversity: peer States, international organizations and bodies, international civil society, international opinion, international institutions, etc. The relative strength of any treaty depends on its perceived legitimacy and the willingness of the international community to use the tools available to them to put pressure on non-compliant states. Note that if a treaty provides for it, a State can make reservations on some dispositions of the treaty under the condition that it does not contravene the aim of the treaty.

**2. UN Resolution**
From the General Assembly: resolutions passed by the General Assembly have either a 'recommendation' or a 'decision' value according to the voting process – a decision requires a stronger majority than a recommendation. Most of the UNGA resolutions have 'recommendation' value.

[10]Advocacy training manual on UNSCR 1325 by Norwegian Church Aid

From the Security Council: resolutions enacted by the Security Council have a 'decision' value and should, in principle, be binding. Nonetheless, practically resolutions that can only be implemented through the intervention of an active subject or the action from one or several States – called resolutions with a mediated effect (opposite of immediate effect) – are largely dependent on political will.

In reality, the strength of a resolution lies in the name and number of States supporting it and the will to implement, according to the same logic as the relative strength of a treaty. The development and the implementation of a resolution are highly depending on power relations. There is no accountability mechanism to ensure the implementation of resolutions by the States.

**3. Declaration**

An international declaration does not have any legal value in essence but is rather an instrument through which a State or multiple States declare their commitment to take action for/against something. Nonetheless, a declaration can have a legal value if the declaring States specify it within the document. Some declarations gain strong moral value over time, such as the Universal Declaration of Human Rights. Such declarations, or at least certain provisions within them, may over time reach a status as international customary law. A State can also decide to give legal value to a Declaration through its domestic legal framework.

## Handout 2: DEVELOPMENT OF WOMEN, PEACE AND SECURITY AGENDA

**UN Charter, 1945:**

- Ensuring and protecting equal rights for men and women
- Non-discrimination against women and girls
- Promotion of gender equality, balance, and equity.

**Commission on the Status of Women (CSW), established in 1946:**

This is a functional commission of the ECOSOC, dedicated exclusively to the promotion of gender equality and the advancement of women's rights. The CSW is meeting each year in March to evaluate and debate progress on achieving gender equality and the empowerment of women.

**International Bill of Human Rights:**

Their mandates are often criticized for not taking women's and girls' human rights seriously by excluding certain issues such as those that occur in the private realm:

- Universal Declaration of Human Rights (1948)
- International Covenant on Economic, Social and Cultural Rights (1966)
- International Covenant on Civil and Political Rights (1966).

**1st World Conference on Women, Mexico City, 1975:**

- Discrimination against women and girls continues to be a persistent problem in much of the world,
- Need to develop goals, effective strategies, and plans of action for the advancement of women and girls,
- Identification of three key objectives: 1. Full gender equality and the elimination of gender discrimination; 2. The integration and full participation of women in development; and 3. An increased contribution by women in the strengthening of world peace.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979:
It is the first international human rights instrument to define explicitly all forms of discrimination against women as fundamental human rights violations. The following countries have not ratified CEDAW: the United States, Iran, Somalia, Sudan and two small Pacific island nations, Palau and Tonga.

**2nd World Conference on Women, Copenhagen, 1980:**
The UN began to frame women's rights and gender equality as important components of their peace and security work.

**3rd World Conference on Women, Nairobi, 1985:**
The conference adopted the Nairobi Forward-Looking Strategies for the Advancement of Women, with the goals of equality, development, and peace as a blueprint for action until 2000. This document clearly linked the promotion and maintenance of peace to the eradication of violence against women at all levels of society.

**Special Rapporteur on Violence against Women, 1994:**
This special rapporteur has a mandate to seek and receive information from state parties, treaty bodies, other special rapporteurs, and civil society and to respond to this information with recommendations to eliminate all forms of violence against women in comprehensive ways.

4th World Conference on Women, 1995, Beijing and the Beijing Declaration and Platform for Action:
The Declaration committed governments to implement the strategies agreed to in Nairobi in 1985 before the end of the 20th century and to mobilize resources for the implementation of the Platform for Action. The Beijing Platform for Action identified women and armed conflict as one of 12 critical areas of concern. Within this area, six strategic objectives were identified:

**1.** Increase the participation of women in conflict resolution at decision-making levels and protect women living in situations of armed and other conflicts or under foreign occupation;
**2.** Reduce excessive military expenditures and control the availability of armaments;
**3.** Promote non-violent forms of conflict resolution and reduce the incidence of human rights abuse in conflict situations;
**4.** Promote women's contributions to fostering a culture of peace;
**5.** Provide protection, assistance, and training to refugee women, internally displaced women, and other displaced women in need of international protection; and
**6.** Provide assistance to the women of colonies and non-self-governing territories.

**CSW meeting, 1998:**
The Commission took up the WPS theme and discussed the obstacles to implementing this critical area of concern from the Beijing Platform for Action. The NGO network for WPS began to take shape, and the idea of advocating for a Security Council resolution was first raised. After the Commission on the Status of Women, the NGO Working Group on Women, Peace and Security officially formed and agreed to pursue two recommendations that came from the CSW Women and Armed Conflict Caucus: to encourage women's participation in peace agreements and to push for the convening of a special session of the Security Council on WPS.

**Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women, 2000:**
Further enhanced the gender equality regime by putting procedures and mechanisms in place that hold

states accountable to the Convention. By ratifying the Optional Protocol, a State recognizes the competence of the Committee on the Elimination of Discrimination against Women – the body that monitors states parties' compliance with the Convention – to receive and consider complaints from individuals or groups within its jurisdiction.

**Anwarul Chowdhury speech, 8th March 2000:**
On International Women's Day 2000, Anwarul Chowdhury (Bangladesh), the Security Council President delivered a critical speech:

- The first time that a President of the Security Council (SC) addressed the International Women's Day proceedings,
- Women's rights and gender equality are part of the security framework, thus issues to be addressed by the SC, no longer just under the jurisdiction of the General Assembly

**"Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations", UN seminar, May 2000:**

- Windhoek Declaration: "The principles of gender equality must permeate the entire mission [peace operations], at all levels, thus ensuring the participation of women and men as equal partners and beneficiaries in all aspects of the peace process (…)"
- Namibia Plan of Action: establishes several objectives for gender mainstreaming in UN peace missions, as well as the need for leadership on gender mainstreaming from UN Headquarters.

Arria[11] formula meeting and adoption of UNSCR 1325, October 2000: The resolution 1325 was passed the day after the Arria formula meeting.

**Handout 3: WPS: UNITED NATIONS SECURITY COUNCIL RESOLUTION 1325 & FOLLOWING RESOLUTIONS**

Summary- The United Nations Security Council Resolution 1325 (2000) and Women, Peace and Security (WPS)[12]

The resolution 1325 adopted and passed in 2000 by the United Nations Security Council is based on the first framework of the United Nations 'Agenda on Peace, Women, and Security that recognizes the crucial role of women's participation in all efforts of establishing a lasting peace and the disproportionate impact of armed conflicts on women. This framework, which has been enhanced over the years, comprises 4 pillars: prevention, protection, participation, and rehabilitation.

Resolution 1325 recognizes that peace is inextricably linked with equality between men and women. Only women's participation on an equal basis with men in all efforts to maintain and promote peace and security is a guarantee of a lasting peace. Women's participation and representation must be increased in all political and economic decision-making levels in all national, regional and international mechanisms and institutions, including in peacekeeping

[11]The "Arria-formula meetings" are very informal, confidential gatherings which enable Security Council members to have a frank and private exchange of views, within a flexible procedural framework, with persons whom the inviting member or members of the Council (who also act as the facilitators or convenors) believe it would be beneficial to hear and/or to whom they may wish to convey a message. They provide interested Council members an opportunity to engage in a direct dialogue with high representatives of Governments and international organizations — often at the latter's request — as well as non-State parties, on matters with which they are concerned and which fall within the purview of responsibility of the Security Council

[12]UNSCR 1820, 1888, 1889, 1960, 2106, 2122, 2242

operations. Women must also participate throughout the decision-making and set up procedures related to DDR, not only in the reforms of the justice sector and security forces but also in electoral preparations, the political processes and the recovery systems of the country. On the other hand, the mobilization of men and boys must contribute to women's political, social and economic empowerment. This proves to be particularly important with regard to prevention and fighting against sexual and/or gender-based violence.

The normative framework emphasizes that women and children- particularly girls- are a group that is predominantly vulnerable in conflict and post-conflict contexts. They must be protected (in particular against acts of sexual or gender-based violence). Their rights must be respected and their special needs must be addressed. Sexual violence can significantly exacerbate any armed conflict and impede the restoration of peace and international security. The analysis and the evaluation of women and children's specific needs must precede the development of prevention and protection practical strategies that include physical security, better socio-economic conditions, education, income-generating activities and access to basic services (physical and mental health services, knowledge of their rights, police and judicial services).

Women must be involved in all prevention and protection measures and the issues of sexual violence must be included from the beginning of the peace and mediation process and within all the consecutive processes. The United Nations have adopted a zero-tolerance policy regarding sexual exploitation and abuse; and a series of measures to address the challenge, urging all States to do the same. The civil society organizations and networks are committed to assist victims of sexual violence and to influence armed groups not to perpetrate sexual violence. Local and national leaders including religious and traditional leaders are also encouraged to play a more active role in raising awareness to avoid marginalization and stigma of victims, to facilitate their social reintegration and to combat impunity. Everyone should be mobilized in the fight against impunity and misconceptions of sexual violence as a cultural phenomenon, an inevitable consequence of war, as well as a trivial offense.

Finally, the emphasis is put on gender as a cross-cutting issue that is reflected by putting in place gender advisors and experts within various agencies and/or deployed in various missions, by the multiplication of analyses and assessments and the need for all the contributions to assist in order to reflect an interest in this issue. Gender as a cross-cutting issue should be reflected in all the processes and all sectors contributing to peacebuilding, including in initiatives related to small arms and light weapons and more recently in the fight against terrorism. Resolution 1325 (2000): acknowledges that peace cannot be achieved without women's participation and that women and girls are more affected by conflicts than men. It includes four pillars: prevention, protection, women's participation, and recovery.

**Resolution 1820 (2008):** acknowledges that SV in conflict is used as a war tactic. Calls for GBV prevention and response training for military troops, for more women deployed in peace operations and for implementation of 'zero tolerance' policies for peacekeeping troops.

**Resolution 1888 (2009):** reinforces the implementation of UNSCR 1820 by calling for more leadership to address SV in conflict, deployment of militaries and gender experts units in critical conflict zones and improvement of monitoring and reporting on conflict tendencies and SV perpetrators.

**Resolution 1889 (2009):** addresses obstacles to women's participation in peace processes. Calls for the development of global indicators to monitor the implementation of UNSCR 1325 and improvement of international and national responses to women's specific needs in conflict and post-conflict settings.

**Resolution 1960 (2010):** calls for an end to sexual violence (SV) in armed conflicts, especially SV against women and girls. Establishes measures aiming at ending impunity for SV perpetrators, through sanctions and reporting measures.

**Resolution 2106 (2013):** ensures the centrality of gender equality and women political, social and economic empowerment in efforts to prevent SV in armed conflicts and post-conflict settings.

**Resolution 2122 (2013):** establishes strong measures to enable women's participation in conflict resolution and recovery. Hold the Security Council, the UN, regional organizations and Member States accountable to dismantle barriers, create space and gives seats to women at the negotiation table.

**Resolution 2242 (2015):** integrates gender analysis of the driving forces and impacts of violent extremism. Notes the necessity to train mediators on inclusive processes impact and how to achieve them. Acknowledges the new Global Acceleration Instrument for Women Peace and Security (GAI-WPS) and creates an informal WPS experts group for the Security Council.

## Handout 4: BACKGROUND NOTES ON GENDER and ADDITIONAL EXERCISE

- Gender is the socially constructed differences between men and women. This is different from sex, which is the biological difference between men and women.

- Gender roles are in a constant state of flux in response to changing social and economic conditions. For example, in a crisis situation women may take on traditional male roles, e.g. heads of families, industrial workers or soldiers.

- The gender roles we play change throughout the course of a day. For example, if a mother stays home from work to take care of her sick child, she is playing a traditionally "female gender role". That same mother, once the child is healthy, may go outside of the home to work and act as the main wage earner for the family – in this, she is playing a traditionally "male gender role". Depending on the size and type of group, a discussion could be had on how gender roles change during the day and how they have evolved in their communities. For example, if a man chooses to stay at home with the children, how does the community view the man? If a man chooses to stay home when a child is sick, will his work allow for this?

- Note to Trainer – What is interesting is that the questions above, which reverse the traditional "gender" roles – i.e. the man stays home with the sick child – may cause quite a lot of debate among participants. It must be understood by all – even those gender equality advocates - that as gender roles and stereotypes are explored in society, and as women's rights advance, the roles that BOTH men and women play will shift. Many participants may say that those questions are not relevant to their culture. (i.e. For example, if a man chooses to stay at home with the children, does the community allow for this? If a man chooses to stay home when a child is sick, will his work allow for this?) But the question then needs to be asked: "will these questions ever be relevant?" Society will determine how each role will change – but it should be understood that one role cannot change without impacting another. For example, in North America, up until the late 20th Century, the feminist movement did not really deal with the issue of "double duty " -i.e. the woman is working more and more outside of the home, but the husband is not helping inside of the home – so she became the "superwoman". Roles are now shifting in

a North American culture so that men and women are sharing the household labour. This is an example of a culture absorbing the changes to gender roles. There is a possibility of a change occurring with respect to gender roles.

• Because gender is constructed by society and not fixed, stereotypical notions of male and female roles can be challenged. In all societies, these roles have evolved and have changed throughout a culture's history.

• The term "gender roles" and "gender stereotypes" are often used interchangeably. These are the roles that tradition has created - i.e. it may be that the culturally accepted definition of a "good" woman is one who marries young, has many children, works hard for her children and husband, puts their needs above her own, is gentle and kind, does not argue, etc. These stereotypical traits of what is a "good" woman are what women may be socialised to play in her community.

• When we say that men and women are not the same, we refer not only to differences in biology (biological/sex differences) but also to the different roles that have been created by society (gender differences).

• Because of both biological/sex and gender differences, women and men are seen to have different needs and different levels of access to resources and power, which create gender inequalities.

• Policies and strategies that recognize gender inequality constraints seek to address them in ways that promote women's full participation in community and political life.

• People working on gender (i.e. gender focal points in government) or advocates for equality should work to a) raise awareness and understanding on how the roles that women play contribute to society's socio-economic growth; b) increase their own understanding as well as that of f society about what are accepted as traditionally "female" and traditionally "male" gender roles and how these have evolved over time within their communities/countries;

• How do you understand "women's empowerment" - and in your community do the following characteristics determine the level of women's empowerment?

Note to Trainer – for this question, it may help to guide the discussion if the Trainer selects an "empowerment" issue which is particularly relevant to the community, and frames the question in this manner. For example – "What determines women's empowerment as local and national leaders?", "What determines women's empowerment in the area of income generation?", "What determines women's empowerment in the rights over her body – gender-based violence and reproductive health?". It may be better to flip these questions to look more at what hinders/ challenges women's empowerment in these areas, such as:

- What are the ideologies that justify inequality (individual and collective consciousness; ideas of gender roles and what is "acceptable" in a woman/girl; the family versus the rights of the individual)?Limited understanding/capacity/resources on the part of decision-makers to ensure that policies, plans, and legislation are in place which will help address the challenges women face in certain sectors.

- What are the institutions and structures that reproduce and sustain inequality (family, media, education and educational curriculum, social, economic, legal and political institutions)?

- Internalized oppression (self-image, self-esteem, aspirations, and dreams)?
  Access to material and non-materials (knowledge, information,) resources?

- The ideologies that justify inequality (individual and collective consciousness; ideas of gender roles and what is "acceptable" in a woman/girl; the family versus the rights of the individual)?

- Limited understanding/capacity/resources on the part of decision-makers to ensure that policies, plans, and legislation are in place which will help address the challenges women face in certain sectors.

- The institutions and structures that reproduce and sustain inequality (family, media, education and educational curriculum, social, economic, legal and political institutions)?

- Internalized oppression (self-image, self-esteem, aspirations, and dreams)?

**Materials for Exercise / Activity 1.8**
**The 24-hour day (Men)**

| The activities I carry out | Paid Yes /No | The activities the woman who cares for me carries out | Paid Yes /No |
|---|---|---|---|
| 1 am | | 1 am | |
| 2 am | | 2 am | |
| 3 am | | 3 am | |
| 4 am | | 4 am | |
| 5 am | | 5 am | |
| 6 am | | 6 am | |
| 7 am | | 7 am | |
| 8 am | | 8 am | |
| 9 am | | 9 am | |
| 10 am | | 10 am | |
| 11 am | | 11 noon | |
| 12 noon | | 12 pm | |
| 1 pm | | 1 pm | |
| 2 pm | | 2 pm | |

| The activities I carry out | Paid Yes /No | The activities the woman who cares for me carries out | Paid Yes /No |
|---|---|---|---|
| 3 pm | | 3 pm | |
| 4 pm | | 4 pm | |
| 5 pm | | 5 pm | |
| 6 pm | | 6 pm | |
| 7 pm | | 7 pm | |
| 8 pm | | 8 pm | |
| 9 pm | | 9 pm | |
| 10 pm | | 10 pm | |
| 11 pm | | 11 pm | |
| 12 pm | | 12 pm | |

| Man Total hrs worked | Total day's earnings | Woman Total hrs worked | Total day's earnings |
|---|---|---|---|
| | | | |

**The 24-hour day (Women)**

| The activities I carry out | Paid Yes /No | The activities the man who cares for me carries out | Paid Yes /No |
|---|---|---|---|
| 1 am | | 1 am | |
| 2 am | | 2 am | |
| 3 am | | 3 am | |
| 4 am | | 4 am | |
| 5 am | | 5 am | |
| 6 am | | 6 am | |
| 7 am | | 7 am | |
| 8 am | | 8 am | |
| 9 am | | 9 am | |
| 10 am | | 10 am | |
| 11 am | | 11 noon | |
| 12 noon | | 12 pm | |
| 1 pm | | 1 pm | |
| 2 pm | | 2 pm | |
| 3 pm | | 3 pm | |
| 4 pm | | 4 pm | |
| 5 pm | | 5 pm | |
| 6 pm | | 6 pm | |
| 7 pm | | 7 pm | |
| 8 pm | | 8 pm | |
| 9 pm | | 9 pm | |
| 10 pm | | 10 pm | |
| 11 pm | | 11 pm | |
| 12 pm | | 12 pm | |

| Woman Total hrs worked | Total day's earnings | Man Total hrs worked | Total day's earnings |
|---|---|---|---|
| | | | |

**Further Reading:**


- Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa' online course, UN Women for Peace Operations Training Institute, 2nd edition 2014
- UNSCR 1325 and following resolutions, other relevant UN documents: http://www.securitycouncilreport.org/un-documents/women-peace-and-security/
- What is UNSCR 1325? An Explanation of the Landmark Resolution on Women, Peace, and Security https://www.usip.org/gender_peacebuilding/about_UNSCR_1325
- Using CEDAW and UN SC Resolutions on Women, Peace and Security https://trainingcentre.unwomen.org/pluginfile.php/2485/mod_resource/content/1/Using%20CEDAW%20and%20UNSCR%20for%20Advancing%20GE%20training%20manual%20eng.pdf
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- ECA (2009). Compendium of Emerging Good Practices in Gender Mainstreaming African Centre for Gender and Social Development. Economic Commission for Africa.
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- UNIFEM (2006). CEDAW and Security Council Resolution 1325: A Quick Guide
- Markham, S. (2013). Women as agents of change: Having voice in society and influencing policy.
- UNWOWEN (2016). Compendium of Good Practices in Training for Gender Equality
- UNWOMEN (2015). Guidebook on CEDAW General Recommendation No. 30 and the UN Security Council Resolutions on Women, Peace And Security. Publisher, UN Entity for Gender Equality and the Empowerment of Women. Transitional Justice Institute Research Paper No. 15-13. 29

## Module 2: Spectrum of Conflict Prevention

At the end of this module, participants should be able to;

- Explain what conflict is
- Understand and recognize the characters of conflict
- Explain different types of conflicts
- Understand or recognise the relationship between conflict and violence
- Explain the effects and forms of violence
- State the benefits of handling conflict in a non-violent and constructive way
- Explain conflict prevention
- Describe the arguments for Conflict Prevention
- Explain the types of Conflict Prevention
- Explain the types, effects, and causes of Gender-Based Conflict (GBV)
- Identify risks and threats in conflict setting and how to respond to GBV
- Explain ECOWAS Conflict Prevention Framework (ECPF)

**Introduction: What is conflict?**

*"Conflict is part of a social process by which people, groups, and states adjust their different and changing interests, capabilities, and wills. It is both a manifestation of a breakdown in social expectations and a means by which new expectations can be formed.*
*Through conflict, social order is established and adjusted. More specifically, whether between individuals or groups, within or between states, conflict manifests a trial-and-error adaptation among subjective, individual worlds. It establishes a balance of powers - an interlocking equilibrium - between what we want, can get, and will pursue"*
*Rummel, R.J. (1981)*

We are seeing the world differently based on lots of factors that might include: economic, social, location, race, education, etc. These factors influence our perception of reality. Conflict is a fact of life and not necessarily harmful. It is our reaction to the conflict that can make it either positive or negative. Conflict becomes a negative when individuals /groups choose to achieve their goals through the use of violence or force. It is positive when it is used as an opportunity for learning, understanding, and growth. Therefore, where trust and communication have broken down, there can be a lot of assumptions that might not necessarily be accurate.

Conflict is a reality of social life and exists at all levels of society. In fact, conflicts are as old as the world itself. We learn from history about individuals being in conflict with each other because of various reasons. The trend has not changed even today. Individuals, villages, ethnic groups, political parties, nations and other types of groupings engage in conflicts. Practically each of us has in one way or the other been involved in conflicts either at the family level, workplace, and many other places.

**Activities / Exercise 2.1: Creating a Peaceful World**

**Purpose:** Drawing and writing our impression of Peace
**Items:** Flipchart board, papers, coloured papers, index cards and coloured pens

**Instructions:**

- Ask the participants to pause, reflect and if they feel comfortable to close their eyes for some time and imagine how a peaceful community will look like. Give each participant papers to draw their impression of how this community will look like. Stick these painting around the room.
- Also, give participants index cards and ask them to write words that come to mind when they think of peace.
- Ask the participants to explain their drawings and words as they place them on the flipchart paper around the room. The drawing and words will be used for a gallery walk.
- Make a presentation on the need to create a peaceful world by working for peace.

**Activities / Exercise 2.2: The Dynamics of Conflict**

**Purpose:** Understanding how our action can cause conflict
**Items:** Flipchart board, papers, story of the elephant and the blind men, index cards and pens

**Instructions:**

- Ask participants to read different sections of the elephant and the blind men.
- Ask the participants what they felt about the story.
- Use their response to explain that we all have our side of the story. It is important not to always assume we are seeing the same picture.
- In order to create the peaceful world, we want, we need to understand each other.

*Figure 5: Ethnic Conflict in Northern Nigeria*[13]

[13]Source: Infoguide Nigeria

**An Elephant and the Blind Men**

Once upon a time, there lived six blind men in a village. One day the villagers told them, "Hey, there is an elephant in the village today." They had no idea what an elephant is. They decided, "Even though we would not be able to see it, let us go and feel it anyway." All of them went where the elephant was. Every one of them touched the elephant.

*Figure 6 2.1: The Elephant and the Blind Man*

"Hey, the elephant is a pillar," said the first man who touched his leg.

"Oh, no! it is like a rope," said the second man who touched the tail.

"Oh, no! it is like a thick branch of a tree," said the third man who touched the trunk of the elephant. "It is like a big hand fan," said the fourth man who touched the ear of the elephant. "It is like a huge wall," said the fifth man who touched the belly of the elephant.

"It is like a solid pipe," Said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and every one of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by and he saw this. He stopped and asked them, "What is the matter?" They said, "We cannot agree on what the elephant is like." Each one of them told what he thought the elephant was like. The wise man calmly explained to them, "All of you are right. The reason every one of you is telling it differently because each one of you touched the different part of the elephant. So, actually, the elephant has all those features that you all said."

**"Oh!" everyone said. There was no more fighting. They felt happy that they were all right.**

**Exercise 2.3: Impression of Conflict**

**Items:** Flip Chart Board, PowerPoint Slides, papers, index cards, coloured pen
**Purpose:** Expressing our impression of conflict

**Instructions:**

- Ask the participants to pause and reflect what conflict means to them.
- Give each participant papers to draw their impression how a community in conflict will look like.
- Also, give each participant an index card and ask them to write a word that comes to mind when they think of conflict.
- Place these paintings and card around the room. It will be used for a gallery walk.

Facilitator Note: You might want to use either exercise 2.2 or 2.3. However, it is also acceptable to use both. *Using the drawing, painting and words introduce the concept of conflict. Show the different understanding of conflict, words and impression might reflect both violent and non-violent aspects of the conflict. Explain that there is a difference between both concepts*

*Figure 7: Women Protesting*[14]

**Exercise 2.4: Reflecting on conflict**

**Items:** Flip Chart Board, PowerPoint Slides, papers, index cards, coloured pen
**Purpose:** Understanding the dynamics and stages of conflict

**Instructions:**

- Ask participants to reflect individually on a conflict.
- How did it begin?
- What has changed since the conflict?

[14]Source: herald.ng

- How did it change? What happened?
- Why do we need to know the dynamics of conflict?
- Discuss the reflections in small groups or pairs.
- Presentation of the group report

**Exercise 2.5: Stages of Conflict**

**Item:** Flip Chart Board, PowerPoint Slides, projector, papers, index cards, coloured pen
**Purpose:** Identifying the stages and forms of conflict

**Instructions:**

- Make a presentation based on the various reflection on the dynamics and stages of conflict. Conflict is not a static phenomenon; it evolves over time. There are different models that explain this situation. It has three main points (pre-violence, violence and post-violence). Make a short presentation on forms of conflict highlighting the following: Pre-violence (no conflict, latent conflict, conflict emergence); Violence (conflict escalation, hurting stalemate), post-conflict (de-escalation, dispute settlement, and post-conflict settlement.). The figure below can be used to explain the model.

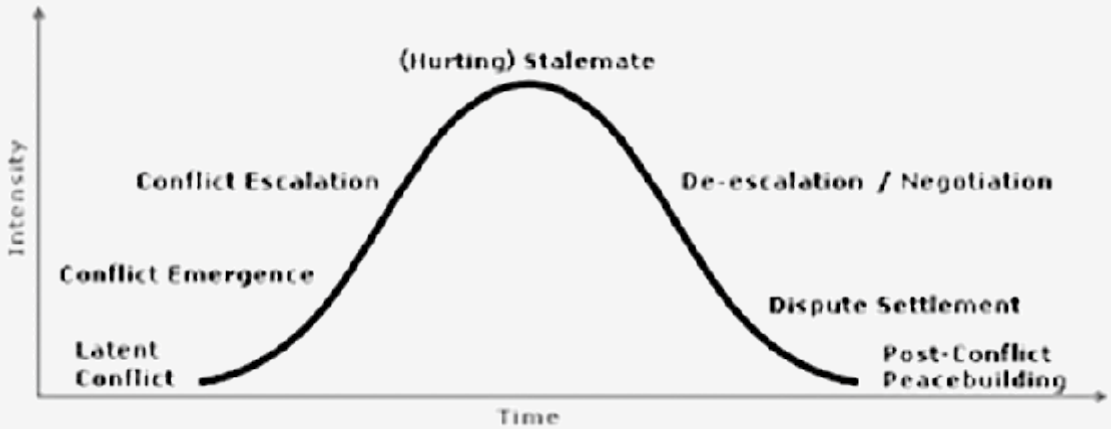



*Figure 8: Stages of Conflict*[15]

**Exercise 2.6: Stages of Conflict – Role Play**
**Items:** Flip Chart Board, papers, index cards, coloured pen
**Purpose:** Appreciating and understanding the stages of conflict

**Instructions:**

- Divide the participants into three groups and ask them to identify a real-life example of conflict from a community and identify the stages in that conflict.
- They are to practice and present the situation in a role play.
- Plenary - In plenary, each group's role play is discussed showing how the conflicts evolved and moved between from one stage to the other sometimes.
- It is also possible that the conflict can also move in no particular order as the conflict is dynamic.

[15]Brahm, Eric. "Conflict Stages." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: September 2003 <http://www.beyondintractability.org/essay/conflict-stages>.

**Exercise 2.7[16]: Role Play**

Two women, Fatima and Latifa, went to the market to buy foodstuff for night food. Fatima got to the meat shop and was pricing (bargaining) the meat while Latifa was by the side watching. When she was about to reach consensus with the seller, Latifa made a counter higher bid which the seller accepted. A dispute then occurred between the women.

Ask for two participants to volunteer to coordinate the role-play. Ask them to dramatize a conflict between the two women; they should involve other participants. The two volunteers may need some time to develop the role play. They should demonstrate to the rest of the group how a conflict can escalate into violence. The drama often proceeds with the two arguing over one issue, then a number of issues, then beginning to call each other names, then drawing a third person into the dispute, then trying to harm one another until there are two polarized groups in conflict. Let the drama play out for few moments, then stop and debrief.

**Debriefing:**

- Ask the participants how they feel.
- As observers of the drama, identify each stage of the escalation of the dispute.
- Write these stages on large paper in the front of the group.
- Give examples of other conflicts in your community that have escalated over time from small issues to large issues.
- Divide the participants into four small groups.
- Each group will identify and a current conflict in the community.
- Each group will then discuss the stage of the current conflict on the diagram.
- Debrief in the large group.

**Exercise 2.8: Conflict Tree**

**Item:** Flip Chart Board, PowerPoint Slides, projector, papers, index cards, coloured pen
**Purpose:** Identifying root causes of conflict

**Instructions:**

- Use the tree as a metaphor to discuss the root causes of a conflict.
- Divide participants into 3 groups.
- Ask them to select any conflict they are aware of (the various case studies can also be used).
- Have participants discuss the root causes (the roots of the tree), core problem (the trunk of the tree), and effects (the branches and leaves of the tree) of conflict.
- This requires individuals to look at the underlying causes of conflict.
- The how of conflict identifies the factors that escalate or continue the conflict and the factors that transform or resolve the conflict.
- Factors supporting continuation or escalation may include groups exploiting or profiting from the situation.
- The participants in the selected conflict should identify such groups.
- Factors supporting transformation or resolution may include peace processes, community development efforts, common trading or markets that continue across divided communities, or groups working actively to encourage tolerance and peace

[16]Adapted from Women in Peacebuilding Resources & Training Manual

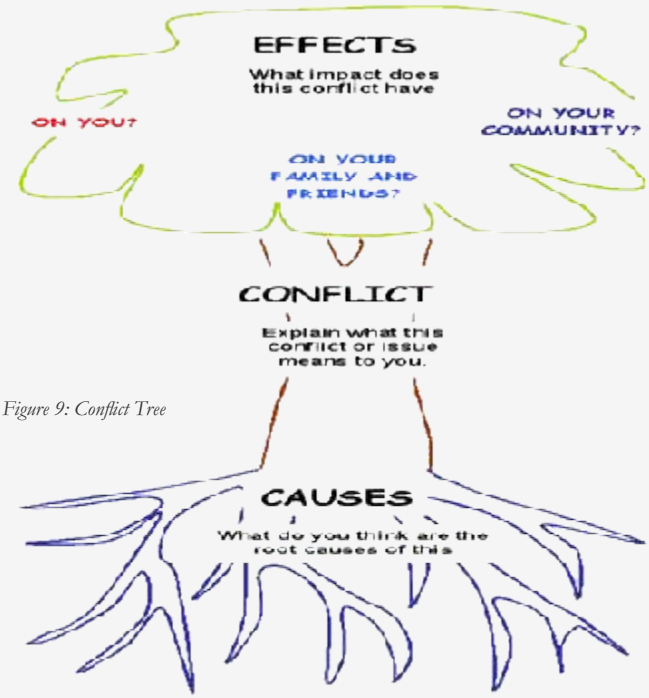



*Figure 9: Conflict Tree*

**Exercise 2.9: Understanding and Identifying forms of Violence**

Item: Flip Chart Board, PowerPoint Slides, projector, papers, index cards, coloured pen
Purpose: This section emphasizes that violence is defined by damage/harm and there are different ways that violence can take place.

Instructions:

- Write on a flipchart or project on the following definition of violence:

  "Any physical, emotional, verbal, institutional, structural or spiritual behaviour, attitude, policy or condition that diminishes, dominates or destroys others and ourselves. Violence is one of the possible responses to specific conflict situations. This does not imply that violence is unavoidable. Violence is not inevitable and it must not be confused with conflict". Bobichand (2012, p.1)

  "Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full human potential" (Fisher et al. 2000)

  "Violence is the actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage/harm and/or prevent people from reaching their full human potential."

- Ask three participants to read each of the above statements. Open a discussion on the statements by asking the participants to give their understanding and impression of the statements.
- Identify the different elements of violence in the definition.
- Make a presentation highlighting the dimensions of violence.

**Exercise 2.10[17]: Women's experience of violence**

**Purpose:** Understanding and identifying violence against women. Women suffer violence in times of conflict and peace. Many woman has had an experience of violence, some directly, some psychological and still others structural.

**Items:** Flip Chart Board, a seat in a circle, papers, candles, symbolic objects, talking stick, soft music, make the atmosphere relaxing and smoothing.

**Instructions:**

- Create a safe space for sharing stories of violence.
- Light candles have cups of tea or another beverage available
- Sit in a circle so that everyone feels equal and included.
- Have a symbolic object or talking stick to give authority to whoever is to talk.
- When someone is holding this "talking stick" they know they have the attention of the whole group.
- If culture permits the sharing should be closed with an invocation and/or a song.
- Ask one of the participants to lead these. It is important to take a long break after this exercise. It is not a good idea to try to start another activity or session right after this type of sharing because people will need time to process their own sharing and the sharing of others.

**Exercise 2.11: Analysing the various types of violence**

**Purpose:** Outlining the types of violence
**Items:** Flip Chart Board, various statement written on them

**Instructions:**

- Statement 1: If people in the IDP die of treatable diseases like diarrhea or malaria because political, economic, social circumstances prevent existing drugs from being unavailable, then this is a form of violence. If the treatment and the relevant drugs are scientifically not known, then we cannot call this violence.
- Ask the following questions:
- The participants should state if they understand and accept the above statement.
- Identify the types of violence
- Statement 2: Use of arms against human beings for the purpose of killing, maiming by Boko Haram or Cattle Herdsmen or community persons, as well as torture all count as violence. The lack of concern for food distribution in times of crisis is similarly a form of violence. Violence is allowing norms, rules, laws (or the absence of such regulations) to prevent groups in society, such as women, from gaining access to education, jobs, opportunities, or more generally speaking the means of self-development.
- Ask the following questions:
- The participants should state if they understand and accept the above statement.
- Identify the types of violence

[17]Adapted from: Schirch, L. (2004). Women in peacebuilding resource and training manual. West African Network for Peacebuilding and Conflict Transformation at Eastern Mennonite University.

**Exercise 2.12: Local forms of violence against women**

**Purpose:** Understanding forms of violence women at different stages
**Items:** Flip Chart Board, typed form

**Instructions:**

- Distribute the form local forms of violence against women to all the participants
- The participants fill the forms
- Analyse the filled form to show the various violence that women encounter and make a presentation.
- The local forms of violence against women form[18] is below:

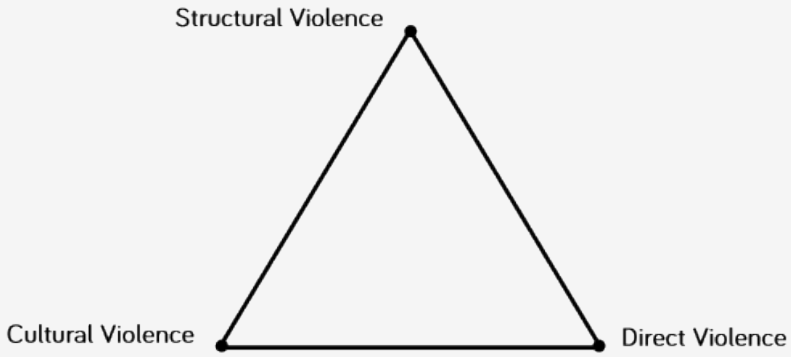
| | Normal time ( No Violent Conflict) | During War or Crisis | During post-war |
|---|---|---|---|
| Physical forms of violence against women | | | |
| Psychological forms of violence against women (emotional abuse, verbal abuse) | | | |
| Structural forms of violence | | | |

**Exercise 2.13: Introduction to the Violence Triangle Tool**

**Purpose:** Understanding violence triangle tool
**Item:** Flip Chart Board, various statement written on the flip chart, presentation, projector

**Instructions:**

- According to Galtung's Violence Triangle (1969), Cultural and Structural Violence cause Direct Violence. Direct Violence reinforces Structural and Cultural violence. Direct Violence, Physical and/or verbal, is visible as behaviour in the triangle.
- However, this action does not come out of nowhere; its roots are cultural and structural. Galtung suggests that the three types of violence can be represented by the three corners of a violence triangle. The image is meant to emphasize that the three types are connected to each other.




[18]Adapted from: Schirch, L. (2004). Women in peacebuilding resource and training manual. West African Network for Peacebuilding and Conflict Transformation at Eastern Mennonite University.

Among the three types of violence represented in the above diagram, the most obvious type is direct or personal. Everything from threats and psychological abuse to rape, killing or torture, sexual assault, beatings, war, and genocide belong to this category. It is called personal violence because the perpetrators are human beings, i.e., persons. Galtung describes the direct violence as the "avoidable impairment of fundamental human needs or life which makes it impossible or difficult for people to meet their needs or achieve their full potential. The threat to use force is also recognized as violence." The second type, structural violence, is much less obvious, though it can be as deadly, or deadlier, than direct violence.

Typically, no particular person or persons can be held directly responsible for the cause of the structural violence. Here, violence is an integral part of the very structure of human organizations — social, political, and economic. Structural violence is usually invisible — not because it is rare or concealed, but because it is so ordinary and unremarkable that it tends not to stand out. Such violence fails to catch our attention to the extent that we accept its presence as a "normal" and even "natural" part of how we see the world. Cultural violence is the prevailing attitudes and beliefs that we have been taught since childhood and that surround us in daily life about the power and necessity of violence. Discrimination against women in Northern Nigeria can be classified as cultural violence. Cultural violence makes direct and structural violence look, even feel, right or acceptable.

**Exercise 2.14: ABC of conflict – The Violence Triangle**

**Purpose:** Understanding violence triangle tool
**Item:** Flip Chart Board, various statement written on them

**Instructions:**

- Draw a triangle of the flipchart board and label the corners A (Attitude); B (Behaviour); and C (Context). Explain each of the A, B, and C corners as follows or using similar examples:
- Attitudes: what we think, feel, and believe – for example, fears, values, belief systems, cultural teaching, prejudice
- Behaviour: what we see – for example, punching, shooting, ignoring, raping, looting, killing, discrimination
- Context: systems and structures that discriminate – for example, laws, social norms (including how families manage their relationships), policies, cultural practice

**Activities:**

- Divide the participants into groups and ask them to analyse a conflict using the ABC of conflict triangle. If the examples are from other corners than the corner they stated, ask them for the rationale for their placement. If you cannot agree where an example should be placed, put it where the group suggests and draw a line with a question mark pointing to the other corner(s) where it might also be placed.
- Make a presentation showing the linkages between the corners and outcomes of conflict. Invite the participants to show where their work in conflict preventions is situated in the corners of the triangle. The essence is to show that we all work differently but all sought to prevent conflict at different levels. If we wish to have peace, we have to stop behaviours that can lead to violence.

*Figure 10: Women protecting as a response to violence*[19]

**Exercise 2.15: Conflict prevention**

This section explores the concept of conflict prevention, the types of conflict prevention and the importance of conflict prevention. The role of women in conflict prevention is discussed.

**Purpose:** Understanding conflict prevention
**Items:** Flipchart, facilitation cards, projector, pen, colour papers, drawing pens, pencils, etc

**Instructions:**

- Ask the participants to give their definition and understanding of conflict prevention. What does conflict prevention mean to them?
- Write their definition on the flipchart and use that as a basis of a prevention on conflict prevention.

Conflict Prevention is series of strategies deployed with the aim of avoiding a violent escalation of conflict or of neutralising likely violent conflict. It includes the monitoring and intervening to stabilise a potentially violent situation from manifesting by having activities that address the root causes and triggers of the conflict. Have early warning mechanism and recording specific indicators can assist in predicting violence. The essence is to address the root cause, the success depends on a clear analysis of the causes and potential trajectory of a conflict. Conflict prevention can be divided into two broad categories: direct prevention and structural prevention. In the direct conflict prevention, the essence is to prevent short-term, often imminent, escalation of a potential conflict. This includes early prevention which normally starts as soon as early warning systems indicate serious dispute. In the structural prevention, the focus is more on long-term measures that address the underlying root causes of a potential conflict along with possibly escalating and triggering influences. There is also late prevention which includes crisis diplomacy when serious armed conflict is looming.

**Purpose:** Argument for Conflict Prevention
**Items:** Flipchart, index cards, projector, pen, colour papers, drawing pens, pencils, etc
**Instructions:**

- Distribute index cards to the participants and ask them to write the reason for conflict prevention.
- Give three minutes for the participants to write their reason for conflict prevention. Ask the

[19]Source: MuslimMatters

participants to explain their answers, collate and stick the responses on the board.

- Make a presentation on the importance of conflict prevention. The presentation should emphasize that it is less costly in political, economic and human terms; prevent tensions from escalating into violent conflict and employ early warning mechanisms to allow the international community to monitor relations between and within states.

**Purpose:** Role of women in Conflict Prevention
**Item:** Flipchart, index cards, projector, pen, colour papers, drawing pens, pencils, etc

**Instructions:**

- Divide the group into three groups and ask them to discuss the importance and role of women in conflict prevention.
- After the discussion, let the group make a presentation of their report in plenary.
- Prepare a presentation and distribute the handout: "[20]why include women in conflict prevention". Discuss each point.
- Develop a role play that highlights the importance of women in Conflict Prevention.

## Handout 2.1: What is Conflict?

Generally, a conflict exists when there is an interaction between two or more individuals, groups or organizations where at least one side sees their thinking, ideas, perceptions, and feelings contradicting with that of the other side and feels that they cannot get what they want because of the other side. The existence of a conflict shows that something in a relationship–or the whole relationship – between involved parties cannot continue as it was. It is an opportunity for adjustment and for constructive change. A relationship without conflict stagnates, a society without conflict does not make progress.

In everyday life, however, we tend to experience conflict as something painful which we would rather avoid, neglect or forget about. Sometimes, for these reasons, we accuse others of "disturbing the peace" when they try to protect their interests and needs. In other cases, we use conflicts to confront others with our ideas, our own interests or use our power to impose these ideas on them. Conflict transformation is a more systematic approach, one that makes use of our experience and wisdom. Knowledge about the nature of conflict is used to develop systems, instruments, and skills that can help us gain a better understanding of conflicts and deal with them more satisfactorily.

Usually, conflicts are centred on an issue, a problem, a question or a theme (e.g. shortage of fuel, quota system, academic freedom etc.). Conflict is Natural. The assumption here is that conflicts are dynamic and are not inherently negative or positive. Conflicts are an inevitable part of life-they are a part of our daily EXPERIENCES. There is potential for conflicts within and around us. Therefore, life and conflicts are inseparable. Conflict is about differences. Conflict is the perception of incompatible goals. Conflicts have to do with differences whether at the individual, interpersonal, intra-group, inter-group or at broader levels. These differences can be in terms of values, interests, goals, wishes etc. However, it should be noted that conflicts arise when the concerned parties, either both of them or at least one of them, feel that their interests, goals, values, wishes, wants or feelings cannot be met because of the other side that has opposing views on the issue. Having differences is something that is 'given'; it is how we express such differences and what we do that can lead to positive or negative experiences for us and those around us.

[20]Schirch, L. (2004). Women in peacebuilding resource and training manual. West African Network for Peacebuilding and Conflict Transformation at Eastern Mennonite University.

Conflict brings about danger and opportunity. As the energy in a fire can build or destroy, the energy in conflicts can either be constructive or destructive. Conflicts can both be dangerous and beneficial depending on how the people involved choose to deal with them. If we look at conflicts from a positive point of view, they can be a source of positive change which would have otherwise not come. However, conflicts can be, and have been, a source of misery and suffering, in other instances. We may have negative, positive or neutral associations with the term 'conflict' but what is clear is that we have all in one way or the other encountered and resolved conflicts and we will continue to do so. Therefore, it would be helpful if each one of us would start to have a positive look at conflicts. The way we view conflicts determines how we deal with them, either from a negative point of view which often leads to destruction or from a positive point of view which enables us to get something good and beneficial from a conflict. There isn't one right way to handle conflict and we cannot assume that all people and societies think and deal with conflicts in the same way. There are, however, a number of fundamental approaches and responses which are universally useful, and we will deal with some of them later.

Sources and causes of conflict

The knowledge of the causes of conflict is important in determining the right tool for conflict prevention. It is imperative to understand the causes of the conflict while seeking the solution. The causes of conflict can be categorized as follows:

- Underlying Causes or Permissive Conditions
- Proximate Causes, or Triggers
- Structural Factors
- Dynamic Factors

There are a number of sources out of which conflicts arise. The following are common:

- Political sources: -power struggles, differences in ideologies, etc.
- Religious sources: - power struggle, differences in doctrine, etc.
- Cultural conflict: - when two cultural traditions compete for dominance
- Economic privileges: -where some people feel marginalized
- Natural resources e.g. land, etc.

Note: These sources can be interlinked in many cases, e.g., political power easily makes people have control over resources and economy.

Handout 2.2 - Conflict versus Violence

Conflict and Violence are not identical. Violence is very often an expression of conflict, a way of carrying out conflicts. Violence in conflicts exists:

- As an instrument of repression by a more powerful conflict party, wishing to force their interests upon others
- As an instrument for the articulation of interests by the weaker conflict parties, especially if they do not know other ways
- When conflict parties fail to find other means of carrying out conflicts
- In connection with an escalation of conflict dynamics
- As a reproach towards the other party in order to legitimize one's position

The Norwegian political scientist and peace researcher Johan Galtung describes five dimensions of violence: Intended-Not intended, Manifest-Latent, Personal-Structure, and Physical – Psychological, Related to an object-Without Object. He further explained the implications of violence as follows:

- Violence affects human beings and occurs between human beings
- People affected by violence are limited in the satisfaction of their basic human needs (survival needs, well- beings needs, identity and meaning needs, freedom needs)
- Under the influence of violence, human beings experience a distance between their current and future possibilities or they are stopped from satisfying any further needs
- Violence may touch body or soul

Violence is connected to avoidable (man-made) influences. It is important to stress that there are no "violent cultures". The distinction between personal and structural violence is of special interest. Personal or direct violence is the form of violence where the perpetrator and victims can be clearly identified, at least in principle e.g. beating, killing in war, threats, etc. Structural or indirect violence in the form of violence where perpetrators are not so easily identifiable because a whole network of structures and responsibility is involved. Sometimes there may even be no one intending to exert this violence. This happens in the case of industrial pollution, laws that marginalize sections of the population, etc.

There is also the difference between physical and psychological violence. Galtung (1969, p.169) stated it as the 'violence that works on the body and the violence that works on the soul'. He felt working to eliminate structural violence is a better option because it is not seen but it is the root of the manifestation of the physical violence that is seen. Bobichand (2012, p.1) defined violence as: "any physical, emotional, verbal, institutional, structural or spiritual behaviour, attitude, policy or condition that diminishes, dominates or destroys others and ourselves. Violence is one of the possible responses to specific conflict situations. This does not imply that violence is unavoidable. Violence is not inevitable and it must not be confused with conflict". Conflict is the perception of incompatible goals (Fisher, 2000; Lederach, 1995 & 1997).

The impact of cultural and structural violence are quite heavy in the society. Their understanding and impact should be analysed especially in the conflict region. Galtung & Fischer (2013) explored the concept of positive and negative peace. They conceived positive peace as 'active love, the union of body, mind, and spirit'. It encompasses structural integration, optimism, preventive in nature and it achieves peace by peaceful means. The negative piece on the other hands involves a large degree of pessimistic attitude, curative, it avoids and shows the absence of violence and peace is not always achieved by peaceful means. Galtung listed peace tasks to be embarked upon to include: eliminate direct violence, eliminate structures that cause suffering through economic inequity, and eliminating cultural themes (Galtung 1969).

**Handout 2.3 - Conflict and Violence**

Conflict is not a static phenomenon; it evolves over time. There are different models that explain this situation it has three main points (pre-violence, violence and post-violence). Prepare a short presentation on forms of conflict highlighting the following: Pre-violence (no conflict, latent conflict, conflict emergence); Violence (conflict escalation, hurting stalemate), post-conflict (de-escalation, dispute settlement, and post-conflict settlement.). The figure in the exercise can be used to explain the model.

**Harmony / no conflict:** This is a phase where everyone in a particular situation shares goals and behavior; there is a perception that all is in agreement and there is respect.

**Latent (waiting) conflict:** This period of no conflict might not last long if, for instance, a group operating in the location of a community with announced that they do not believe girls need education. They are seeking to persuade members of the community that this is the 'right' perspective. In this situation, there is no visible conflict but there is hidden animosity.

**Emergence (visible or active) conflict:** This group in the community can then decide that because the community is not sharing their belief that girls should not have education, they will take action. They form a militia and assault the teachers in public and threaten to close and burn the school if girls continue to attend.

**Conflict escalation:** The communities and families of the excluded children are threatening the teachers with violence if their girls are not admitted. The community attacks several members of the militants who try to prevent their girls attending the school. Things escalate, and properties are destroyed and some lives lost.

**Conflict stalemate:** The community and the militia keep fighting for a while and reach a stalemate. This is a situation in which neither side can win, but neither side wants to back down or accept loss either. This can be as a result of failed tactics, depletion of resources to fuel the conflict, a reduction in support of the conflict by members or allies, or costs becoming too high to continue.

**Conflict de-escalation:** As the conflict between the communities and the militia reaches a stalemate, it eventually winds down and transformed. This is as a result of changes in relationships and goals.

### Handout 2.4 - Why Include Women in Peacebuilding[21]

Because women are half of every community and the tasks of peacebuilding are so great, women and men must be partners in the process of peacebuilding.

Because women are the central caretakers of families in many cultures, everyone suffers when women are oppressed, victimized, and excluded from peacebuilding. Their centrality to communal life makes their inclusion in peacebuilding essential.

Because women have the capacity for both violence and peace, women must be encouraged to use their gifts in building peace. Because women are excluded from public decision-making, leadership, and educational opportunities in many communities around the world, it is important to create special programs to empower women to use their gifts in the tasks of building peace. Because women and men have different experiences of violence and peace, women must be allowed and encouraged to bring their unique insights and gifts to the process of peacebuilding.

Because sexism, racism, classism, ethnic and religious discrimination originate from the same set of beliefs that some people are inherently “better” than others, women's empowerment should be seen as inherent to the process of building peace. Like other social structures that set up some people as superior to others, the sexist belief that women's lives are less valuable than men's lives leads to violence against women. When women engage in peacebuilding, they often challenge these sexist beliefs along with other structures that discriminate against people.

[21]Adopted from: Schirch, L. (2004). Women in peacebuilding resource and training manual. West African Network for Peacebuilding and Conflict Transformation at Eastern Mennonite University.

Because the United Nation's Security Council Resolution 1325 created a mandate to include women in peacebuilding, women now have the opportunity to use this policy to open doors to new opportunities for women in peacebuilding. Because women have already proven themselves to be successful peacebuilders, basing their strategies on the principles of inclusivity and collaboration, and producing peacebuilding outcomes that are broad-based and sustainable, their efforts should be acknowledged and expanded.

### Handout 2.5 – Types of conflict[22]

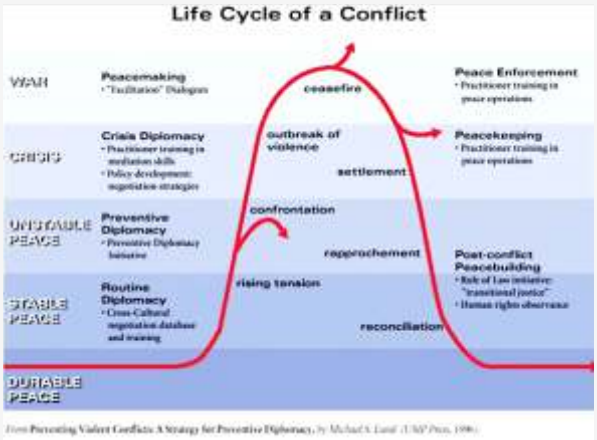
Communities experiencing surface or latent conflict are those where the disagreement can quickly turn into open conflict. Open conflict can cause more physical, social, psychological and environmental damage than the other types. It affects people who are not involved in the conflict as well as those who are.

| | | **Objective Condition** | |
|---|---|---|---|
| | | **Conflict** | **No Conflict** |
| **Perceived Conflict** | **Conflict** | Open Conflict | False Conflict |
| | **No Conflict** | Latent Conflict | No Conflict |

*Source*: http://www.gms.state.ga.us/pdf/sp_news/news0297.pdf

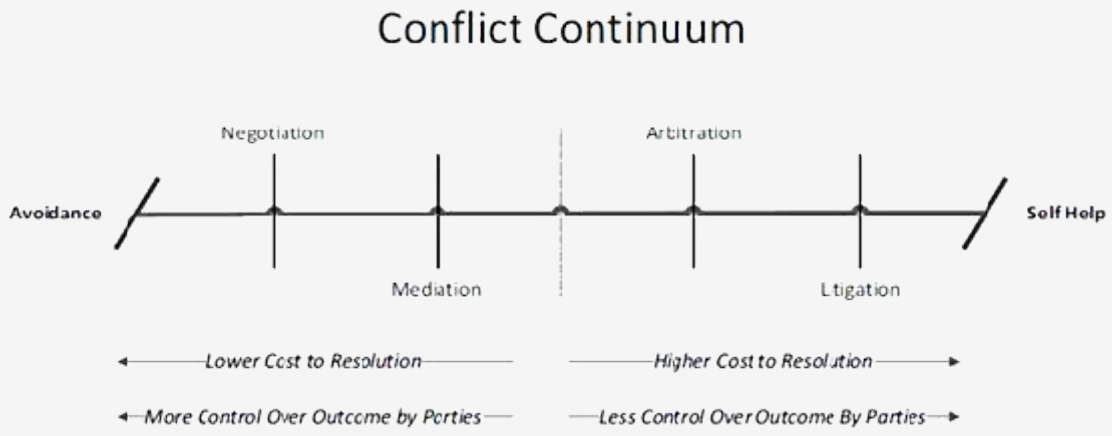
### Handout 2.6 Conflict Prevention

Conflict will happen where there is interdependency between people; it exists in humans, in communities and at every level of society. There is a need to prevent it from escalating into bigger disagreement that can lead to violence. Conflict is not always nor necessarily negative, but rather an expression of differences of interest, needs and usually can involve the struggle for justice, equal treatment and development. It is the reaction to the conflict that makes it either negative or positive. When conflict is not handled by peaceful means, it can escalate and people resort to violence, the negative impacts can be enormous. The escalation can be attributed to the lack of mechanisms and institutions to address conflicts in a constructive manner. The figure below shows strategies for preventing violent conflict.




[22]Adapted from: http://www.gms.state.ga.us/pdf/sp_news/news0297.pdf

Conflict prevention encompasses series of actions aimed at foreseeing and stopping conflict from turning violent. It strives to bolster the capacity of actors to react positively to conflict. Conflict is not the problem; it is the lack of proper mechanism for handling conflict that can lead to it spiralling out of control. The figure below shows a continuum of mechanism for handling conflict from avoiding conflict to resorting to self-help and violence and the cost implications. Most conflict will not go through all stages; it can move from avoidance to violence. It can also move from negotiation to mediation and then violence.




*Conflict Continuum*[23]

Conflict Prevention is undertaken to prevent and avoid the occurrence of violence, its escalation and recurrence. This is a long term initiative that explores the root causes of conflict. It has evolved from preventive diplomacy to structural prevention. It is the object of a wide range of policies and initiatives; with the purpose to avoid the violent escalation of a dispute. It can include the monitoring and/or intervening to stabilize a potentially violent conflict before its outbreak by initiating activities that address the root causes as well as the triggers of a dispute. It can also be instituting mechanisms that detect early warning signs and record specific indicators that may help to predict impending violence. These can then lead to planned intervention that prevents violent conflict and creates an atmosphere conductive for development.

**Handout 2.7. ECOWAS Conflict Prevention Framework (ECPF)**

ECOWAS have moved from a reactive intervention in violent conflict to a more a proactive and preventing conflicts approach. This has led from the adoption of the Protocols on Non-Aggression and on Mutual Assistance in Defence, in 1978 and 1981, respectively to the ECOWAS Conflict Prevention Framework (ECPF) adapted in 2008 by the ECOWAS Mediation and Security Council in Ouagadougou, Burkina Faso. It is a vigorous strategy to operationalise and enhance cohesion between related ECOWAS departments on conflict prevention initiatives. It envisages strengthening human security architecture in West Africa, and integrate conflict prevention and peace-building activities into its initiatives. Prior to ECPF, there have been other protocols / treaty like ECOWAS Revised Treaty (1993); the Protocol Relating to the Mechanism for Conflict Prevention, Management Resolution, Peacekeeping and Security; Declaration of Political Principles (1991); and the Supplementary Protocol on Democracy and Good Governance (2001). The overarching goal of ECPF is to build a secure West Africa which enhances economic, social and political development / prosperity.

[23]Source: Sport conflict institute

ECPF framework mitigates conflict through structural and operational prevention. Structural prevention through polices strives to ensure violent conflict do not occur, while operational prevention is used in the event of violence occurring based on the failure of structural prevention. ECPF draws from various international and regional instruments and is built on fifteen components that have measurable outputs linked to activities.

The components are as follows:

- Early Warning
- Preventive Diplomacy
- Democracy and Political Governance
- Human Rights and the Rule of Law
- Media
- Natural Resource Governance
- Cross-border Initiatives
- Security Governance
- Practical Disarmament
- Women Peace and Security
- Youth Empowerment
- ECOWAS Standby Force
- Humanitarian Assistance
- Peace Education
- Enabling Mechanisms

The role of civil society in conflict prevention is institutionalised by paragraph 114 of the ECPF that encourages opportunities for civil society in the region to meet and engage equitably. Civil society can play various roles in the life cycle of a conflict. The figure below highlights some of the roles.

**Further Reading:**


- Atuobi, S. (2010). Implementing the ECOWAS Conflict Prevention Framework: Prospects and Challenges.
- El Bushra, J.; Lopez, E.P.: “Development in conflict: The gender dimension” in Oxfam Discussion Paper 3 (Oxfam: Oxford, 1993).
- Hill, F. (2003). Women's contribution to conflict prevention, early warning and disarmament. Women, Peace and Security.
- Inter-Agency Standing Committee ( 2015). Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery. https://gbvguidelines.org/wp/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines_lo-res.pdf
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- Lund, M. S. (2009). Conflict prevention: Theory in pursuit of policy and practice (pp. 287-308). London: Sage.
- UNDP (2001). Gender Approaches in Conflict and Post-Conflict Situations. http://www.undp.org/content/dam/aplaws/publication/en/publications/womens-empowerment/gender-approaches-in-conflict-and-post-conflict-situations-/gendermanualfinalBCPR.pdf
- UNESCO (2011). Gender, conflict and peace-building: on the margins of development. Author: Samad, Khorshied. http://unesdoc.unesco.org/images/0021/002147/214794e.pdf
- Thelma Ekiyor, ECOWAS Conflict Prevention Framework (ECPF) A new approach to an old challenge. WACSI Op-Ed 2008

## Module 3: Evolution and Purpose of Early Warning

**At the end of this module, participants should be able to;**

- Explain the origin and evolution of early warning
- State the various timeline for the development of early warning
- Outline the concept of early warning
- State the purposes of early warning
- Explain the difference between an early warning and the traditional intelligence gathering
- Explain the importance of gender in early warning
- Outline the paradigm challenges that led the transformation from tools to systems
- Explain the difference between the first generation, second generation, and third generation system.

**Introduction:**

Early warning systems are proactive; they involve the systematic collection and analysis of information to anticipate an escalation of conflict. It involves the reading of specific indicators as signals and patterns of signals and translating those patterns into some kind of anticipation of the likelihood of the emergence or escalation of the violent conflict. Gender sensitivity is important in early warning because neglect might lead to the selection of indicators that are rooted in negative gender relations and patriarchy. The neglect of gender may lead to interventions that are harmful to women or unfavorable collaborative gender relations and may overlook important female stakeholders with capabilities for conflict prevention and peacebuilding. Early warning was first introduced to relief agencies in the 1980s for use in humanitarian crises to predict famine and a refugee crisis. It was used to alert and improve preparedness in the relevant areas including adequate food, shelter, medication, etc. The previous use was in predicting natural disasters and stock market crashes, it has its origin within the military cycles in the gathering of strategic military intelligence.

There has been an evolution in the application of early warning from less emphasis on forecasting to anticipating the potential for conflict. This has also led to a change to a knowledge-based model to help decision makers formulate policies that can thwart or reduce the disparaging effect of violent conflict. Early warning can be used in pre-conflict, conflict, and post-conflict. When conflict has started, in this case, it is not for conflict prevention but for conflict containment, minimisation of suffering and avoiding the spread of the conflict. In the post-conflict phase, it is used to prevent the resurgence of conflict. Components of Early Warning are as follows:

- Collection of information using specific indicators.
- Analysis of information - attaching meaning to indicators, setting it into context, recognizing crisis development.
- Formulation of best and worst case scenarios and response options.
- Communication to decision-makers.

[24]The integration of early warning in conflict prevention is distinct from intelligence gathering analysis that is only interested in state interest. Early warning is different for it is gender sensitive, used open sources, involved multi-stakeholders, aimed at protecting lives and creating a sustainable local solution to

[24]OECD. Publishing. (2009). Preventing violence, war and state collapse: The future of conflict early warning and response. Organisation for Economic Co-operation and Development.

problems. Early warning has generated lots of interest since the event of 11th September 2001 and the aftermath. However, OECD (2009, 14) stated that there have been failures based on "key shortcomings of governmental and multilateral interventions in violent conflict. These include faulty analysis, late, uncoordinated and contradictory engagement, and poor decision making, inaccurate predictions, failure to foresee important events, and inadequate linking of operational responses to warnings". There has also been concern about perception as alarmist or offensive to government or proposing options that are not feasible. However, amidst this criticism, early warning is the fact that it is evidenced based and its analysis is based on facts and data collected from those at the grassroots. It aims at protecting lives. Early waning has evolved from the conceptualization in 1980 to the failure to predict the Rwanda Genocide to the Balkans conflict. The following is a time life on the evolution of early warning. This was adopted from OECD (2009).

*Figure 3.1: This grim assessment underlines the huge difficulties to response in the context of active conflict. Source - MSF*

**Activities / Exercise 3. 1: Concept and Purpose of Early Warning**

**Purpose:** Generate shared understanding of the concept and purpose of early warning
**Item:** Flipchart board, papers, index cards and pens

**Instructions:**

- Give the participants about 5 minutes to reflect and think about any experience they have encountered they might refer to an early warning?
- Distribute index cards to all the participants and ask them to answer the following questions on the card. One card for each question.
- Why did they feel it is early warning? What concepts makes it an early warning? What purpose did it serve? How was it communicated? What was the response to the warning was received?
- Five Flipchart papers are placed at different parts of the room and the participants are to stick their answers to corresponding papers.
- The participants make a gallery walk to read the responses to the questions.
- Facilitate a discussion based on the 5 points that the participants answered on the flipchart paper.

**Activities 3. 2: Evolution of Early Warning**

**Purpose:** Understand the evolution and timelines of early warning systems
**Item:** Flipchart board, papers, project, and pens

**Presentation:** Make a presentation on the evolution of early warning. Show the timelines and the different generations of EWS. Point out the difference in the system and the advantage of each succeeding generation of EWS.

*Figure[25] 11: Gendered realities of peace and security in Northern Nigeria*

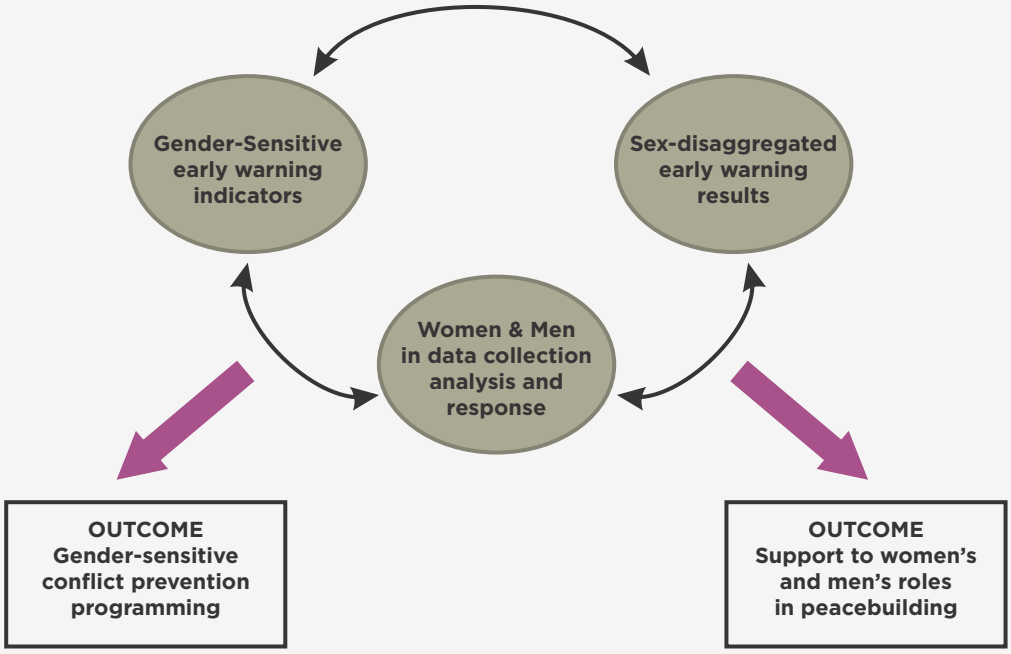
**Activities / Exercise 3. 3: Gender Perspective in Early Warning**

**Purpose:** Outlining gender perspective in early warning
**Item:** Flipchart board, paper, index cards and pens

**Instructions:**

- Using the same examples in exercise 3.1 as the participants to do the following:
- Did gender influence the early warning? If yes? How and why? If No, how and why?
- What could be done to enhance gender in the early warning?
- Distribute index cards to all the participants and ask them to answer the above questions on the card. One card for each question.
- The index cards are placed on the flipchart papers.
- The participants make a gallery walk to read the responses to the questions.
- Facilitate a discussion on the benefits of gender in early warning systems.

[25]Source: Associated Press




*Figure[26] 1. Gendered Conflict Early Warning Framework*

## HANDOUT 3.1 - Timeline in the evolution of early warning

- Specific international proposals for an early warning system were made by the Special Rapporteur, Prince Sadruddin Aga Khan in his report on Massive Exodus and Human Rights delivered to the UN Economic and Social Council Commission on Human Rights on 31 December 1981
- In 1987, the UN set up the Office for the Research and Collection of Information (ORCI) to develop an early warning system dedicated to monitoring and analysing global trends.
- UNHCR, UNDHA, and others were the initial drivers of early warning at an international level. Establishment of the first conflict prevention NGOs, such as International Alert in 1985, and their advocacy for early warning also pushed thinking forward internationally.
- End of Cold War had a positive impact on the international framework for conflict prevention, enabling among other things sustained co-operation on conflict management, including conflict prevention in the UN Security Council.
- June 1992 report to Security Council of the United Nations by Secretary-General Boutros Boutros-Ghali, "An Agenda for Peace, Preventive Diplomacy, Peace-making, and Peace-Keeping". In it, he laid out aims for UN engagement, the first being "to seek to identify at the earliest possible stage situations that could produce conflict and to try through diplomacy to remove the sources of danger before violence erupts." "Preventive steps", the report also said, "must be based upon timely and accurate knowledge of the facts. Beyond this, an understanding of developments and global trends, based on sound analysis, is required. And the willingness to take appropriate preventive action is essential" (United Nations, 1992).
- June 1992 formal initiation by the OAU of the Mechanism for Conflict Prevention, Management, and Resolution, a unit for conflict early warning in Africa.
- The *OECD DAC Guidelines on Conflict, Peace, and Development Co-operation* (1997) specified the importance of conflict early warning in catalyzing early response. The *Guidelines* highlighted the need

[26]UNIFEM 2006

to support networks with early warning, monitoring, and analytical capabilities. The Final Report of the Carnegie Commission on Preventing Deadly Conflict (1997) stressed the need for early warning, stating that "the circumstances that give rise to the violent conflict can usually be foreseen. This was certainly true of violence in Bosnia in 1992 and in Rwanda in 1994." The Final Report also underlined the need for local solutions to violent conflict and the need for early international responses to support these.

- The *Report of the Panel on United Nations Peace Operations* commonly known as the "Brahimi Report", placed early warning within the broader framework of UN peacekeeping, stating that "without such a capacity, the Secretariat will remain a reactive institution, unable to get ahead of daily events…". The proposed Information and Strategic Analysis Secretariat (EISAS) was to consolidate the existing DPKO Situation Centre with other policy planning offices but it was never implemented due to member state sensitivities.
- The ECOWAS Peace and Security Observation System were established by the Protocol relating to the Mechanism for Conflict Prevention, Management, Resolution, Peacekeeping, and Security, adopted in 1999.
- The UN Secretary General's *Prevention of Armed Conflict: Report of the Secretary-General* in 2001 stressed the need for the Secretariat's Department of Political Affairs to strengthen its capacity to carry out conflict analysis in countries prone to or affected by conflict.
- The European Commission's *Communication from the Commission on Conflict Prevention* in 2001 included statements on the link between early warning and various Commission and Council instruments, stating that "A capacity for troubleshooting depends crucially on the existence of a proper EU early warning mechanism,
- Establishment of several early warning initiatives in the academic and NGO community, including the establishment of the Forum on Early Warning and Early Response (FEWER), the West Africa Network for Peacebuilding (WANEP), the Network for Ethnological Monitoring and Early Warning (EAWARN), and the Early Recognition and Analysis of Tensions (FAST).
- MOU signed between ECOWAS and WANEP in 2002 established the ECOWARN early warning system with field monitoring in 15 countries. It provides an opportunity for joint analysis and reports on peace and security based on data sourced mainly from open sources.

**HANDOUT 3.2 - Purpose of early warning**

There was two schools of thoughts on the purpose of the early warning. The first group proposed separating early warning from political interference by it been only a tool for predicting outbreak and escalation of the violent conflict. It was not to be involved in the response, as not to lose the rigor of one option or response against another. The other group proposed that prediction without action will not save lives. Early warning should be linked to strong and effective response mechanism. Today early warning has a purpose of conflict prevention, mitigation, and preparedness. Its importance can be justified for the following reasons:

- It provides improved knowledge and implications options to aid policy and decision makers to make strategic decisions on available action or response.
- Provides timely and updated analysis of situations in order to reduce the risk or tendency to make ambiguous decisions in a constantly changing environment.
- Promotes improved environmental management and sustainable livelihoods that are harmonious with the environment through helping to increase the security of vulnerable populations and endangered environments.

- Enhances human security as an effective measure for reducing negative impacts of threats and risks triggered by disastrous events.
- Mitigation interventions are a cost-effective way of disaster risk reduction. It is cheaper to spend on mitigation than on recovery and reconstruction.

**Early warning and traditional intelligence gathering**

The operationalization of early warning should not be linked to intelligence gathering work. There is need to have a well-defined distinction, for early warning relies on open sources and the analysis is shared across stakeholders' groups, systems that do not serve state interest but after the good and promotion of peace.

## HANDOUT 3.3 – Paradigm Changes and EWS Generations Systems

**Paradigm challenges from tools to systems**

The desire to intervene in conflict prevention brings out a need for a home-grown solution. This raises a question about the role of civil society organization in early warning. There were inconsistencies in responses and lack of coordination. This led to a search for methodologies and new analysis tools to correct the perceived shortcoming. The CSO set up networks of trained locally based monitors to collect information which was linked to other sources of information. This information was analyzed based on agreed formats and protocols for reporting and communication. This led to the agreement on a broad consensus according to OECD (2009:34) of what an appropriate early warning should be. He stated that it should consist of the following:

- Strong field-based local networks of monitors;
- Multiple sources of information and both qualitative and quantitative analytical methods;
- Appropriate communication and information technology;
- Regular reports and updates on conflict dynamics to key national and international stakeholders;
- Has a strong link to responders or response mechanisms

These form the basis of the early warning of IGAD's CEWARN and ECOWAS's ECOWARN

**First, second, third and fourth generation systems**

The evolution of the early warning systems has passed through four generations based on their organization, location, and purpose. The systems served different purposes of meeting demand, institutional need, and mandates. The following are the generations of early warning:

- First generation systems of conflict early warning (mid- to late 1990s) based outside the conflict zones, mostly based at headquarters of organizations running the system. Information obtained from various sources mostly secondary sources and analysed usually with quantitative methods. There was no procedure for getting the information to the stakeholders that need it.
- Second generation systems (early 2000 onwards) have a stronger link to the field. Incorporating networks of monitors operating in conflict areas, using qualitative and quantitative analyse. The report often includes recommendation and have a forum with decisions makers to discuss the report. Most times the information did not cascade down to the communities.
- Third generation systems (2003 to date) are locally based mostly in conflict areas. They are similarly structured like the second generation systems but have stronger response links. Early warning report is used to de-escalate situations.

- Fourth generation systems (2010 until date) improves on the third generation systems, with new information and communication technologies. Information is obtained through collaborative mechanism via mobile data, crowdsourcing and a large volume of data can be analyzed. The fourth generation strives to use anyone and everyone as sources of information.

## HANDOUT 3.5[27] Gender Equality and Peacebuilding

### 10 Tips to Promote Gender Equality in Peacebuilding

- Engender the data: collect sex-disaggregated data, use gender-sensitive indicators
- Apply a gender analysis to the conflict-prone situation, including the impacts of conflict and the roles and needs of men and women, boys and girls in peace-building
- Ensure that men and women play equal roles in the design, implementation, monitoring, and evaluation of peace-building initiatives
- Identify and support women's organizations working for peace
- Ensure both women and men have equal access to training and capacity building in all sectors
- Appoint equal numbers of men and women in the program and technical assistance teams, especially at senior levels; encourage implementing partners to do the same
- Provide gender training for all staff and implementing partners involved in peacebuilding initiatives
- Recognise the prevalence and impact of gender-based violence, and be sure to minimize risks and support survivors through all aspects of peace-building work
- Take advantage of conflict-related changes in gender roles which empower women
- Be patient: maintain realistic expectations for change, and avoid a trade-off between speed of action and gender equality

### 5 Myths about Gender Equality in Peacebuilding

- We have a women's project, so we have mainstreamed gender: Gender mainstreaming means bringing gender into all initiatives, not just a sub-component.
- We met with a group of women, so we understand women's concerns: Women (and men) do not form a homogenous group: it is important to engage women from different sides of the conflict, different ethnic, social and vulnerable groups
- This is a crisis situation, we don't have time to think about gender issues: This is a critical moment in which to promote gender equality, both to ensure effective peacebuilding and to support the transformation of women's status
- Equal numbers of men and women participate in our training/projects, so there is equal participation: This does not consider whose voices are heard and who has agency: identify what roles men and women play, especially decision-making roles
- When people talk about gender, what they really mean is women: Much work on gender focuses on women and girls, as they are most often excluded in peacebuilding. It is, however, crucial to consider men, women and gender relations

[27] AusAID (2006) Gender guidelines: Peace-building. Canberra: AusAID

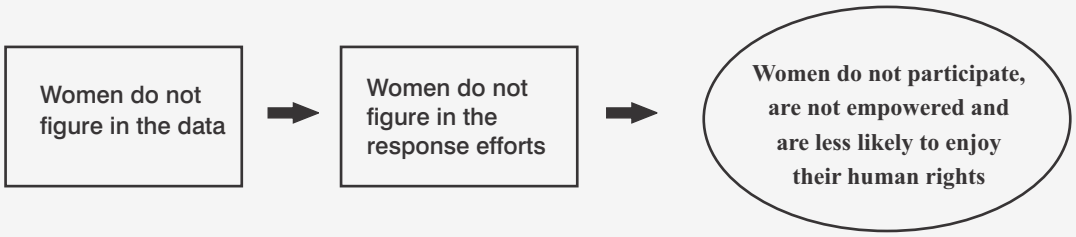
## Module 4: Introduction to Early Warning Pillars

**At the end of this module, participants should be able to;**

- Explain the pillars of early warning
- Describe and explain the conflict monitoring and data collection process
- Outline gender-sensitive conflict indicators
- Describe conflict monitoring processes
- Outline and explain conflict analysis and scenario building
- Describe various reporting and communication channels

**Introduction:**

Early warning is proactive; it is the systematic collection and analysis of information to anticipate an escalation of the conflict. A gender-sensitive early warning is an integrated process where gender perspective is mainstreamed into all stages of the early warning process. It is not limiting gender to a single process but ensuring that both men and women benefit from the process. A gender-sensitive early warning system requires mainstreaming gender into early warning governance and institutional arrangement. This system encompasses an all-inclusive information collection system, analysis, and formulation of responses that are more accurate, practical and realistic. OSCE (2009) maintained that patriarchy practices prevent women from being involved in decision making with respect to EWS. The figure below shows the relationships.




Women have a unique role to play as informers, as for right holders, reporting on women's rights thereby monitoring the structural factors that impede their participation. Therefore, EWS to integrate gender implies that there must be gender balance in the collection and analysis of data and the formulation of responses. A complete and effective system is not about sounding alarmed but spans four fundamental interrelated pillars. It spans from understanding the risk/threat to preparing the people to respond to the warning. The failure of one part can lead to the failure of the whole system.

The pillars are:

1. Conflict Risk knowledge, conflict monitoring and data collection– This consist of a systematic collection of data and undertaking of risk assessment. Risk assessment should include core questions related to the targeted specific groups of men, boys, women, and girls at different cycles of the conflict. The analysis should include conflict analysis. In conflict analysis, we look at the conflict in a holistic manner analysing different aspects to get a complete picture of the situation. The ability of the different groups of women, men, boys, and girls to access the observational information and be able to monitor for signs of imminent conflict. The warning is at the core of the system. This pillar considers monitoring as a continuous exercise. It is the monitoring of threats parameters and precursors using local and learned knowledge by both women and men in the community.

2. Conflict Analysis and Scenario building Monitoring and warning service–This information generated during conflict monitoring and data collection are then analysed and various scenarios built that will facilitate better decision making. The risk and threat are based on the combination of hazards and vulnerability peculiar to a specific area. The assessment and analysis help to motivate people to priorities early warning system and prepare them for response and conflict prevention activities.
   Knowledge of surrounding and perspective is different for both men and women because they use different resources. Therefore, all should be involved in the analysis and conflict scenario building.
3. Dissemination and Communication – the conflict information and early warning should be communicated to relevant stakeholders and decision makers. The warning must get to those at risk. Gender and age play a huge role in how communication is received. Therefore, strategy for how the different groups receive information is important. Women and men within their social and cultural context process and disseminate information differently. This affects the manner, medium and time of the day or night to disseminate early warning information. The involvement of women increases the reach because women belong to the various network and have specific channels of communication that meet their needs, practices, and concerns. For the warning to be relevant it has to reach the intended audience and they have to understand the warning.
4. Response – Communities should appreciate and understand the risk, respect the warning and be prepared to react. Building community response to the early warning information collected is imperative. The victimhood ascribed to women need to change with women and other vulnerable groups including children seen as change agents. Women have played key roles in communities developing various capacities to adapt, prevent and mitigate the impact of threats. Women play a timely and appropriate role in responding to warnings. The demand for women is normally more because they are mostly responsible for children and the elderly; therefore, the demand on them prior and during a crisis is quite different to those faced by men. Communities need to be educated, enlightened and the plans should be tested and practiced to prepare the community for appropriate and timely response.

**Activities / Exercise 4.1: What is an early warning?**

**Purpose:** Understanding the early warning
**Item:** Flipchart board, papers, projector, index cards and colored pens

**Instructions:**

- Ask the participants to find a partner and discuss what early warning means to them. When they hear early warning, what does it mean? They should take a turn to discuss it. Have they any experience of early warning? What does early warning look like? They should spend 5 – 7 minutes discussing it.
- Give participants index cards and ask them to write two words that come to mind when they think of early warning.
- Stick these painting around the room.
- Facilitate a discussion on early warning using the words as a foundation.
- Make a PowerPoint presentation on early warning.

**Activities / Exercise 4.2: Pillars of early warning**

Purpose: Outlining the pillars of early warning.
Item: Flipchart board, projector, papers, index cards and coloured pens

Instructions:

- Ask the participants to work with the same partner as in exercise 4.1 but this time to think about the early warning they have described earlier and list the stages involved in the process. What are the stages of early warning?
- The partners have to agree on the stages.
- What does each of the stages of early warning mean?
- They have to define the stages they agreed to.
- Join two groups together comprising four persons. The groups should discuss the stages of early warning from the standpoint of the agreed stages in their groups. They should produce an agreed stage of early warning.
- Join the new groups comprising four persons with another group. This gives eight persons; they are to discuss and combine their respective early warning stages and agree on a list.
- This group of eight persons will now define what each of these stages of early warning means.
- The group present in a plenary
- Facilitate a discussion of the presentation
- Make a PowerPoint presentation of the pillars of early warning.
-

**Handout 4.1: Conflict Risk knowledge, Monitoring, and Data Collection**[28]

Applying a gender framework in this process is imperative; women and women organization should be involved in the systematic collection, sharing, and assessment of violent conflict threats. Gender should be mainstreamed throughout the process with equal opportunity for both men and women team. There should be a strategy to engage and involve vulnerable groups. Women tradition knowledge and perceptions should be included in the analysis and evaluation. Women's need, concerns, and knowledge should be included in the community vulnerability assessment. This assessment should include gender-specific threats and vulnerability to determine the risk faced by men and women. The result should be differentiated according to gender and integrated into the plans and warning messages. The figure below courtesy of preparecenter.org shows the interrelationships between the pillars of early warning.

*Figure 12: Pillars of Early Warning*

[28]The section on pillars of EWS was adapted from Developing Early Warning Systems: A Checklist. ISDR 2006

The collection and recording of information is the first step in the assessment of conflict and threats in the EW process. Risk arises as threat situation collides with vulnerable circumstances at a particular location. Data collection is the process of collating and recording information based on provided indicators through conflict monitoring. There are qualitative and quantitative elements in the data collection process.

There are two questions:

- What kind and type of information is needed?
- Where can one can the information?

It is imperative to distinguish information about conflict and information about context. Conflict information is collected in the field based on pre-established indicators. The assessment helps people to understand the situation, motivate people, prioritize the need for EWS development and prepare people for a response. However, in a high violent conflict situation, it will not be possible to analyse all conflict registered by the monitors. There is need to define criteria and have a ranking, weighting and score to guide the process, the motivations and assumptions will have to be stated. After the process of prioritization, an instrument is developed to record the data obtained. Some of the data will include a description of actors, description of events, conflict status, description of demands of the parties, measures and actions announced previous resolutions attempts, institutions responsible, sources, etc. In getting information, we can classify according to the origin or source. There is need to check for consistency between sources and interpretations.

**Conflict Monitoring**[29]

Sustained and systematic monitoring forms the basis for Early Warning. It can throw light on the status of critical and changing issues in the policy environment, which should be addressed by early response activities. Conflict monitoring refers, therefore, to the standardised collection and organisation of information based on regular or continuous observation, recording, and reporting in a specific area. This day-to-day close monitoring of basis situation and issues related to human security, stability is important in monitoring, and such information gathered is available to inform intervention

**Key Words in the definition**

**Standardized:** suggests a pre-defined way of doing things which everyone who is part of the process is following

**Continuous:** suggests that we are doing it all the time and we are connecting all the things we are doing. It is not disjointed or fragmented

**Observation:** means watching for changes taking place in a particular situation, noting the dynamics in every way

**Recording:** is about writing things down as soon as you observe them. Careful and organized recording helps a lot in monitoring

**Why do we monitor**

- Identify and prevent the root causes of conflict
- Identify strategies and opportunities for peace
- Gather data to inform decision-making
- Identify changing trends and scenarios, which will enhance early warning
- Identify and assess the most salient indicators of conflict
- Assess likely trends and scenarios

[29]The conflict monitoring session was adapted from presentation by Dr. Chukwuemeka Eze

**What to Monitor**

What is monitored is dependent on pre-determined indicators and varies from community to community. In the situation of the Adamawa, Gombe, and Plateau, the indicators will relate to violent conflict in the area.

- Changes or manifestation of specific indicators
- Behaviours and actions of the mobilized groups and the government
- Incidents that are taking place ( their frequency, trends, and patterns)
- Power relations of politicians, elites, ethnic groups, religious groups, etc.
- Population movement
- Changes in the environment
- Inflammatory Statements of opinion leaders and decision makers.
- Binding community agreements
- Possible wars
- Possible ethnic/tribal conflicts
- Oil spillage/environmental conflicts
- Political upheavals
- Economic hardship
- Coups and a rebel attack
- Herdsmen attack
- Community attack

**Who do we monitor?**

- Stakeholders in conflict
- Government officials
- Security agencies
- Union leaders
- Secret cult leaders
- Religious/community leaders
- Opinion leaders
- Rebel Groups and other youth groups
- Women Groups etc.

**Who Should Monitor**

- Trained personnel on peacebuilding
- Security agencies and Special Government Agencies
- Religious leaders
- Traditional Rulers
- Members of the Community Based and Non-Governmental Organizations

**Qualities of a Monitor**

- Peace loving
- Disciplined – not easily influenced
- Thorough, Sensitive and Committed
- Objectivity, impartiality, and persevering,
- Humble, reliable, patience and good mixer
- Have a good organizational ability
- Have a good measure of intelligence
- Availability for community service
- Honest and trustworthy
- Must be an organized person (disciplined)

**Where monitors gather information?**

- Churches/Mosques/ shrines
- Communities/village meetings
- Political power seats
- Public places
- Mass media
- Public lectures/seminars
- Security agencies
- Educational institutions
- Educational institutions
- Foreign mission
- Online references, publications, social media …

**Sources of Information**

- Open or Unclassified Sources
- Newspapers
- Internet
- Radio
- Television
- Reports
- Interviews
- Government's archives
- Social media (Twitter, Facebook, WhatsApp, blogs…etc.)
- Close or Classified Sources (specialized monitors)
- Sensitive materials
- Information not in the public domain

**Activities / Exercise 4.3: Case Study**

**Purpose:** Appreciating the early warning
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Divide the participants into three groups.
- Distribute the case study: Displacement by Boko Haram and ask the participants to study the case study.

**Displacement by Boko Haram**[30]

Song is a town caught in a cycle of instability, which continues to threaten the safety and well-being of its population. Sporadic dissident attacks and counter-attacks by the government continue to escalate. There is fear after the Boko Haram sect came to the town and abducted the students of the girls' secondary school. These military activities and tensions combined with poor governance and the dwindling inflow of resources have deepened poverty levels, reduced economic activities, intensified social problems, and made communities more vulnerable to communicable diseases such as HIV/AIDS. It has been rumored

[30]Adapted from UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation

that both government and Boko Haram groups are using rape as a weapon of war. Although no reliable statistics exist on the rate of HIV infection, it is estimated that 8% of the general population is infected with the virus, while rates are thought to be as high as 25% among combatants. The ongoing conflict has resulted in steady migration and internal displacement of thousands of people. People are fleeing their homes in great numbers and are making their way to camps in neighbouring states. Camp populations are rising steadily and as a result, many of the camps are overcrowded. In addition, an unknown number of IDPs are living with host communities and in camps, and about 200,000 more are in inaccessible areas in the fighting zones. The number of unaccompanied and separated children is estimated to be very high. More than 20% of households are headed solely by women, with the percentage rising rapidly in the camps for displaced persons. The ongoing conflict and instability have interrupted women's economic activities, limiting their income and further reducing their ability to adequately care for their children.

- The participants are to design an early warning for the above-described situation.
- The various pillars of early warning for the above specific case study should be stated and analysed.
- For each of the pillars, what is expected? What is lacking in the information given? Where will the needed information be obtained?
- Each group will present their findings.
- Facilitate a discussion based on the finding.
- You are tasked with preparing a response to this situation.

**Activities / Exercise 4. 4: Case Study**

**Purpose:** Developing and communicating early warning
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- In the same group with the same case study reflect on the following questions:
- What will your central points/arguments be and how will you substantiate your call for action?
- Who are the key UN agencies, NGO's, and local authorities that should be warned?
- What specific intervention will you be expecting?
- How will you foster collaborations between government and these key groups around the issue of sexual abuse and exploitation?
- What are the key instruments i.e. policies, conventions, programmatic commitments that you can draw on for support?

**Handout 4.2: Gender-Sensitive Indicators**

Conflict brings about an opportunity for change, the inclusion of women in the process is transformative. Indicators facilitate the monitoring of changes over time, which introduces standard into the data collection process. Every effort should be made to ensure inclusiveness to avoid biases. Women and men should be involved in the agreement about indicators to be used to ensure it reflects the perspectives and experiences of both sexes. The development of gender-sensitive indicators gives a more broad and comprehensive view of understanding the context and dynamics of the conflict. These are figures or groups of figures that tell about changes in conditions of a specific situation or group over time. They can

*Figure : .....*

be both qualitative and quantitative indicators, most of the earlier indicators where of a quantitative nature but qualitative indicators for community-level monitoring adds value to the information collected. Indicators for conflicts that are immediate is given more attention, however, it is imperative that efforts are made to identify structural and underlying causes of conflict for long-term violence prevention. There is a lot of focus on conflict indicators like signs of the worsening situation but drivers of conflict should not be the issue, indicators that record resources for peace should also be included.

Good indicators have the following qualities:

1. Specific to the local context and need
2. Based on communal practice
3. Up-to-date, and timeliness
4. Based on factors that contribute to conflict escalation
5. Developed in a participatory and inclusive way
6. Gender-sensitive
7. Avoid being overly ambitious
8. Measurability
9. Feasibility

**Types of Indicators:**

There are various ways that indicators can be classified, for example, we have quantitative and qualitative indicators; immediate and structural indicators; and conflict and peace indicators. In quantitative and qualitative indicators, the emphasis is on how the observation is expressed. For immediate and structural indicators, they are established in response to a conflict and therefore, the attention is on immediate issues.

However, effort should be made to seek the structural and long-term trends that give rise to the crisis. This can be in numbers or allowing for nuanced analysis. There is another classification that looks at

indicators as structural, proximate or accelerators. Structural look at root causes, while proximate indicators look at factors that are used in mobilizing for violent conflict and accelerators indicators are close to the escalation of the conflict.

**Developing Indicators**

Developing a gender-sensitive involves a participatory approach, where the input of all stakeholders is considered. Conflict analysis tools like timeline can be used as well as factor analysis in developing indicators. The following context adaptable guidelines can be used in developing indicators:

- The dimension of the conflict and peacebuilding efforts are defined. This can be behavior, institutions, land, etc
- The indicative issues for each of the above dimensions are defined. This can be community empowerment, human rights, conflict and violence, laws and incentives, organizations, management, etc.
- Finally, the indicators for the indicative issues which are context specific and measures of a particular issue are defined.

**Common Basic Indicators[31]**

**The following are examples of basic indicators**

| | |
|---|---|
| **Demographic** | · Sudden demographic changes and displacement/movements of people<br>· Increasing "territoriality" of groups/peoples |
| **Economic** | · Short-term and long-term changes in economic performance of a country or a region<br>· Increase in poverty or inequality<br>· The rise of the unemployment rate<br>· Economic shocks or financial crises. |
| **Policy-Related** | · Deliberate acts of governments against a specific group or region<br>· Destruction or desecration of religious sites<br>· Active discrimination or legislation favouring one group over another<br>· Potentially destabilizing referendums or elections<br>· Government "clamp-downs" |
| **Public Opinion or "Social Factors"** | · A rise in "societal" intolerance and prejudice<br>· An increase in numbers of demonstrations or rallies |
| **External** | · Intervention or support on behalf of one of the parties/groups by an external actor<br>· "Diffusion" or "contagion" of ideologies or conflicts in neighbouring regions<br>· An influx of refugees from a conflict in a neighbouring country |

[31]Table was adapted from presentation by Dr. Chukwuemeka Eze

**Activities / Exercise 4.5: Developing gender-sensitive indicators and monitoring**

**Purpose:** Developing gender-sensitive indicator for case study and monitoring
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:**

- Divide the participants into 4 groups
- The groups should use the same case study as in exercise 4.3 and develop gender-sensitive indicators for the case study.
- The groups should motivate for the choice they make and the indicators should be defined.
- The procedure and frequency for monitoring of the indicators should be stated.
- A complete early warning monitoring process should be developed.
- The groups present their finding in a plenary.
- Facilitate a discussion based on the reports from the group on monitoring and gender-sensitive indicators.
- Make a PowerPoint presentation on gender-sensitive indicators

**Activities / Exercise 4.6: Generating need for monitoring**

**Purpose:** Understanding monitoring[32] in early warning
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:**

- Divide the participants into 5 groups
- Each group will discuss one of the following:
- What is monitoring? What do we monitor? Why should we monitor? Who is capable of monitoring? Where can information be obtained?
- The groups should have about 5-10 minutes to discuss the question.
- Each group present their findings in plenary
- Questions and contribution are taken and the facilitator round up the discussion with a presentation.

**Handout 4.3: Examples Gender-Sensitive Indicators**

OSCE (2009)[33] proposed the following as a good example of gender-sensitive indicators:

| **Compilation of Examples ofGender-Sensitive Indicators**[34] |
|---|
| NOTE: The language of some of the indicators has been modified to collapse several similar indicators into one. These examples have been identified after a comprehensive review of gender-sensitive early warning indicators as well as individual ones that have been incorporated into broader early warning frameworks, although the list is not exhaustive. They are grouped according to common conflict analysis categories, distinguishing between indicators most relevant for conducting initial assessments or gathering baseline data and indicators for ongoing monitoring of trends. |

[32]Adapted from Developing Capacity for Conflict Analysis and Early Response
[33]UN Women (2012), 'Gender-responsive early warning: overview and how-to guide', p 4; OSCE (2009), 'Gender and early warning systems: an introduction', p 2.
[34]UN Women (2012), 'Gender-responsive early warning: overview and how-to guide', p 4; OSCE (2009), 'Gender and early warning systems: an introduction', p 2

| Assessment Indicators | Periodic/Ongoing Monitoring |
|---|---|
| **Context/Demographic** | |
| · Male/Female life expectancy at birth Gender ratio at birth<br>· Percentage of female-headed households Fertility rate<br>· Access to antenatal and delivery care and family planning services<br>· Use of contraception Maternal mortality rate<br>· Infant (and Child Mortality) of girls Percentage of adult females with HIV/AIDS | · Displacement (percentage of women in refugee and displacement flows)<br>· Unusual movement of all-male groups Changes in femaleheaded households<br>· Changes in HIV/AIDS, STI cases in areas with illegal armed groups |
| **Economic Factors** | |
| · Women's involvement in decisions on water and land resource management<br>· The high number of young males (particularly unemployed) within the population<br>· Percentage of women in the formal labour sector<br>· Feminization of poverty and increased economic burden placed on women<br>· Engagement of women in a shadow war economy (trafficking, prostitution, extraction, and sale of precious metals)<br>· Prostitution (forced or voluntary) and commercial sex work due to the military presence<br>· Access for men and women to productive and economic resources | · Fear that land will be taken away by armed groups or security threats while working the land<br>· Pressure (on men and women) to migrate for work<br>· Level of personal security while crossing borders, traveling to markets<br>· Avoidance of markets by women due to fear Disruption of women's cross-border trade activity<br>· Changes in sex work/survival sex in areas with illegal armed groups<br>· Stability of bride -price/dowry |
| **Social Factors** | |
| · The average level of female education Female literacy rate<br>· Male/female expected years of schooling<br>· The existence of special programs on gender equality in schools Primary and secondary school enrolment rates for girls and boys | · Girls' primary/secondary school attendance vs. boys Avoidance of schools by girls due to insecurity Threats to female teachers<br>· Use of propaganda emphasizing and encouraging militarized masculinity (often in defense of a violated or threatened femininity). |

| Social Factors | |
|---|---|
| · Land disputes, especially in areas with illegal armed groups<br>· Reintegration of male and female ex-combatants<br>· The growth of fundamentalism or imposition of restrictive laws that lead to abrupt changes in gender roles<br>· Incidence and frequency of inter-group and inter-ethnic marriages<br>· Lack of women's organizations and of women in civil society organizations<br>· Level and quality of funding to women's organizations<br>· Women's involvement in the management of tensions between groups and parties (peace messengers) | · Development of a culture or sub-culture that scapegoats' women, accusing them of political or cultural betrayal<br>· Control of sexuality and behaviour by illegal armed groups<br>· Women's lack of participation in social gatherings due to increased insecurity<br>· Peacebuilding programmes addressing the needs of women |

| Political and Institutional Factors | |
|---|---|
| · Equality and protection of men and women under the law Female suffrage<br>· Women as voters, candidates, election monitor Percentage of women in parliament<br>· The political leadership of women (or a ratio of men to women in power)<br>· Gender awareness of the security sector and response to violence against women<br>· Impact of gender training among the military<br>· Resistance to women's participation in peace processes and negotiations | · Threats to politically active/visible women or their childre n<br>· Threats and restrictions by illegal armed groups on women or women's organizations<br>· Forced recruitment and conscription<br>· Utilization of women to obtain information and infiltrate in the community by illegal armed groups |
| **Human Rights and Security (including Violence against Women)** | |
| · Prevalence of sexual violence (including rape) Prevalence of domestic violence<br>· Impunity for perpetrators of violence against women (e.g. number of cases reported, investigated, prosecuted and resulting in convictions)<br>· Prevalence of Female Genital Mutilation | · Conflict-related deaths (male/female)<br>· Reports of physical assault or knowledge of physical assaults against a family member (disaggregated by sex)<br>· The incidence of various forms of violence against women (rape, domestic violence, honour killings, bride-abduction, female genital mutilation, etc.) |

| | |
|---|---|
| · Percentage of women who feel violence against them has reduced during the specific time period (e.g. in the last 5 years)<br>· Policies/Programmes which force birth control<br>· Existence and quality of legislation on gender-based violence Existence of crisis centres and hotlines directed to support women | · Sexual abuse by security forces<br>· Sexual abuse by law enforcement agencies Killing, abduction, and disappearance of women Cases of women/children trafficked<br>· Discriminatory practices and attacks against the indigenous population |

### Handout[35] 4.4: Monitoring and Gender Sensitive Peace Building Indicators

Monitoring should include some consideration of the following:

- Are participation rates monitored by sex? This should include rates and levels of participation. For example, number of men and women attending training workshops, number of men and women delivering training.
- Has a set of gender-sensitive indicators for project outcomes been developed and monitored?

### Gender-Sensitive Peace-Building Indicators

| | |
|---|---|
| **General Peace Building** | • Sex-disaggregated data is systematically traced and documented<br>• Evidence that gender analysis has been conducted<br>• Women/men consulted in setting peace-building priorities & strategies<br>• Peace-building initiatives address the needs of men/women<br>• Expected results include a gender equality dimension<br>• Sufficient financial and personnel resources are provided for gender<br>• Implementing staff/partners/teams have had gender training<br>• The ratio of women/men in decision-making in formal peace processes<br>• Number of women's organizations in peace-building initiatives |
| **Governance** | • Women's participation in national decision-making structures, by level<br>• Implementation of international agreements on women's rights<br>• Establishment of women's machinery (properly resourced)<br>• Male/female voter turnout<br>• Attention is given to mainstreaming gender in new legislation |
| **Economics** | • Percentage of men/women starting new businesses<br>• Percentage of credit going to women-owned businesses<br>• Male/female participation rates in training and vocational education<br>• Male/female unemployment rates<br>• Rates of prostitution (especially near peacekeeping forces) |

[35]Adapted from AusAID (2006) Gender guidelines: Peace building. Canberra: AusAID

| | |
|---|---|
| **Security** | • Perception of safety (male/female)<br>• Incidence of conflict-related death or injury (male/female)<br>• Incidence of rape and other gender-based violence<br>• Incidence of domestic abuse |
| **Social** | • Male/female enrolment rates in primary and secondary education<br>• Women's belief in fair treatment from institutions<br>• Changes in gender division of labour within the household<br>• Changes in social attitudes to women in positions of leadership<br>• Influence of women/men in community decision-making |

- Do reporting documents use a sex-specific language where appropriate? For example 'mother' or 'father' rather than 'parent', and 'girl' or 'boy' rather than 'child'.
- Are implementing partner organizations utilizing a gender-sensitive approach? Are both women and men participating in the implementation process? If not, what are the obstacles that women are facing? What kind of participation?
- Are women and men being stereotyped in the project activities? Instead of focusing on stereotypical attributes such as women as victims, women in the domestic sphere, support their capacity to survive and work for peace in creative and non-traditional ways.

**Activities / Exercise 4.7: The need for conflict analysis**

**Purpose:** Developing a shared understanding of the importance of conflict analysis
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Write on a flip chart paper or project on the screen: WHY SHOULD WE CONDUCT CONFLICT ANALYSIS?
- Distribute index cards to the participants and ask them to write why conflict analysis should be conducted.
- Ask each participant to read what he or she wrote and explain the rationale for the response.
- Divide the participants into 4 groups and ask each group to do the following:
- What are the skills needed for conflict analysis?
- How can these skills be developed?
- Ask a member of the group to narrate an experience where an effective conflict analysis was useful. What happened? What was done?
- Also, a member should also narrate an experience where lack of proper conflict analysis led to a poor response. What happened? What was done?
- The groups make a presentation in a plenary.
- Facilitate a discussion based on the report from the groups.

**Activities / Exercise 4.8: Challenges affecting conflict analysis**

**Purpose:** Discuss critiques of conflict analysis and the challenges
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Divide the participants into 4 groups
- The group should choose a case or alternatively have this exercise based on their context.
- Each group should identify and discuss challenges to conflict analysis
- What are the obstacles to implementing conflict analysis in their respective contexts?
- Group plenary to report the challenges
- Facilitate a discussion on the challenges. What can be done to minimise the effect?

**Activities / Exercise 4.9: Conflict analysis presentation**

**Purpose:** Understanding conflict analysis
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:** Make a PowerPoint presentation on conflict analysis and some tools used in conflict analysis.

**Activities / Exercise 4.10: Role Play**

**Purpose:** Understanding need for gender analysis in conflict analysis
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:**

- Distribute role play: Convincing the Team Leader to include gender and diversity[36]

*Figure[37] 13: Violent conflict aids sexual violence*

[36]Adapted from UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation
[37]Source: New Vision

**Role Play: Convincing the Team Leader to include gender and diversity**

There has been an attack by Boko Haram in Mubi and the area has been very badly affected. The attack destroyed most of the facilities in the town, the scale of the devastation was enormous, farmland and workplaces were in ruin and workers are rendered jobless. Many of the rural population used to supplement their income with low-paid office jobs in the city. They are worried about how they will make ends meet on the limited income from office jobs. At worst, some businesses in the city are no longer able to function based on the fear of attack of Boko Haram which has resulted in some individuals losing their secondary source of income too.

In most villages in the town, people were not aware of the impending attack till very late. The attack was sudden and well-coordinated that most of the resident ran to safety with only the clothes they were wearing. Crops that had been ripening on village farmland were destroyed, homes are in ruin.

The Federal Emergency Management Authority (FEMA) is coordinating the distribution of food, water and other relief to stricken communities who have camped in IDP camps. Emergency stocks have been supplemented by a generous public response to appeals made by UNICEF. A Regional Disaster Response Team (RDRT) has arrived to work with members of the Participating FEMA. It is not yet known how many people will need assistance after the large-scale devastation. A member of the assessment team has experience of integrating gender into disaster assessment. However, she cannot convince the Team Leader and the rest of the RDRT that it is relevant to their work - "Gender is not a problem here!" she is told.

**Task**

- You are members of the Regional Disaster Response Team. Half of you believe gender and diversity analysis in response is irrelevant, that gender and diversity are issues in parts of the country but not here where the political system has always advocated that "men and women are equal."
- The rest of you in the team hold the opposite view i.e. that there are imbalances to be addressed and that you cannot assume that the situation of both men and women is equal. You believe that it is essential to approach assessment from a gender and diversity perspective to have effective programming.
- Ask for volunteers to role-play the scenario of meeting the Regional Disaster Response Team on the relevance of adopting a gender analysis approach to your assessment activities.
- There should be two groups, advocating for the positions. There should also be Regional Disaster Response Team (RDRT) who should ask critical questions.
- Give the volunteers time to prepare and time to act out the role play.
- Have time for debriefing

**Handout 4.4: Conflict Analysis and Scenario Building**

The process of data collection can lead to a thorough analysis of the conflict based on series of categories using analytical tools. The following can be used:

1. Causes of Conflict (Structural, proximate causes and trigger events). It is important to ascertain multiple causes of conflict and seek the linkages between them. The causality provides relevant information about the conflict dynamics.

2. Conflict Stages - The conflict can move from latent to open hostility. This escalation can cause the crisis and thereafter there is de-escalation. The module deals with this aspect of conflict prevention.
3. Identification and Analysis of Actors – The roles and function of each actor involved in the conflict are analysed. The position, interest, and needs of each actor are analysed and distinguished. The internal organization and cohesion of the actors have determined as well as the existence of formal and informal leaders.
4. Response by State – the response of the state is analysed, overreaction by government forces might be counterproductive and can lead to an escalation of violence.
5. Discourse Analysis – The discourses of the parties to the conflict is imperative in appreciating their position, interest, and needs. The discourses are part of the analysis.
6. Description of Events- The description, sequence, and analysis of events are important.
7. Prospective Analysis – There should be an analysis to anticipate the potential evolution of the conflict. This can involve building various scenarios based on information obtained with respect to causes, actors, conflict dynamics and characteristics of context. This is important to inform decision makers on the need to take early action and mapping out series of alternatives based on cost-benefit analysis.
8. Analysis of the Context – The collection of the data about the context will lead to an analysis to understand the reality of the conflict, helping to appreciate and determine the root cause and the factors that influence it.

**Activities / Exercise 4.11: Understanding scenario building**

**Purpose:** Understanding reasons for scenario building
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:**

- Divide the participants into 3 groups.
- Each of the groups will discuss the following:
- Why scenario building? What are the key questions to be asked in building scenario? What are the steps in developing scenarios?
- The groups report their findings in a plenary.
- Make a PowerPoint presentation on scenario building.

**Scenario Building**[38]

Scenarios building is an analytical tool and process that anticipates future possibilities in conflict situations. This helps to analyse and make higher decisions about a conflict situation. It explores different options available and adapts the best line of action which will facilitate sustainable peace within the community. The operational word in designing scenarios are "if", "then". It is not similar to prophesy because it leads from qualitative analysis of systemic or structural problems to possible results. It is a probability of result or outcome in the short, medium and long-term. It is a hypothesis.

**Why do we build scenarios?**

- To anticipate and influence change
- To facilitate a new way of thinking
- To reduce risks
- To build framework

[38]Session adapted from Dr. Chukwuemeka Eze presentation and Developing Capacity for Conflict Analysis and Early Response.

**What steps to take in developing scenarios?**

- Identify key forces in the local environment and describe the context
- Identify focal issues you are warning about
- Identify the driving force
- Identify the trends. How has it been happening in the past?
- Flesh out the story
- Assess the implications/impact.

**Types of Scenario**

Best Case Scenario (multiple options; most desired)

A best-case scenario describes the optimal (most positive) outcome of the current situation. It is the best possible solution to an impending conflict based on the available analysis. It must be approached with an objective mind which enables us to see windows of opportunity

**Realistic Middle Case Scenario** - A middle-case scenario describes a "muddling through" outcome of the current situation. It is largely based on an assumption of the status quo. It builds on possible practical solutions based on available variables within the conflict situation that addresses the interests or needs of people in conflict.

**Worst Case Scenario** (dreaded option) - A worst-case scenario describes the worst possible outcome of the current situation. It may be based on assumptions. This scenario presupposes the anticipation of crises derived from prevailing conditions when nothing is done to address the conflict.

UNISDR. (2006) proposed a checklist to guide the development of risk knowledge needed for EWS development. The information is divided into the following characteristics:

1. Organisational arrangement established
2. Hazards and Threats Identified
3. Community Vulnerability Analysed
4. Risk Assessed
5. Information stored and Accessible

**1. Organizational Arrangements Established**

- Responsibility for coordinating conflict identification, vulnerability and risk assessment across the community assigned.
- Government policy in place mandating the preparation of needed tools for the communities.
- Standard developed for the systematic collection, sharing and assessment of conflict and vulnerability data, standardized with neighbouring or country where required.
- Organizations or technical experts contacted for assistance where knowledge gaps identified.
- The strategy developed to engage local communities in conflict and vulnerability analyses.
- Process established to review and update risk data each year and to include new information.

**2. Conflict Identified**

- Characteristics analyzed of conflict affecting the community (e.g. intensity, frequency, and probability), including analysis of historical data.
- Conflict maps developed for all communities across the country to identify the geographical areas and communities that could be affected.
- An integrated conflict map developed, where possible, to assess the interaction of multiple conflict situation.

3. **Community Vulnerability Analysed**
   - Community vulnerability assessments conducted for all relevant conflict.
   - Both historical data sources and potential future conflict events considered in vulnerability assessments.
   - Factors such as gender, disability, access to infrastructure, economic diversity and environmental sensitivities considered.
   - Vulnerabilities documented and mapped.

4. **Risks Assessed**
   - The interaction of conflict and vulnerabilities assessed to determine the overall risks faced by each community.
   - Community and industry consultation conducted to ensure risk information is comprehensive and includes historical and indigenous knowledge; and local and national level data.
   - Activities that increase risks identified and evaluated.
   - Results of risks assessment integrated into local risk management plans and conflict warning messages issued.

5. **Information Stored and Accessible**
   - Central database established to store all conflict risk information.
   - Conflict and vulnerability data freely available to government and the public.
   - Public information guide developed and available to help raise public awareness of conflict risks.
   - Maintenance plan developed to keep data current and updated.

**Activities / Exercise 4.12: Dissemination and Communication**

**Purpose:** Appreciating the dynamics of early warning dissemination and communication
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:** Make a PowerPoint presentation on early warning dissemination and communication strategies.

**Handout 4.5: Dissemination and Communication**

The chain for disseminating the information should ensure that men and women receive the information. Women and men should be part of the team that receives and disseminate the information, and they should receive the warning equally. The message should incorporate an understanding of the values, concerns, and interest of women and men. The social behaviour of women and men are taken into consideration in designing the system. Women groups are consulted in the design and multiple means of dissemination is used encompassing those preferred by women. The preferred channel should be a two-way communication that allows for verification. The system should be operated by both men and women. It is important that information gathered during observation and monitoring reach those who need it. A reliable and well-organized dissemination system should be in place for on-time information dissemination. It is therefore essential to develop and agree on a flow of information which needs to be well understood by all stakeholders. The system should be effective and efficient to reach all end users. The communication and dissemination system should offer alternative methods in case of failures of one or more communication channels.

Communication and dissemination system is important to ensure people and communities are warned in advance of impending violent conflict. Information should be factual; it follows the process of data collection. The essence of reporting is to present a balanced and accurate information that will enable action. Actions will be taken if the report is accepted as neutral and not biased and the proposed warning is practicable. Warnings need to reach those at risk, it has to be understood by them and contains information that enables an adequate and timely response. The communication channels need to be predetermined. Communication and dissemination of information help to change the culture of reaction to a culture of prevention. The consideration should be based on when to issue the warning, how to issue the warning and who is to receive the warning.

**1. When should the alert be given?**

There are three criteria for consideration

- Phase indicator
- Phase transit indicator
- Scenario indicators

**2. How to issue the warning**

Issuing warning takes three elements into consideration:

- Warning format
- Warning content
- Warning means of distribution
-

The following dimension should be included in a warning:

- Title, date and time of issue – should be clear, direct and concise
- Description of event/conflict – description of facts, participants and the general situation
- Relevant information about context - understanding the warning can depend on the information about the context in which the conflict is taking place.
- Possible future evolution of the situation – based on scenario construction
- Name the person drafting the warning.

**3. Who is to receive the warning**

The first step in disseminating warning is to determine who should receive the warning and what channel is to use. The receivers can be from an established list of recipients or from an established group with the addition of ad hoc recipients as the situation demands. Sending information should follow established protocol if warnings are sent by email and SMS a confirmation mechanism should be incorporated. The following should be considered when sending warnings:

- Format
- Content
- Final approval from EWS personnel
- Control list of recipients
- Check use of pre-established distribution channels/means
- Confirm and record a reception

UNISDR. (2006) proposed a checklist to guide the development of dissemination and communication framework for EWS development. Below is adapted from the checklist:

**Organizational and Decision-making Processes Institutionalised**

- Warning dissemination hierarchy or chain of events established.
- One decision maker or 'authoritative voice' assigned to each community.

- Functions, roles and responsibilities of each actor in the warning dissemination process specified.
- Roles and responsibilities of regional early warning centers defined in the warning dissemination process.
- Volunteer network identified, trained and empowered to receive and widely disseminate warnings to rural or remote households, particularly in violent prone areas.
- Disseminating of warnings processed using pre-established protocol and standards.

**Effective Communication Systems and Equipment Installed**

- Communication and dissemination systems that will best reach all people at risk identified.
- Communication and dissemination systems tailored to the needs of individual communities implemented.
- Warning communication technology reaches the entire community population, including remote locations.
- Trusted communicators or communication systems identified to disseminate warnings.
- Multiple communication mediums used for warning dissemination (e.g. technical and non-technical, mass media and informal communication).
- Agreements developed to utilise private sector resources where appropriate (e.g. amateur radios, safety shelters)
- Consistent warning dissemination system used for all conflict.
- The communication system is two-way and interactive, allowing originators, disseminators, and end-users to communicate and verify warnings have been received.
- Equipment maintenance and upgrade programme implemented.
- Equipment redundancies enforced so backup systems are in place in the event of a failure.

**Warning Messages Recognised and Understood**

- Warning alerts and messages tailored to the specific needs of those at risk (e.g. messages need to be understood by groups of diverse cultural, social, gender, linguistic and educational backgrounds).
- Messages incorporate an understanding of the values, concerns, and interests of those who will need to take action and address these concerns in the warning.
- Warning alerts clearly recognisable and consistent across time and includes follow-up actions when required.
- Warnings specific about the nature of the conflict and its impacts.
- Mechanisms in place to inform the community when the threat has ended.
- Study into how people access and interpret early warning messages undertaken and lessons learned incorporated into message formats and dissemination processes.

**Activities / Exercise 4.13: Case Study**

**Purpose:** Understanding the pillars of early warning
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Divide the participants into 3 groups.
- Each of the groups will apply the pillars of early warning to the assigned case study.
- Distribute the case study: Understanding the implications of designing appropriate responses for women vulnerability after violent conflict

- Group 1 will develop a conflict risk knowledge, conflict monitoring and data collection analysis for the case study. They will analyze the situation and state the process for conflict monitoring and data collection of the case study. From the case study, they will extrapolate the information available and propose how more information could be obtained as well as how it will be obtained.
- Group 2 will develop a conflict analysis, scenario building and conflict monitoring for the case study. It can use any of the tools learned from the conflict analysis and propose various scenarios based on the case study. A monitoring plan should also be created.
- Group 3 will develop a dissemination and communication plan for the case study. How will the early warning signal be disseminated to those who need it to take action?
- What are the key instruments i.e. policies, conventions, programmatic commitments that you can draw on for support?

**Role Play 4[39]: Case Study: Rashieda – Understanding the implications of designing appropriate responses for women vulnerability after violent conflict**

Rashieda is a 30-year-old woman from Kasheri who arrived at a very large IDP camp with another family with her three young children. The town of Kasheri where Rashieda lives has been devastated by Boko Haram. Rashieda's husband was killed in the attack and her elder son stayed behind to look after their home. She feared that their land will be stolen if they leave the home unattended. Rashieda, like most women in her community, has limited reading and writing skills and has never had a job. Before she fled, her husband took care of everything. She now finds herself alone with no money as their transport. She has walked a long way to this settlement with other families, along with others from her village. She has heard that she will find assistance here

Rashieda takes her children with her to get herself registered for shelter but is asked for her husband. She tries to explain the situation to the men at the registration desk but they are calling the next person in line to come forward. In the crowd, she has pushed aside and one of her children gets hurt in this pushing. The other two children start crying. She finds herself in the open surrounded by many men. She feels confused and scared of her own and her children's security. She locates the family she came with and requests them to take her and her children to the shelter they are being given.

She takes a sigh of relief but soon starts feeling uncomfortable as the shelter had both men and women living in it. Women were using one corner of the shelter and were sitting and the other corner some men were sleeping and others were sitting. After a while, men go out as it is too hot in the camp. They told the women to stay inside and well covered as outside other men are roaming around also. The women wait for the men to go to sleep to lie down so that they are not in any inappropriate position.

Rashieda is increasingly depending on the men of the family she requested for shelter for the things that are being distributed. She heard the story of another woman who was raped, she heard that an unknown woman for food distribution lured her and later she handed her over to some men in a nearby school, which is now empty. She talks to the women of the men she is sharing the shelter with to ask their men for some baby food and sanitary napkins. Women share few sanitary napkins with her and tell her to arrange more for herself as they cannot ask men to get this kind of stuff from the distribution point.

There are only two water points at each end of the camp. Rashieda borrows a water container from her neighbour and walks with her children to the water point. She finds a long line of women and children waiting for a turn at the hand pump. Two armed government police officers who do not say many guards the pump. Rashieda is afraid, but she waits and eventually gets water and carries it back to her small tent. She

[39]Adapted from Saudi Heart Program (2014)

has a bit of rice and tea in her belongings. Cooking over a neighbour's fire and using a cooking pot she brought with her, she cooks a small meal for her children with the water. She feels like bathing but is not satisfied with privacy arrangements for the washrooms and decides not to. She bathes her children in the water that is left.

There are pit latrines along the edges of the camp, far away from Rashieda's tent. She only goes there when she absolutely needs to – it is dark and frightening. Although there are individual latrines with plastic sheeting and doors, there are no locks on the doors and the latrines are not separated for men and women. There are many rumours about sexual violence at the latrines at night.

Rashieda is having severe abdominal pain and difficulty in urinating. She walks with her three children to the health center. When she arrives, she finds a large group of people waiting to see a doctor. There is a table in the middle of the crowd where a male health worker is sitting with a clipboard. Rashieda approaches him and explains why she is there. He tells her that the clinic is open only for emergency situations only and gives her painkiller and asks her to return in two days' time.

Due to not being able to take bath Rashieda has developed a serious skin and urinary tract infection and is in extreme pain and the painkillers seem to be not enough to help her past two days. She becomes weak with high temperature and it's becoming difficult for her to look after her three children. In desperation, she is sending her son (8 years) the eldest of the three young children to the distribution and water point to collect food items and water. Not surprisingly, Rashieda's physical and mental health begins to suffer and she is no longer able to care for herself or her children.

**Handout[40] 4.6: Gender Dimensions of Conflict Situations**

| Elements of Conflict Situations | Possible Gender Dimensions |
|---|---|
| **Pre-Conflict Situations** | |
| Increased mobilisation of soldiers | Increased commercial sex trade (including child prostitution) around military bases and army camps. |
| Nationalist propaganda used to increase support for military action | Gender stereotypes and specific definitions of masculinity and femininity are often promoted. There may be increased pressure on men to 'defend the nation.' |
| The mobilisation of pro-peace activists and organisations | Women have been active in peace movements – both generally and in women-specific organisations. Women have often drawn moral authority from their role as mothers. It has also been possible for women to protest from their position as mothers when authorities have not permitted other forms. |
| Increasing human rights violations | Women's rights are not always recognized as human rights. Gender-based violence may increase. |
| **During Conflict Situations** | |
| Psychological trauma, physical violence, casualties and death | Men tend to be the primary soldiers/combatants. Yet, in various conflicts, women have made up significant numbers of combatants. Women and girls are often victims of sexual violence (including rape, sexual mutilation, sexual humiliation, forced prostitution, forced pregnancy) during times of conflict. |

[40]AusAID (2006) Gender guidelines: Peace building. Canberra: AusAID

| | |
|---|---|
| Social networks disrupted and destroyed - changes in family structures and composition | Gender relations can be subject to stress and change. The traditional division of labour within a family may be under pressure. Survival strategies often necessitate changes in the gender division of labour. Women may become responsible for an increased number of dependants. |
| The mobilisation of people for conflict. Everyday life and work disrupted. | The gender division of labour in workplaces can change. With men's mobilisation for combat, women have often taken over traditionally male occupations and responsibilities. Women have challenged traditional gender stereotypes and roles by becoming combatants and taking on other non-traditional roles. |
| Material shortages (shortages of food, health care, water, fuel, etc) | Women's role as a provider of the family's needs may mean increased work as basic goods are more difficult to locate. Girls may also face an increased workload. Non-combatant men may also experience stress related to their domestic gender roles if they are expected, but unable, to provide for their families. |
| Creation of refugees and displaced people | People's ability to respond to an emergency situation is influenced by whether they are male or female. Women and men refugees often have different needs and priorities. |
| Dialogue and peace negotiations | Women are often excluded from the formal discussions given their lack of participation and access in pre-conflict decision making organisations and institutions. |
| **During Reconstruction and Rehabilitation** | |
| Political negotiations and planning to implement peace accords | Men's and women's participation in these processes tends to vary, with women often playing only minor roles in formal negotiations or policymaking. |
| Media used to communicate messages | Women's unequal access to media may mean their interests, needs and perspectives are not represented and discussed. |
| Use of outside investigators, peacekeepers, etc. | Officials are not generally trained in gender equality issues (women's rights as human rights, how to recognize and deal with gender-specific violence). Women and girls have been harassed and sexually assaulted by peacekeepers. |
| Holding of elections | Women face specific obstacles in voting, in standing for election and having gender equality issues discussed as election issues. |
| Internal investments in employment creation, health care, etc | Reconstruction programmes may not recognize or give priority to supporting women's and girls' health needs, domestic responsibilities or needs for skills training and credit |
| Demobilisation of combatants | Combatants often assumed to be male. Men are prioritized, women don't benefit from land allocations, credit schemes, etc. |
| Measures to increase the capacity of and confidence in civil society | Women's participation in community organizations and NGOs is generally uneven. These organizations often lack the capacity and interest in granting priority to equality issues. |

**Further Reading**


- CPR (2005) Early Warning-Early Response Handbook, About the Conflict Prevention and Post-Conflict Reconstruction Network. The Conflict Prevention and Post-Conflict Reconstruction (CPR) https://reliefweb.int/sites/reliefweb.int/files/resources/350417D94E25FF218525711F007B6D26-CPRCN_early%20warning%20and%20response_sep2005.pdf
- Matveeva, A. (2006). Early warning and early response: Conceptual and empirical dilemmas. European Centre for Conflict Prevention/International Secretariat of the Global Partnership for the Prevention of Armed Conflict.
- United Nations System Staff College (2016). Conflict analysis handbook : a field and headquarter guide to conflict assessment / Fabio Oliva and Lorraine Charbonnier (2016)
- WANEP (2007). Early Warning and Early Response: Workshop on “Early Warning & Early Response Practice: Sharing the WANEP Experience” & Strategy Planning. https://www.peaceportal.org/documents/130276236/dd525e83-9b73-4d49-a6d7-c40d514554bc

## Module 5: Roles and Responsibilities in Early Warning

The community early warning system (CEWS) aims to serve the community and it is the responsibility of every community member to own the process and system. It is developed, managed and maintained by the community itself. Therefore, members of the community should be knowledgeable about the key roles and responsibilities in CEWS, and gain a greater understanding of their role in the process. At the end of this module, participants should be able to:

- Outline the meaning, roles and responsibility of actors in the CEWS.
- Explain who are stakeholders and their roles
- Identify and analyses of stakeholders in the CEWS
- Describe the coordination needed for CEWS
- Name the different stakeholders and their relationships.

### Activities / Exercise 5.1: Who is a stakeholder?

**Purpose:** Understanding Stakeholders
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Project the word stakeholder on the screen
- Give each participant an index card and ask that they write what stakeholder means to them.
- They should also list stakeholders they know
- Ask each to read what they have written. Write each of the meaning on the flip chart board.
- Write also the stakeholders they have listed.
- Facilitate a discussion on the meaning of stakeholders.
- Make a presentation on stakeholders, explaining the meaning of primary, secondary and tertiary stakeholders.

### Activities / Exercise 5.2: Classifying Stakeholder

**Purpose:** Classifying Stakeholders
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Divide the participants into 3 or 4 groups
- Using the list of stakeholders produced in exercise 5.1. Ask the participants to group the stakeholders into primary, secondary and tertiary stakeholders.
- Facilitate a discussion on the classification of stakeholders.
- Make a presentation on the classification of stakeholders.

### Handout 5.1: Identification and Classification of Stakeholders

**Identification of Stakeholders**

The stakeholder identification process is one of the most important processes in CEW because the success of the intervention depends on the participation of all stakeholders. Stakeholders are interested and

affected parties, they are an important part of CEW. They bring considerable assets in terms of their capacity and resources to the contribution of knowledge, insight, and support in the EW process. It is imperative to identify, involve, and keep them engaged. Who are those to be affected by the outcome, negatively or positively? Alternatively who can affect the outcomes? These can include institutions and individuals that could potentially affect or be affected by the proposed intervention. The following questions can help in the analysis:

- Who are the people/groups/institutions that are interested in the intended initiative?
- What is their role (resident, security personnel, government officers, health officers, etc)?
- Who are the potential beneficiaries?
- Who might be adversely impacted?
- Who has constraints on the initiative?
- Who may impact the initiative?
- Who has the power to influence?

It is imperative that all stakeholders are included, the following questions can help you ensure that no stakeholder is forgotten:

- Have all stakeholders been listed?
- Have all potential supporters and opponents been identified?
- Has gender aspects been factored in to identify different types of female stakeholders?
- Have the interests of vulnerable groups (especially the poor) been identified?
- Are there any new stakeholders that are likely to emerge? (ODA 1995)

**Classification of Stakeholders**

Stakeholders can be classified as primary, secondary and external stakeholders:

1. Primary stakeholders are direct beneficiaries and directly concerned people (community residents, farmers, rural poor, women, etc.)
2. Secondary stakeholders, i.e. these are intermediaries that provide services to the primary stakeholders (e.g. health officers, traditional rulers, security personnel, professionals, advisers, local government, NGO and private sector organisations etc.)
3. External stakeholders these include decision and policy makers (Government political appointees, senior civil servants, district level bodies, media, donors, governmental bodies, etc.)

| Primary | Secondary | Tertiary |
|---|---|---|
| • Users / Beneficiaries (male, females, children, elderly, etc.) | • Local authority<br>• Direction of municipality technical services<br>• Traditional authorities<br>• NGO and development projects<br>• Businesses and suppliers<br>• Decentralised government services<br>• Research institutions<br>• Schools and universities<br>• Service providers | • Financial Institutions and donors<br>• National authorities [at all levels]<br>• Opinion leaders<br>• Civil society<br>• Foreign cooperation agencies<br>• Media |

*Figure 14: Three Categories of Stakeholders*[41]

Cathy McKnight in the article Stakeholders Bring Wisdom of the Crowd stated that stakeholders' analysis involves four processes:

1. Identify stakeholders
2. Analysis Stakeholders
3. Plan engagement and communication with stakeholders
4. Engage the stakeholders

The figure below shows the process.

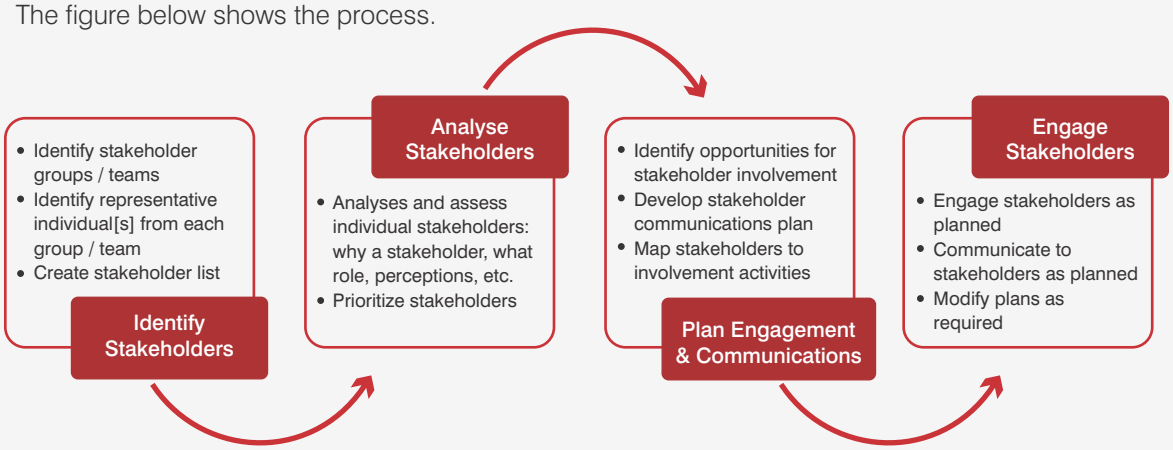



*Figure 15: Stakeholders Analysis*

**Activities / Exercise 5.3: Case Study: Identifying Stakeholders**

**Purpose:** Identifying Stakeholders in Conflict
**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Divide the participants into 3 or 4 groups
- Distribute the case study to the participants
- Case Study[42]:

[41]Source: NETSSAF (2008)
[42]Adapted from UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation

There has been an attack by Boko Haram in Mubi and the area has very badly affected. The attack has destroyed most of the facilities in the town; the scale of the devastation is enormous. Farmland and workplaces are in ruin and workers are rendered jobless. The traditional and religious leaders have been able to mobilise for the people to leave town and relocate to an IDP. Many of the rural population used to supplement their income with low-paid office jobs in the city. However, this, and previous attacks, has affected the economy of the city. As a result some businesses in the city are no longer able to function based on the fear of attack of Boko Haram which has resulted in some individuals losing their secondary source of income too. The business people are bothered about the safety of their goods and most just close their business instead of opening and risking attack. The government has not been able to provide security because the police force is stretched thin with lots of the police protecting VIPs. The few security personnel available are not adequate for the challenge. The attack was so sudden and well-coordinated that most of the resident ran to safety with only the clothes they were wearing. Crops that had been ripening on village farmland were destroyed.

The Federal Emergency Management Authority (FEMA) is coordinating the distribution of food, water and other relief to stricken communities who have camped in IDP camps. Emergency stocks have been supplemented by a generous public response to appeals made by UNICEF. A Regional Disaster Response Team (RDRT) has arrived to work with members of the participating FEMA. It is not yet known how many people will need assistance after the large-scale devastation. UNDP is also coming to the assistance of the people. The federal government is sending an assessment team to determine the need of the people. Staff members of Doctors without Borders are at the IDP camps giving medical support. Hope for Peace, a local NGO operating in the community, visits the camp to monitor the situation.

- The participants list the stakeholders in the above case study
- Classify them as primary, secondary and tertiary stakeholders.
- Facilitate a discussion on identifying relevant stakeholders as the conflict in the communities
- Ask participants to give reasons why they have identified these stakeholders
- Conclude discussion by displaying figure 1 and use it to make a presentation
- Make a presentation on the classification of stakeholders.

**Activities / Exercise 5.4: Stakeholders Analysis**

**Purpose:** Identifying and analysing the stakeholder's interest
**Item:** Flipchart board, projector, prepared table, papers, index cards and coloured pens

**Instructions:**

- Using exercise 5.3, as the basis for analysis
- The various stakeholders listed are analysed.
- The table below can help facilitate the process

| Name of Stakeholder | People and Relationships | Goal of stakeholder | Needs / Interest and Position | Power Base |
|---|---|---|---|---|
| | | | | |
| | | | | |

- Make a presentation on methods of stakeholders' analysis.

**Activities / Exercise 5.5: collaboration and coordination in CEWS**

**Purpose:** Identifying collaboration and coordination in CEWS
**Item:** Flipchart board, projector, prepared table, papers, index cards and coloured pens

**Instructions:**

- The participants are given a blank table ( see below)
- Facilitate a discussion on collaboration and coordination in CEWS
- Use their contributions to complete the table.
- Distribute the case study to the participants
- Make a presentation on collaboration and coordination in CEWS

Collaboration and Coordination in CEWS (Workshop Output).

| ACTIVITY | RESPONSIBLE ORGANISATIONS |
|---|---|
| Data and information sharing | |
| Joint generation of EW information | |
| Joint dissemination of EW information | |
| Coordination and cooperation of emergency response | |
| Joint research and training | |

**Handout 5.2: Description of Roles, Responsibilities & Necessary Coordination**[43]

**Introduction**

The CEWS should have a clearly established and communicated role and responsibilities for all parties in the process. In a conflict situation, it is important that responses and actions are taken in anticipation of, during, and immediately after, a violent incident to ensure that the effects of the event are minimized and that people affected are provided with immediate support. A systematic and coordinated approach is required to ensure that response is effective. The success of a CEWS requires a robust framework to be in place within which operations will take place. The failure of most system is based on the lack of an integrated and comprehensive framework to help in understanding, design, and operation of the CEWS. This can be through the creation of a coordinating unit that should harness and direct the CEW. This unit can be called Conflict Early Warning Centre (CEWC). The hub of the CEW is the Early Warning Monitors (EWM). The EWM can be individuals or teams located in various parts of the community. The selection, spread, and location are based on the peculiarity of the community. Areas prone to the more violent conflict will have more EWMs. The responsibilities will include the following:

- Monitor possibilities and situations of conflict and other hazards that could threaten the population
- Transmit this information about the threats to the CEWC
- Be able to serve as first responders
- Provide information to the population regarding the event/impending event
- Communicate necessary measures to be undertaken in preparation for or response to the hazard event.

[43]Adopted from Jadoo (2013) and UNDP (2010)

The early warning occurs in a complex environment that caters for diverse stakeholders with different knowledge, multi-institutional arrangements, and management strategies. The CEWC can be domiciled within an NGO or a government-designated authority. The CEWC will have the following staff: Early Warning Management Coordinator

- Early Warning Management Field Officer
- Communication Coordinator

There should be the inclusion of women in the staff.

**Responsibilities of the CEWC**

According to the UNDP (2010), in the context of EW, the main functions of the CEWS will be to:

- Facilitate the analysis and periodic assessment of local risks and factors that create vulnerabilities, with the participation of relevant institutions and organizations
- Control the alleviation of vulnerabilities and risk when conflict occurred
- Compile, process and prepare the information derived from report and monitoring activities
- Participate in the preparation of conflict prevention plans
- Document and preserve historic memory of violent conflict events and reduction actions
- Contribute to the promotion of a conflict prevention culture in the population, as well as influence their preparedness
- Participate in the response to and recovery from violent conflict situations

In the context of its relationship with the EWMs, the CEWC will also (Adapted from UNDP, 2010):

- Ensure that daily or regular communications are established and maintained between EWMs and CEWC and other relevant stakeholders
- Ensure that the EWM is appropriately and adequately staffed at all times
- Notify EWMs of appropriate actions to be taken in identified emergency situations
- Provide advice and recommendations to the EWMs
- Ensure that all infrastructures and equipment (assigned to site and staff) are maintained in good condition.
- Monitor all activities of the EWMs i.e. information coming in from the EWMs
- Ensure that the surrounding area close to the EWMs are aware of the existence and functions of the EWM
- Conduct public awareness and sensitisation activities on same to ensure that the public is knowledgeable on how they can engage the EWM. Some examples include:
    - Provide verification of an event occurring
    - Feed any reports on the ground to them
    - Access early warning information or other available info e.g. Preparedness brochures from the EWP.

The CEWC will be responsible for communicating essential information to the EWM. This information includes the occurrence and characteristics of threats, actions for the community to carry out in response to the threat, information collected to support planning of mitigation and protection measures, and publicize necessary information in the community. , Ensure that all GIS equipment is maintained and in good working order at all times. Responsibility for maintenance lies with the RRMC

### Responsibilities of EWM

EWMs provides feedback to the CEWC by communicating information regarding the threat situation in the communities and nature and variables. This information is then used for analysis and appropriate relevant anticipated measures are then undertaken. The responsibilities of the EWM are as follows:

- Act as a monitoring checkpoint in high-risk areas – This entails constant monitoring of activities related to the major threats in the area (e.g. monitoring of activities of Boko Harem, movement of cattle herds, communication with other community members in area etc)
- Collect and log information daily or regular basis using various tools provided.
- Provide a daily or regular report to CEWS in peacetime as well as reporting as needed in violent conflict situations
- Provide some information to persons living in surrounding areas as to necessary actions to take prior to, during and after an event.

### Coordination of CEW Activities

Various stakeholders' agencies involved in the process base the efficiency of the community early warning process on the effective coordination of all activities. This can include the following function according (Rogers & Tsirkunov, 2011):

- Data and information sharing;
- Joint generation of early warning information;
- Joint dissemination of early warning information;
- Coordination and cooperation of emergency response deployment; and
- Joint research and training.

## Further Reading


- Global Crisis Response Support Programme (GCRSP) (2017). Good practices for gender in early warning systems.
- Jadoo, Rehanna (2013). Community-Based Early Warning Training for the Mayaro Rio Claro Regional Corporation. Caribbean Crisis Management Initiatives (CCMI)
- Silverstein, L. M. (2008). Guidelines for Gender-Sensitive Disaster Management. Reproductive Health Matters, 16(31), 153-158.
- IFRC (2010). A practical guide to Gender-sensitive Approaches for Disaster Management. http://www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf
- UNDP. 2010. "Cuba Risk Reduction Management Centers: Best Practices in Risk Reduction".
- UNEP. 2012. "Early Warning Systems: A State of the Art Analysis and Future Directions. Division of Early Warning and Assessment (DEWA)", United Nations Environment Programme (UNEP), Nairobi.

# Module 6: Models of Community Early Warning Systems (CEWS)

**At the end of this module, participants should be able to;**

- Outline the meaning of early warning and early warning system
- Explain the difference between traditional EWS and four phase EWS
- State the actors involved in a community early warning system
- Explain the characteristics of CEWS
- Outline the difference between a national EWS and CEWS
- Explain the stages of the CEWS
- Explain the essentials of CEWS

**Introduction:**

Early warning is the provision of effective and timely information that allows individuals exposed to possible future danger to take actions to avoid or reduce the effect and prepare for an effective response. It empowers individuals and communities to act in sufficient time and in an appropriate manner to reduce the possibility of injury, death, or damage to property or the environment. The warning must be given in an understandable manner and should be relevant to the community. There is a difference between the traditional early warning systems with three phases and the improved four phase early warning system. In the traditional framework, the system comprises of monitoring risk, analysis, forecast, and notification of a warning or alert should a threat of probable violent conflict be identified. The improved version includes a fourth phase which is the response.

**Activities / Exercise 6.1: Early Warning and Response System (EWRS)**

**Purpose:** Outlining Early Warning and Response System
**Item:** Flipchart board, projector, papers, index cards and pens

**Instructions:**

- Ask the participants to find a partner they have not talked much to during the training
- They should take turns discussing and describing what EWRS means and the actors.
- Each partner should contribute to the discussion.
- They should agree on a definition and the actors which they should write down on a flip chart paper.
- Join 2 groups together comprising 4 persons. The groups should discuss and describe what EWRS means as well as listing the actors.
- They should produce an agreed list of actors and acceptable definition of EWRS.
- Join the new groups comprising 4 persons with another group. This gives 8 persons, they are to discuss and combine their respective definitions of EWRS and agree on a list of actors.
- This group of 8 persons will now define what EWRS means and agree on a list of actors.
- The group present in a plenary
- Facilitate a discussion of the presentation
- Make a PowerPoint presentation of the EWRS.
- Explain the difference between traditional EWS and four phase EWS

**Activities / Exercise 6.2: Early Warning and Response System Actors**

**Purpose:** Defining the Early Warning and Response System Actors
**Item:** Flipchart board, projector, papers, index cards and pens

**Instructions:**

- Using the same group of 8 participants, give the following instructions.
- The participants should examine their list of EWRS actors and define each actor.
- What are the characteristics of those actors? What level do they operate? Local? Regional? State? National? Etc.
- The group present in plenary
- Facilitate a discussion of the presentation
- Prepare a PowerPoint presentation on EWRS actors
- Outline the difference between a national EWS and CEWS

**Handout 6.1: EARLY WARNING AND RESPONSE SYSTEM**

Early warning and response systems are any systems employing sets of capacities to generate and disseminate timely warnings deployed by an individual or groups to inform the community of a future danger. The purpose is to enable the recipient of the warning system to prepare for the danger accordingly and to take steps to mitigate, or avoid, it. It is a mechanism for preventing and addressing conflicts that focus on systematic collection, processing, and analysis of information about a conflict situation to warn stakeholders enabling them to take measures to avoid the emergence or escalation of the conflict.

**Emphasize the key terms:**

- System - interacts with other components to make it work. It is a process linked to information collection, analysis, and warning for action to be taken.
- Inform of future danger – The event can be predicted and the warning is given before the impact
- Prepare – There should be an appropriate identified action that should be taken; this can include signals to be given, where to go, how to get there, what to take, etc.
- Act accordingly – The plan needs to be executed.

**Community Early Warning System (CEWS)**

In designing a community early warning system, the guiding question should be what is the purpose or motivation. This will determine the approach to addressing the conflict. Community Early Warning Systems (CEWS) are designed based on the peculiarity of the community. They are developed, managed and maintained by the community itself. Community members own the process and system. The aim is to empower communities by enabling them to appreciate early warning processes. And in this way, start the process of building community resilience against the threats and effects of violent conflict.

A community can be viewed as a network of social interaction that may be exposed to multiple social, religious, physical and environmental threats. This manual is designed for the communities in Adamawa, Gombe and Plateau states with a specific emphasis on gender. This entails that efforts should be made to meet the need and strength of everybody, especially groups that are likely to be excluded or forgotten about at all stages of establishing and operating a CEWS. Women, children, elderly, the physically

challenged and disadvantaged groups should be at the center of analysis during every stage of the process. A risk analysis is the first step in appreciating the degree of exposure a community faces to danger. The social status of women makes them more vulnerable than men. This affects their exposure and response to threats.

CEWS strives where there are well-developed governance and institutional arrangements that support the system. The governance structure is sustained by political commitment and a systematic approach to relating local decision-making and participation with broader administrative and resource capabilities. The flow of information and coordination is streamlined to ensure effective vertical and horizontal linkages across all stakeholders involved in early warning systems.

CEWS rely on the direct participation of those most likely to be exposed to hazards. The local approach to early warning and the participation of local communities enables a multi-dimensional response to problems and needs. In this way, local communities, civic groups, and traditional structures can engage and contribute to the reduction of vulnerability and to the strengthening of local capacities. Different groups have different vulnerabilities based on cultural, gender or other characteristics that influence their capacity to effectively prepare, prevent, mitigate or respond to violent conflict. The roles of men and women are different in the community and have different concerns. This needs to be taken into consideration in the design of CEWS .

**Handout 6.2: Actors in developing CEWS**

The CEWS development in Adamawa, Plateau and Gombe states involves different stakeholders having overlapping functions, responsibility, and perspectives. However, this group needs to be coordinated to achieve an efficient early warning system. The actors are as follows:

- Communities – the CEWS is built around local ownership, the input and design of the system are based on the specific context of the communities in the three states of Northern Nigeria. The people should be should be aware and able to respond ultimately to the warning received.
- Local governments – The local authorities in the states of Adamawa, Plateau, and Gombe have considerable knowledge of the conflict dynamics in the area and should be involved in the design and maintenance of the CEWS. They are in a good position to understand the signals and be able to communicate the message to the local people to ensure safety and prevent loss of resources.
- National governments – The conflict in Adamawa, Plateau, and Gombe have attracted attention that the federal government is an active stakeholder and should be in a position to frame policies that can facilitate timely response to warnings. They also have the resources to provide support to local communities and local governments to develop operational capabilities that are important to translate early warning knowledge into conflict prevention.
- Regional institutions and organizations – There are lots of regional organizations and initiatives that can provide specialized knowledge and advice in support of national efforts to develop or sustain operational capabilities of the communities. This can include: North East Development Commission (NEDC), Presidential Initiative on the North East (PINE), and Presidential Committee on the North East Initiative (PCNI), Victims Support Fund (VSF).
- International bodies - The conflict had attracted global attention and this can provide support for early warning activities and foster the exchange of data and knowledge. The support may include the provision of advisory information, technical assistance, and policy and organizational support necessary to ensure the development and operational capabilities of CEWS. The following international organizations are in Adamawa, Plateau, and Gombe states: African Development

Bank, the World Bank, the UN, the European Union, USAID, UKAID/DFID, and United Nations Office for the Coordination of Humanitarian Affairs (OCHA), etc.

- Non-governmental organizations – The role of non-governmental organizations in Adamawa, Plateau and Gombe states has been crucial in raising awareness among individuals and organizations involved in the implementation of early warning systems, particularly at the community level. These efforts should be encouraged, duplicated and scaled up.
- The private sector - The situation in Adamawa, Plateau and Gombe states calls for a diverse role to be played in early warning, including developing early warning capabilities in their own organizations. The media has a role to play in disseminating early warnings. The private sector can provide both in kind and cash to support for communication, dissemination and response elements of early warning.

**Activities / Exercise 6.3: Case Study: Early Warning and Response System Actors**

**Purpose:** Identifying EWRS Actors
**Item:** Flipchart board, projector, papers, index cards and pens

**Instructions:**

- Divide the participants into four groups
- Give each group a different case study and ask them to identify all the actors in the case.
- What are the characteristics of those actors? What level do they operate? Local? Regional? State? National? Etc.
- The group present in a plenary
- Facilitate a discussion of the presentation

**Handout 6.3: Characteristics and Community Participation in EWS**

There is a difference between community-based and community-driven systems. EWS can be based in a community without it being driven or owned by the people in the community. Community-based EWS is a CEWS based in the community but the members of the community are not involved in the complete process of establishing the EWS. The establishment might be done by an external organization.

This process does not fully empower the community. However, a community-driven EWS is developed, managed and maintained by the community. This CWES is empowering and the community and the people are the heart and soul of the system. The external organization is only to facilitate the active and fruitful participation of all community members including a woman, the weak and marginalized. The best impact is when the community has a strong understanding of EWS according to preparecenter.org. The table below shows the differences between a community-based and a community-driven EWS.

| Key elements | COMMUNITY | |
|---|---|---|
| | Based EWS | Driven EWS |
| Orientation | With the people | By the people |
| Character | Democratic | Empowering |
| Goals | Funcative, consultative | Based on needs, participatory |
| Outlook | Community as partners | Community as managers |
| Views | Community is organized | Community is empowered |
| Values | Development of peoples abilities | Trust in people's capacities |
| Result/impact | Initiates social reform | Restructures social fabric |
| Key players | Social entrepreneurs, community workers and leaders | Everyone in the community |
| Methodology | Coordinated with technical support | Self-managed |
| Active early warning components (out of the four) | At least one is active (e.g., response capability) | All are active, especially the monitoring of indicators |

*Figure 16: Characteristics of Community EWS*[44]

CEWS is only as good as the action that it enables. If a warning is issued and no action is taken, then the system is not working. The essence of early warning is for action to be taken before the threat materializes. The CEWS is, and should be, different from a national EWS, the table below shows the difference. The ideal CEWS is not a competition with the national EWS but where there is collaboration and cooperation and information flows in both direction.

| Key factors | National EWS | Community EWS |
|---|---|---|
| Design | Deliberate, based on legal mandate by government or other agencies | Flexible design based on need and adapted by trial-and-error |
| Human resources | Technicians, specialists | Ad hoc volunteers to individuals appointed by local leaders |
| Characteristics | Formal staged warning | Ad hoc to staged warning |
| Documented | Legislation, policies, standard operating procedures, Mol.is, diagrammatic representations of information flow, etc. | Informal and rarely documented |
| Technology | High-tech to telephone, VHF, HF radios | Telephone to traditional (none) |
| Trigger | Indicators, prediction, technology | Personal local detection of a hazard or receipt of a warning from outside the community |
| Warning process | Cascading or fanned (in phases) in systematic manner | Ad hoc, but may be naturally well organized and cascading/fanned |
| Messages | Impersonal | Personal |
| Timing | Not always the first to be received by community; produced to share with official systems at all levels | Rapid (when message created at community level) or when there are good linkages between all levels |
| Primary needs targeted | Reduce economic and other loss | Safety, reduce stress, emotional support |
| Evaluation criteria | Hazard details; lead-time provided; proportion of false warnings | Timeliness of receipt of warning, actionable message in warning |

*Figure 17: Characteristics of Community EWS and National EWS*

[44]Courtesy of preparecenter.org
[45]Courtesy of preparecenter.org

**Essentials of CEWS**

The success of CEWS is built on four essential factors built into the system. These are:

- Effectiveness
- Efficiency
- Equity
- Legitimacy

**Effectiveness -** The CEWS should be able to reach the last and most vulnerable member of the community. The message should be beneficial in reducing or preventing violent conflict as well as the destruction of properties. The CEWS is well managed and the resources used in an appropriate way.

**Efficiency -** CEWS should work to protect life and property and should be managed efficiently and effectively. The process of making decisions to achieve its objectives should be efficient. There is understanding of the immediate danger and the EW is issued timely.

**Equity -** The need of everybody in the community is addressed. The vulnerable (women, children, physically challenged, elderly, etc.) are considered in all aspects of the system. The system should address human justice, voices and needs of the vulnerable are heard and addressed.

**Legitimacy -** the messaging from the CEWS is taken as authentic and properly interpreted by the people to make the desired response. The community accepts the warning message and acts on it. The traditional and local knowledge is included in the system.

**Handout 6.4: Stages and Essentials of CEWS**

**Stages of the CEWS**

The essential feature of a CEWS is that all community members are involved. This includes women and vulnerable groups. All members are involved from the design to operation, receiving messages and responding to warnings. The community members own the process and the system and are actively involved in the decision-making process. The key pillars of CEWS have been discussed in modules 4; in this section, an elaboration of the stages of CEWS is explained. The stages are similar to the pillars or element of EWS, however, there is the addition of the evaluation component. The stages are as follows:

1. Information Collection
2. Information Analysis
3. Dissemination and Communication of Warning
4. Response Capability
5. Evaluation

The figure below shows the stages of CEWS

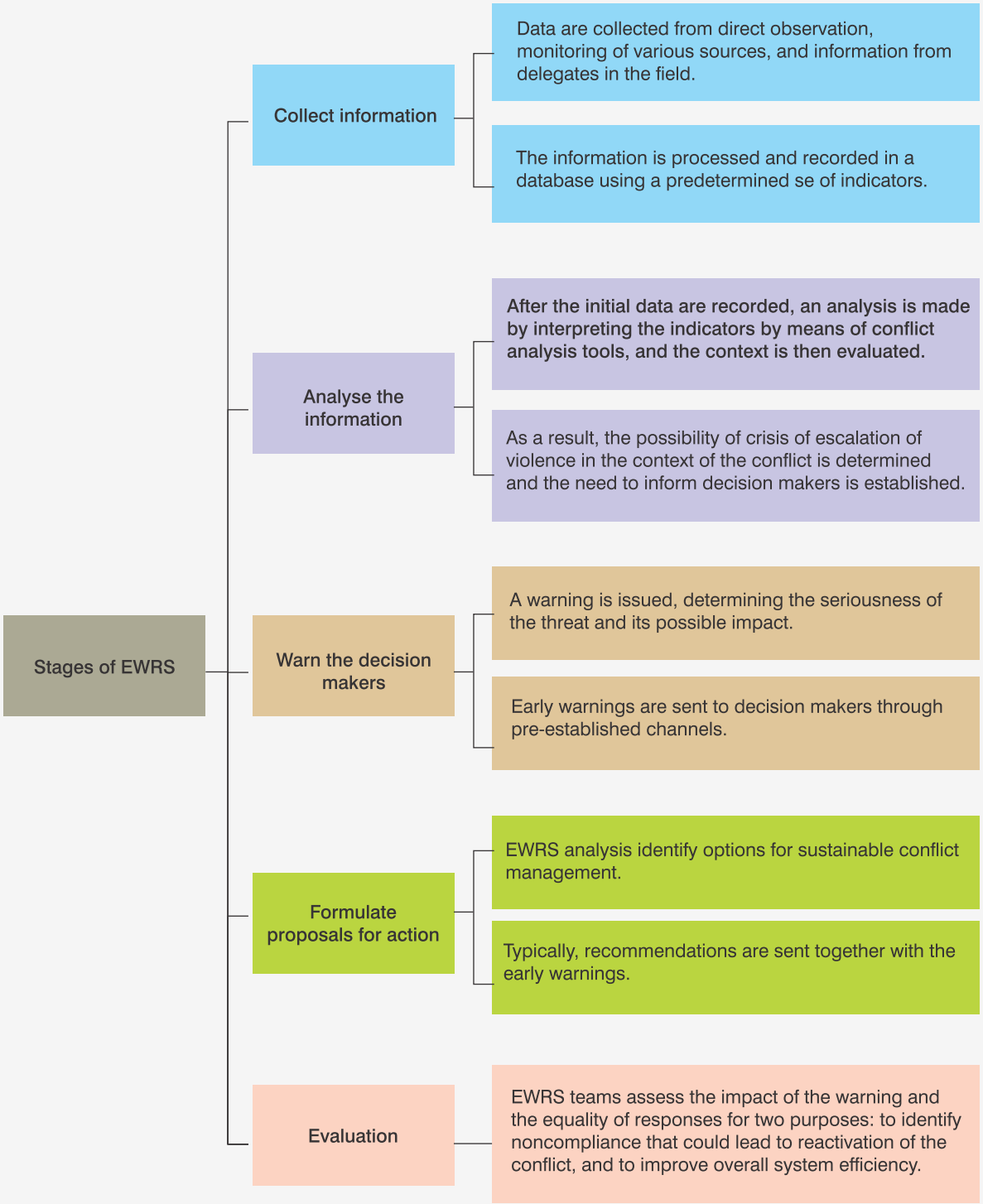



*Figure 18: Stages of a CEWS*[46]

[46]Practical Guide Early Warning and Response Systems Design for Social Conflicts

## Further Reading


- Corps, M., & Action, P. (2010). Establishing Community Based Early Warning System-Practitioner's Handbook.
- Community Based Early Warning System Training Manual (2010). America Red Cross, Philippines Red Cross, ADPC, RIMES.
- Corps, M., & Action, P. (2010). Establishing Community Based Early Warning System-Practitioner's Handbook.
- Eritrea. Moser, A. (2006) Engendering Conflict Early Warning: Lessons from UNIFEM's Solomon Islands Gendered Conflict Early Warning Project, New York: UNIFEM.
- Kumar Rupesinghe (2009). FCE Citizen-based Early. Warning and Early Response. System: A New Tool for Civil Society to Prevent Violent. Conflict. https://earlywarning.files.wordpress.com/2009/03/fce-citizen-based-early-warning-and-early-response-system.pdf

## Module 7: Developing Inclusive and Gender Sensitive Response Strategies

At the end of this module, participants should be able to;

- Explain the meaning of early warning response (ER)
- Discuss the motivation in including women in preparation for ER
- Outline who is responsible for developing the ER
- State the purposes of early warning response

**Introduction:** The logical consequence of an early warning is an effective response. The response takes the warning into an action and implementation phase. The response is to the warning and not to disasters. The principle of doing no harm should guide the implementation of early warning response. Our actions have both seen and unseen consequences. Therefore, it is important to carefully consider actions that are proposed in response to ensure that it does not have a negative impact. The success of response depends on the ability of women and men to respond efficiently. This is achieved through community preparation, education about the conflict, collective participation and preparation. Gender sensitivity is important in early warning responses, therefore, response plans are to be disseminated by both men and women. The neglect of gender may lead to responses that are harmful to women or unfavourable to women. It is imperative that an assessment of women ability to respond to the plan is carried out. Women organization should also be engaged to build the capacity of women to be able to respond timely and efficiently. There should be information and awareness creation to vulnerable women and men in a language they can understand. Men and women are equally educated on how to respond to the warning. Media that women preferred are used for public awareness and campaigns are specific to the needs and concerns of women and men.

In the design of the EWS, there is a need to have a pre-determined and agreed institutional, operational and financial processes for a response. A response strategy is beneficial when the response is clearly established, there are various options for interventions applicable to the different specific situation, a cost-benefit analysis for the probable impact of each of the proposed action is enumerated and realistic intervention that is implementable based on financial, institutional and political consideration is proposed. These implementable interventions are more efficient when they are divided into combinations of short-term, medium and long terms. This prevents the early warning from addressing only immediate concerns but also the structural issues that give rise to the conflict in the first place.

### Exercise / Activity 7.1: Early Warning Response

**Purpose:** Understanding early warning response
**Item:** Flipchart board, projector, papers, index cards and colored pens
**Instructions:**

- Divide the participants into 4 groups
- The group should discuss the various rational for early warning response.
- The group should also discuss the steps needed for early warning response.
- How can women be included in early response?
- What are the obstacles to implementing early warning response in their respective contexts?
- Group plenary for each group to present report
- Facilitate a discussion the purpose and steps of early warning report
- Make a PowerPoint presentation on early warning report.

**Exercise / Activity 7.2: Early Warning Response**

**Purpose:** Developing early warning response – Case Study
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:**

- Divide the participants into 2 groups
- Distribute the case study Displacement By Boko Haram[47]
  Song is a town caught in a cycle of instability, which continues to threaten the safety and well-being of its population. Sporadic dissident attacks and counter-attacks by the government continue to escalate. There is fear after the Boko Haram sect came to the town and abducted the students of the girls' secondary school.

  These military activities and tensions combined with poor governance and the dwindling inflow of resources have deepened poverty levels, reduced economic activities, intensified social problems, and made communities more vulnerable to communicable diseases such as HIV/AIDS. It has been rumored that both government and Boko Haram groups are using rape as a weapon of war. Although no reliable statistics exist on the rate of HIV infection, it is estimated that 8% of the general population is infected with the virus, while rates are thought to be as high as 25% among combatants. The ongoing conflict has resulted in steady migration and internal displacement of thousands of people. People are fleeing their homes in great numbers and are making their way to camps in neighboring states. Camp populations are rising steadily and as a result, many of the camps are overcrowded.

  In addition, an unknown number of IDPs are living with host communities and in camps, and about 200,000 more are in inaccessible areas in the fighting zones. The number of unaccompanied and separated children is estimated to be very high. More than 20% of households are headed solely by women, with the percentage rising rapidly in the camps for displaced persons. The ongoing conflict and instability have interrupted women's economic activities, limiting their income and further reducing their ability to adequately care for their children. You are tasked with preparing a response to this situation.

- Have the groups analysis the situation and develop a response strategy
- The groups should discuss and present various options for response.
- Group plenary for the presentation of the strategy

**Exercise / Activity 7.3: Early Warning Response**

**Purpose:** Developing strategies for intervention – Stakeholders analysis
**Item:** Flipchart board, projector, papers, index cards and colored pens
**Instructions:**

- Divide the participants into 2 groups
- Distribute the case study Displacement By Boko Haram[48]
- Have the groups analysis the situation
- Group perform a stakeholders analysis and mapping
- Group plenary for the presentation of the strategy

[47]UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation
[48]UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation

**Exercise / Activity 7.4: Consensus building, Dialogue, Mediation and Reconciliation**

**Purpose:** Rebuilding communities through consensus building, dialogue, and mediation
**Item:** Flipchart board, projector, papers, index cards and colored pens
**Instructions:**

- Make a presentation on consensus building, dialogue, mediation and reconciliation

*Figure[49] 19: Women Planning Intervention*

**Exercise / Activity 7.5: Consensus building, Dialogue, and Mediation – Role Play**

**Purpose:** Rebuilding communities through consensus building, dialogue, mediation and reconciliation
**Item:** Flipchart board, projector, papers, index cards and colored pens
**Instructions:**

- Divide the participants into 3 groups
- Let the groups discuss the concept of consensus building, dialogue, mediation and reconciliation
- The groups perform the role plays
- The debriefing on the role plays.

**Handout 7.1: Responsibility for Developing Early Warning Response**

The team that analyses the data collected is responsible for designing response proposals. The proposed responses go through various processes of verification to ascertain the feasibility of the interventions. This include consultations with monitors, local government officers, experts, etc, the nature of consultation will depend on the issue. It is important that women are among those who are consulted and in the team that prepares the responses. The early warning report is sent as part of the early warning. The decision to whom it should be sent to is determined by the intended action. It can be sent to decision

[49]Source: UN Women

makers if the intention is to change policy. The responsibility for carrying out the respond is based on the institutional framework. It can be carried out by the community, a separate unit, an agency of government or the EWRS itself.

**What influences the implementation of an ER**

There are various reasons why a proposed intervention might not be carried out. Some of which include:

1. Economic resources – some interventions can be expensive and not enough budget
2. Impact – the number of persons and areas impacted by the conflict
3. Preferences and interests – some issues and region are of more interest to decision makers
4. Bureaucracy – administrative bottlenecks can affect the implementation of ER
5. Cognitive structures – perceptions and judgment of decision makers might influence implementation of ER
6. Political-institutional dynamics – relationships between tiers of government, political cycles, relationships between institutions may influence and affect the transformation of warning into action.

It is imperative that communities know how to respond, this is achieved through response preparedness activities carried out in the community. Communities and households should be empowered with skills to know what to do to save lives and properties. There should be contingency planning.

- Strong field-based local networks of monitors;
- Multiple sources of information and both qualitative and quantitative analytical methods;
- Appropriate communication and information technology;
- Regular reports and updates on conflict dynamics to key national and international stakeholders;
- Has a strong link to responders or response mechanisms.

UNISDR. (2006) proposed a checklist to guide the development of response capability of the community. The checklist looks at the ability of communities to respond to conflict warnings through enhanced education, community participation, and preparedness. The following was adapted from the publication:

**Warnings Respected**

- Warnings generated and distributed to those at risk by credible sources (e.g. government, spiritual leaders, respected community organizations) to enhance community response.
- Public perception of conflict risks and the warning service analysed to predict community responses.
- Strategies to build credibility and trust in warnings implemented (e.g. the understanding difference between forecasts and warnings).
- False alarms minimised and improvements communicated to maintain trust in the warning system.

**Conflict Preparedness and Response Plans Established**

- Conflict preparedness and response plans empowered by policies.
- Roles and responsibilities of actors involved in conflict preparedness and response identified and coordination mechanisms in place.
- Conflict preparedness and response plans targeted to the needs of each vulnerable communities across the country.

- Hazard and vulnerability map utilized to develop emergency preparedness and response plans.
- Up-to-date emergency preparedness and response plans developed, disseminated to the community, and practiced.
- Previous conflict events and the response analyzed, and lessons learned incorporated into conflict management plans.
- Strategies in place to maintain preparedness for recurrent conflict events.
- Regular tests and drills are undertaken to test the effectiveness of the early warning dissemination process and response.

**Community Response Capacity Assessed and Strengthened**

- Community's ability to respond effectively to early warnings assessed.
- Response to previous incidents analysed and lessons learned incorporated into future capacity building strategies.
- Community-based organizations engaged to assist with capacity building.
- Community and volunteer education and training programmes developed and implemented to bridge identified gaps.

**Public Awareness and Education Enhanced**

- Simple information on threats, vulnerabilities, risks and why they occur, and how to reduce impacts disseminated to vulnerable communities and decision-makers.
- Community educated on how warnings will be disseminated and which sources are reliable.
- Community educated on how to respond to different types of early warning message received.
- Public awareness and education strategies on-going and with a long-term focus.
- Mass media and folk or alternative media utilized to improve public awareness.
- Pilot or trial awareness programmes to test effectiveness developed.
- Public awareness and education campaign tailored to the specific need of each audience (e.g. women, children, disabled, emergency managers, media).
- Strategies and programmes evaluated at least once per year and updated where required.

*Figure[50] 20: Windows from Boko Haram Crisis*

[50]Source: Thomson Reuters

### Handout 7.2: Methodology of Response

The success of the system will be determined by the response of the recipients of the warning. Creating capacity of the community to respond is the key. The response capacity should shape the overall design of the EW system, the credibility of a system can be influenced by the response to the warning received. Leach, S. (2016) proposed that community-based response favours interest-based (non coercive approaches, e.g. negotiation, mediation, dialogue, etc.) and transformative approaches against a power (use of coercive force or might is right, security intervention, sanctions, threats, etc) or rights (rely on laws and norms, e.g. court, arbitration, etc) based approach. The features of a community-based approach are as follows:

- Community-based approaches are consensus-based
- Build on existing local capacities, and are carried out by members of the community.
- Communities need a network of established relationships in order to mobilize external actors to respond to situations that are beyond their capacity to manage.
- Constructive, collaborative relationships are built with external actors through regular communication. This helps to build transparent relationships with various stakeholders.

There can be instances where there are overlaps between the three approaches, however, a community-based response is based on interest-based which favors negotiation, dialogue, and mediation without sanctions or threat of security intervention.

### Preventive Diplomacy

The findings from early warning can lead to a response which can take the form of preventive diplomacy. The conviction for conflict prevention and preventive diplomacy is that conflicts are easier to avoid before they happen, rather than fix once they have occurred. Appreciating the various stages of the conflict, it is imperative that latent conflicts should not be repressed or submerged altogether for it tend to erupt, sometimes quite violently, their conflict prevention should be most beneficial and least destructive strategies it put the emphasis on moving away from force-based strategies to interest-based response. Prevention diplomacy is part of this effort and is normally used in the international arena. Boutros-Ghali, B. (1992) defined preventive diplomacy as " Preventive diplomacy is action to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts and to limit the spread of the latter when they occur."

Preventive diplomacy needs an early warning to function as he further stated: "The most desirable and efficient employment of diplomacy is to ease tensions before they result in conflict - or, if conflict breaks out, to act swiftly to contain it and resolve its underlying causes. Preventive diplomacy requires measures to create confidence; it needs early warning based on information gathering and informal or formal fact-finding; it may also involve preventive deployment and, in some situations, demilitarized zones". The information will lead to a response: "There is a need, however, to strengthen arrangements in such a manner that information from these sources can be synthesized with political indicators to assess whether a threat to peace exists and to analyses what action might be taken".

### Challenges for group discussion

Preventive diplomacy is needed for international peace. However, most interventions happens when violence has already started. The intervention stops the bloodshed but it does not resolve the root causes of the problems that led to the violence. This is where other interventions should play a prominent role.

### Who does 'preventive diplomacy'?

The findings from early warning can lead to Preventive diplomacy that can be carried out by various stakeholders that include: states, international organisations, NGOs, foundations and other non-state actors. The UN is a great promoter of the concept. (See for example the 1992 UN Agenda for Peace - http://www.un-documents.net/a47-277.htm).

### Consensus building, Dialogue and Mediation

Parties in conflict operate from different perspective and interpretation of facts and events that may not be understood by all. Public conflict can be long lasting involving irreconcilable differences where parties stick to their position, they hardly listen to the other parties, and effective communication is blocked and it is difficult to compromise, cooperate or collaborate. Part of the response strategy could involve consensus building, mediation, and dialogue.

Mediation is a non-adversarial process in which third-party assist parties in dispute to resolve their differences. The mediator does not force a decision but facilitates communication between the parties, helping them to move from their position to their interest and finally to their needs. Christopher Moore (2004) defines mediation is defined as "the intervention in a standard negotiation or conflict of an acceptable third party who has limited or no authoritative decision-making power but who assists the involved parties in voluntarily reaching a mutually acceptable settlement of issues in dispute."[p. 15]. Consensus building is also called collaborative problem solving or collaboration. This is mediation that involves multiple parties and multiple issues, it is facilitated by a mediator with a team of intermediates.

The process of mediation and consensus building is similar it involves the following steps:

- Participant identification and recruitment;
- Design of the process with participants involvement
- Problem definition and analysis;
- Identification and evaluation of alternative solutions;
- Decision-making;
- Finalization and approval of the settlement;
- Implementation.

It is important that all parties to the dispute are identified and invited to be part of the process. The exclusion of parties might lead to unsuccessful resolution of conflict. It is the role of the mediator to propose an agenda and a process, but the parties have an input in it. There is a need to build a trusting environment and process that will help the parties to come to an agreement.

Dialogue is a conversation and a communication process where parties in a dispute are able to listen to each other. The essence is listening, learning, and the development of shared understandings. The aim is not to persuade or verify the accuracy of the position of the parties, but to listen and understand. The importance of relationship is paramount in the process and not winning. There is no fixed goal or agenda but for the parties to appreciate each other differences and be able to relate to each other. It is a respectful discovery inquiry process, where parties might not agree but they are able to respect each other and show empathy.

The following process could facilitate a dialogue process:

- Participants sit in a circle, showing no hierarchy of physical position and everyone can communicate directly.
- The role of the facilitator is limited to only to get the dialogue started.
- All participants should be heard in the circle.
- People are encouraged and expected to speak openly.
- People listen respectfully and attentively. Derogatory attributions, attacks, and defensiveness have no role in the dialogue.
- Participants do not make assumptions about the motives or character of others.
- Questions are sincere, and driven by curiosity.

Rothman, J. (1996) describe a process he called reflective dialogue "a form of guided and interactive introspection by which disputants speak about themselves in the presence of their adversaries, and about their needs and interests viewed interactively through the prism of the conflict situation."[p. 347]. This process leads parties from blame to recognition of mutual responsibility where parties become more aware of their own role in the conflict and less self-righteous and more tolerant of the opponents' faults. This leads to transformation in the relationship.

*Figure[51] 21: Early Warning and Response*

## Reconciliation[52]

Societies, sometimes, find it difficult to come to grips with the wrong it has done to itself and its people, it is a lot easier to make excuses. Reconciliation as a practice of transformation for parties in a conflict which must take place consciously and voluntarily. It is not just a political struggle but a personal, psychological and spiritual journey. This calls for compassion and acknowledgment of the role of parties in any incident for reconciliation to take place. It should include letting go of anger and resentment. The desire to seek punishment for the offending party should not be a prerequisite rather seek a new beginning. It is a journey party must embark on fully aware of the need to let go.

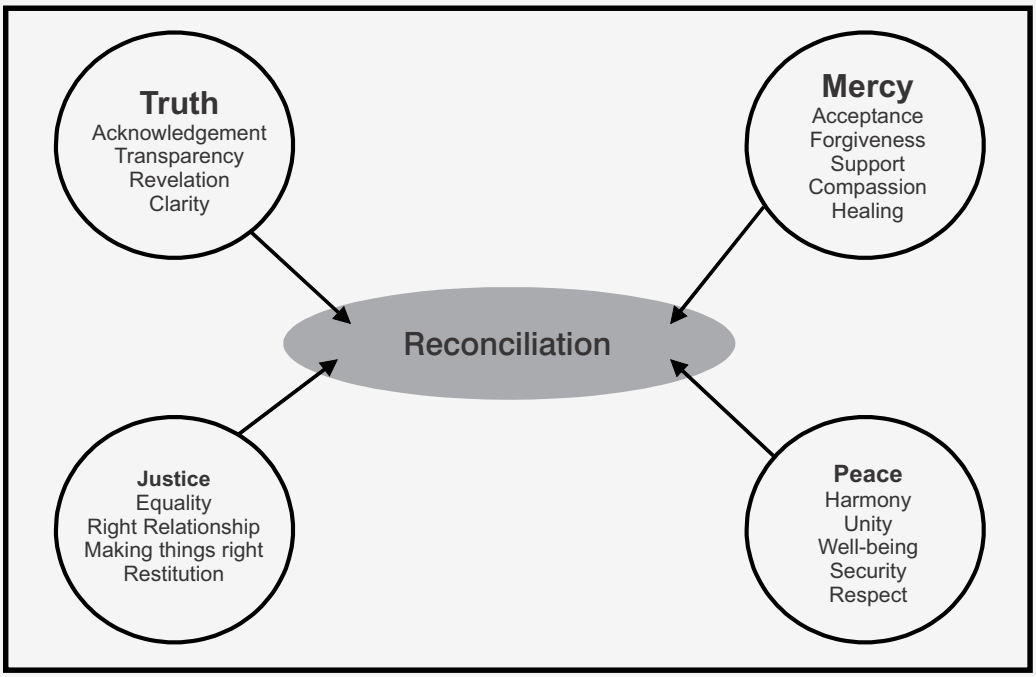
[51]Source: Peace Insight

[52]Extracts from: Imoh, C.E. (2017). Reconciliation the Missing Link in the Niger Delta Amnesty. In Peace & Conflict Resolution in Africa: A Reader by Cambridge Scholars Publishing. Ernest Uwazie-Editor.

Reconciliation can and has become an important aspect of conflict resolution the consequences of not reconciling are great, which conforms to the assertion that many agreements fail because the effort is not made to reconcile the parties. This oversight is a sore point that has not been addressed but needs to be resolved.

(Lederach 1997) sees reconciliation as the meeting point of truth, justice, mercy, and peace. Truth deals with honesty, openness, accountability. Justice addresses the correction of wrongs; Mercy requires compassion, forgiveness, new beginnings. And Peace encompasses harmony, unity, and well-being. Reconciliation is the solution to restoring relationships — personal, communal and environmental. Reconciliation should address the past but works on relinquishing it. There is need to acknowledge its role, its implications, and its various effects while envisaging and planning an interdependent. Therefore space should be provided for the people to engage in that visioning process of charting a new beginning. Reconciliation, therefore, is a meeting point for the past and the future. Reconciliation, therefore, is a place where parties to a conflict come together to share their perspectives and experiences, thereby creating a new vision for the future.

The diagram is below taken from (Lederach (1997) shows the above concept.
Figure 1: Laderach (1998) Concept of Reconciliation




Resolving conflicts without identifying the root causes of the conflict will not achieve peace this sets the stage for appreciating reconciliation. To have peace the structure, itself, must be shaken in order that the root causes be explored and resolved. Part of the principle for attaining peace is to ensure justice and fairness.

In early stages of the peace process, the cry is always that of justice. There are various interpretations, both embody the expectation of fair treatment in which justice is a socially constructed concept. There are various factors that can be considered: having a voice, neutrality, trusted authority and mutual respect. Therefore, in appreciating the dynamics in the conflict in Northern Nigeria, there is need to appreciate the need for an inclusive process that should include women all stages.

## Further Reading


- IFRC. 2012. Community Early Warning Systems: Guiding Principles. http://www.ifrc.org/PageFiles/103323/1227800-IFRC-CEWSGuiding-Principles-EN.pdf
- Hinds, R., & Carter, B. (2015). Indicators for conflict, stability, security, justice and peacebuilding.
- Moser, A. (2007). Gender and indicators: overview report. Institute of Development Studies, BRIDGE.
- Strickland, R., & Duvvury, N. (2003). Gender Equity and Peacebuilding. From Rhetoric to Reality: Finding the Way
- Schmeidl, S., & Piza-Lopez, E. (2002). Gender and conflict early warning: a framework for action. London: International Alert.
- UNISDR, U. (2009). Making Disaster Risk Reduction Gender Sensitive: Policy and Practical Guidelines.
- Walton, O. (2011). Helpdesk research report: Early warning indicators of violent conflict. Governance and Social Development-Resource Centre (GSD-RC), Tech. Rep.

## Module 8: Monitoring and Reporting the Implementation of Response Strategies and WPS Initiatives

At the end of this module, participants should be able to;

- State the purposes of Nigerian National Action Plan (NAP)
- Outline the 5 Ps of the NAP
- Outline the process of monitoring the WPS initiative including NAP
- Explain and outline the process of EW reporting
- Explain the types and how to produce a credible report.
- Explain the process of monitoring EW reporting

**Introduction:**

Peace builders share a vision of where conflict can be prevented. Violent conflict affects men and women differently, while women are not always combatants in Nigeria and in the Northern States, they suffer great harm as a result of the conflict. The National Action Plan (NAP) for Nigeria is in support of the implementation of United Nations Security Council Resolution 1325. The objectives are to increase women visibility, representation, and participation, leadership, and decision-making in national mechanisms for prevention, management, and resolution of the conflict in Nigeria. This action plan sets up modalities for the inclusion of women in peacebuilding and peacekeeping activities in Nigeria.

The situation of women in Nigeria during violent conflict is pathetic. Women endure sexual violence, involuntary pregnancies, forced to flee their homes, fend for themselves and family when the male is in combat, killed or injured. Women also suffer from a post-traumatic stress disorder and psychological consequences of conflict, lack of traditional support, food insecurity, prohibition from owning land, fear of being kidnapped, used as sex slaves and domestic servants. Even after the end of the violent conflict, the impact of sexual violence persists, and sexual violence continues in some cases. This coupled with lack of access to education, financial independence and discrimination make the plight of women serious. These conditions of women in Nigeria makes the development of an action plan a welcome development.

The United Nations Security Council Resolution 1325 (UN Resolution 1325) on women, peace and Security and other WPS resolutions and declarations provides a framework for the protection of women and inclusion of gender perspective in peacebuilding activities. NAP is a road map and demonstration of government commitment to accountability in ensuring security for women and girls during violent conflict and their active participation in the peace process. It defines the important roles of different stakeholders (Government, Civil Society, Community Organizations and all relevant agents) at both policy and enforcement levels.

The Nigerian NAP is focused to address gender inequality in all the Pillars (5Ps) relevant to the Nigerian situation: Prevention, Participation, Promotion, Protection, and Prosecution anchored on the following priorities[53]:

- Participation: Increased political empowerment for women and engagement at all levels of decision making.
- Justice, Protection, and Peace: A more effective and credible justice and security the environment for women during and after conflict.
- Economic Resource and Support: Allocation of greater and more sustainable financial resources to support women in recovery processes.

[53]Adapted from: http://www.peacewomen.org/sites/default/files/NAPNigeria.pdf

**Activities / Exercise 8.1: What is National Action Plan (NAP)?**

**Purpose:** Understanding National Action Plan (NAP) and WPS
**Item:** Flipchart board, papers, projector, index cards and coloured pens
**Instructions:**

- Ask the participants to find a partner and discuss why it is important to have a national action plan for the implementation of WAP.
- Ask participants to state the reasons why NAP is needed.
- How can NAP be implemented?
- Make a presentation on Nigeria National Action Plan (NAP) and WPS.

**Activities / Exercise 8.2: Pillars of Nigeria NAP**

**Purpose:** Understanding the strategies of NAP
**Item:** Flipchart board, papers, projector, index cards and coloured pens
**Instructions:**

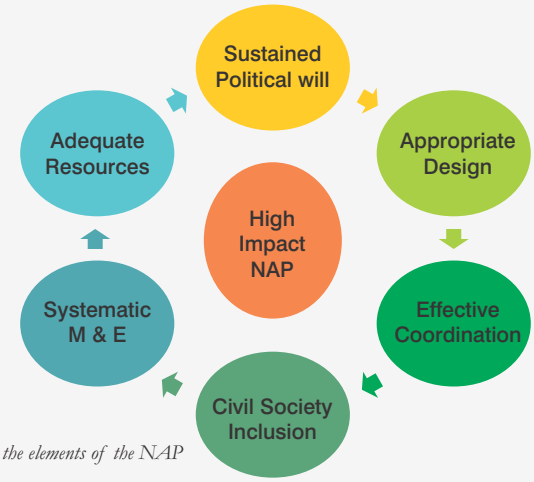
- Make a PowerPoint presentation on the strategies of Nigeria NAP.
- Highlight the importance of the 5 Ps.
- Monitoring and Implementation plans should be part of the presentation.

**Handout 8.1: Elements and Strategies of NAP**

**Elements of High Impact NAP**

- Sustained Political Will
- Appropriate Design
- Effective Coordination
- Civil Society Inclusion
- Systematic M &E
- Adequate Resources

The figure below shows the interrelationships between the various elements:




*Figure[54] 22: Relationships between the elements of the NAP*

[54]Courtesy of FMWASD (2017)

**Implementation and Monitoring**

Implementation of UNSCR 1325 is tracked through the "UN Strategic Framework on Women, Peace and Security 2011-2020", which includes targets and a set of global indicators adopted by the Security Council. The 5Ps are the framework for the Nigerian NAP; below are extracts from FMWASD (2017) explaining the concepts.

**Prevention**

- Reinforce preventive performance i.e. strengthen women's roles/contribution in conflict resolution
- Promote the culture of peace
- Strengthening early warning and early response mechanisms.
- Conduct research and documentation of lessons learned and best practices
- Identify and support the reforms of enactment of gender-responsive laws and policies.

**Participation**

- Train women and girls as mediators, negotiators, and conciliators in conflicts and post-conflict situations.
- Take special measures to ensure the participation of women at all levels of the peace process.
- Involvement of men and youths in the dissemination and enlightenment of the NAP.
- Take Measures to ensure increased participation of women in peacekeeping missions and in the security sectors.

**Protection**

- Strengthen women and girls' capacity to resist sexual and gender-based violence during and after conflicts.
- Empower women and girls in conflict and post situation.
- Ensure socio-economic empowerment of women and girls in post-conflict reconstruction and integration.
- Provision of adequate and accessible humanitarian services.

**Promotion**

- Undertake massive enlightenment programs to increase awareness creation on the provision of 1325, 1889 and 1820.
- Intensify advocacy against traditional and cultural practices that inhibit or obstruct the effective implementation of 1325
- Facilitate the engagement among government, civil society organizations and the media in the promotion of international, regional and national instrument on women, peace, and security.
- Create adequate funding to ensure effective implementation of 1325 Resolution in Nigeria.

**Prosecution**

- Establish special courts to try violators of women and girls during and after conflicts.
- Initiate a process of collaboration between the police and social workers in the prosecution of gender-based violence
- Develop a robust transitional justice program in Nigeria.

**Activities / Exercise 8.3: Early Warning Reporting**

**Purpose:** Strategies for early warning report

**Item:** Flipchart board, projector, papers, index cards and coloured pens

**Instructions:**

- Divide the participants into 2 groups.
- The groups will work on early warning reporting based on the assigned case study:
- Distribute the case study: Advocating for Gender and Diversity Sensitive Programming
- The groups will develop an incident and situational report for this case study.
- Included in the report should be tips on how to write an effective report.
- What are the steps to be taken in preparing the report?
- Develop a dissemination strategy for the report created.

**Activities / Exercise 8.4: Preparing Early Warning Report**

**Purpose:** Steps for early warning report
**Item:** Flipchart board, projector, papers, index cards and coloured pens
**Instructions:**

- Make a presentation on early warning reporting. It should include steps for EW reporting, tips for effective reporting, types of reports and features of credible reporting.

**Case Study:** Advocating for Gender and Diversity Sensitive Programming
Environmental change has led to the movement of cattle herdsmen from the Northern Nigeria to the middle belt. The cattle graze on farmlands. On one of such movement, the cattle trespassed on farmlands in Jos South in Plateau state. This led to a violent conflict between the Jos community and the cattle herdsmen. At the end of the violent conflict, properties in the villages and communities were destroyed and more than 20,000 people were displaced with 2500 houses affected. The EU has offered to respond to the devastation with a donation of US$200,000 for relief and rebuilding efforts.

**Handout 8.2: Early Warning Reporting[55]**

**Principles of Early Warning Information Reporting**
The reporting of EW should follow some principles, it should be timely, reliable, valid, accurate and verifiable. Quality control review is a process of ensuring objectivity and removal of bias/assumptions. It should include a proper reference to media, persons interviewed etc. In creating a credible report, the monitor should have information networks and relationships with the media and stakeholders with rich information needed. The report should be accessible and understandable to the target public as well as to those responsible for a response.

**What is EW Reporting?**
The reporting of data has to start with the collection and collation of the data. The reliability of the data is verified through a quality control process. The data is then analyzed; various scenarios are accessed and action plans are formulated. The final product is documented and communicated as an EW report. The warning contained in the report is assessed for response.

The EW report is a timely, reliable and accurate alert of the possibility of a conflict and a useful tool in the preparation of a response. It is used to create new knowledge and insights into an issue, the information is of high pragmatic value to the end users. It should follow ethical standards, should not breach confidentiality not withhold facts but should apply reasonable caution. It is an accurate information system that provides

[55]The session was adapted from the presentation of Dr. Chukwuemeka Eze

indicators and data that will be used to forecast the emergence of conflict. The report should be concise, use active instead of passive language and follow a linear narrative. The method for the report will depend on the context, structure, and design of an EW system, various methods can be utilized including online and paper-based.

**Tips for Effective Reporting**

- Brief, clear/snappy description of incident and situation as it is/was (no additions, omissions, exaggerations,
- Reliability: cross-checking, verification, and proof of it
- Continuous follow-up due to the dynamism of conflicts and changing environment

**Reporting Format(s)**

There are various forms of reports. Reporting format is influenced by data focus and analytical preference. such formats may include incidence and situation reports.

**Incidence Report**

It is a retrospective description of the sudden event that has already assumed violence or conflict dimension. Incident reports can be used to record and analyse patterns, trends, and frequency of violence. It is a flexible user-friendly Reporting format that facilitates the report and trend analysis of time-bound events e.g. Flooding, communal clash etc. The incident report strives to answer the following questions:

- What happened?
- How did it happen?
- Where did it happen?
- When did it happen?
- Who perpetrated the incident?
- Who were the target victims?
- Why was the incident perpetrated?

**Situation Report**

Situation Reports describes changes in the community perception and improvement or deterioration in a group relationship. It analyses the incentive for peace or violence and the capacity of government to control conflict emergence. Consist of a template with a checklist that facilitates effective monitoring and regular reporting of the following:

- Dynamics of an environment or issue under focus.
- Provides an overview of the general situation within the conflict-prone Community /area/zone.
- Describes changes that have taken place in the specific indicators, actions of the mobilised Groups and its implication for violence or peace

**Features of Credible E.W. Report**

The Reliability and Credibility of an E.W. Report depend on certain factors, which include:

- The degree of Neutrality of source
- Interests in conflict or conflict party
- Level of conflict awareness
- Relevance to a burning conflict.
- Stage of the conflict being reported
- Knowledge and skills of source
- Prevailing perceptions and Stereotypes
- Multiple referenced sources for triangulation and balanced reporting

**Report dissemination**

**The end-users of the EW report can include the following:**

- CBOs and NGOs
- Opinion Leaders
- Government Institutions/agencies e.g. Operation Rainbow, IPCR, NOA, NEMA, etc.
- International Organisations e.g. UNDP, OXFAM, ECOWAS, WANEP, EU, DFID, etc.
- Community members

**Key steps in report writing**

There are various steps in writing a report, the below is one example of possible steps:

- Develop the outline
- Organise your data and identify gaps
- Research the data-gaps and make sure data is updated
- Refine analysis
- Write up
- Review

## The "DOS" and "DON'TS of Reports Writing

| Dos | Don'ts |
|---|---|
| · Use short & focused sentences & paragraphs<br>· Use active language<br>· Use qualified statements<br>· Use structured narratives<br>· Use a linear logic and causal links<br>· Use balanced and sober language<br>· Use references when needed and appropriate<br>· Link analysis with a recommendation<br>· Flag key and important messages | · Use long and unfocused sentences and paragraphs<br>· Use passive language<br>· Use embellished, biased or categorical statements<br>· Use clichés<br>· Use unstructured narratives<br>· Use redundant adjectives<br>· Use words 'very' or any word that ends with 'ly'<br>· End with typos |

**Handout 8.3[56]: Monitoring, Evaluation, and Early Warning Reporting Template**

**Report completed by:**
**Designation:**
**Name of Organisation or MDA**
**Sector / Area of Focus**
**Date of Report:**

[56]Source: FMWASD (2017)

**Role in NAP Operational Structure:**

| NAP Pillars | Specific | Baseline | Output/ Result | Outcome | Indicator | Source of information | remarks |
|---|---|---|---|---|---|---|---|
| Pillar 1 - Prevention | | | | | | | |
| Pillar 2 - Participation | | | | | | | |
| Pillar 3 - Protection | | | | | | | |
| Pillar 4 - Promotion | | | | | | | |
| Pillar 1 - Prosecution | | | | | | | |

**Collected by:**
**Designation:**
**Date:**

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# Appendix 1: Case Study for EWS

## DISPLACEMENT BY BOKO HARAM[57]

Song is a town caught in a cycle of instability, which continues to threaten the safety and well-being of its population. Sporadic dissident attacks and counter-attacks by government continue to escalate. There is fear after the Boko Haram sect came to the town and abducted the students of the girls' secondary school. These military activities and tensions combined with poor governance and the dwindling inflow of resources has deepened poverty levels, reduced economic activities, intensified social problems, and made communities more vulnerable to communicable diseases such as HIV/AIDS. It has been rumoured that both government and Boko Haram groups are using rape as a weapon of war. Although no reliable statistics exist on the rate of HIV infection, it is estimated that 8% of the general population are infected with the virus, while rates are thought to be as high as 25% among combatants.

The ongoing conflict has resulted in steady migration and internal displacement of thousands of people. People are fleeing their homes in great numbers and are making their way to camps in neighbouring states. Camp populations are rising steadily and as a result, many of the camps are overcrowded. In addition, an unknown number of IDPs are living with host communities and in camps, and about 200,000 more are in inaccessible areas in the fighting zones. The number of unaccompanied and separated children is estimated to be very high. More than 20% of households are headed solely by women, with the percentage rising rapidly in the camps for displaced persons. The ongoing conflict and instability has interrupted women's economic activities, limiting their income and further reducing their ability to adequately care for their children. You are tasked with preparing a response for this situation.

- What will your central points/arguments be and how will you substantiate your call for action?
- Who are the key UN agencies, NGO's, and local authorities that should be present at the meeting?
- How will you foster collaborations between government and these key groups around the issue of sexual abuse and exploitation?
- What are the key instruments i.e. policies, conventions, programmatic commitments that you can draw on for support?

### Role Play 1: Convincing the Team Leader to include gender and diversity

There has been an attack by Boko Haram in Mubi and the area has been very badly affected. The attack destroyed most of the facilities in the town, the scale of the devastation was enormous, farm land and work places were in ruin and workers are rendered jobless. Many of the rural population used to supplement their income with low-paid office jobs in the city. They are worried about how they will make ends meet on the limited income from office jobs. At worst, some businesses in the city are no longer able to function based on the fear of attack of Boko Haram which has resulted in some individuals losing their secondary source of income too.

In most villages in the town, people were not aware of the impending attack till very late. The attack was sudden and well-coordinated that most of the resident ran to safety with only the clothes they were wearing. Crops that had been ripening on village farmland were destroyed, homes are in ruin.

[57]UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation

The Federal Emergency Management Authority (FEMA) is coordinating the distribution of food, water and other relief to stricken communities who have camped in IDP camps. Emergency stocks have been supplemented by a generous public response to appeals made by UNICEF. A Regional Disaster Response Team (RDRT) has arrived to work with members of the Participating FEMA. It is not yet known how many people will need assistance after the large- scale devastation. A member of the assessment team has experience of integrating gender into disaster assessment. However, she cannot convince the Team Leader and the rest of the RDRT that it is relevant to their work - "Gender is not a problem here!" she is told.

**Your Task**

- You are members of the Regional Disaster Response Team. Half of you believe gender and diversity analysis in response is irrelevant, that gender and diversity are issues in parts of the country but not here where the political system has always advocated that "men and women are equal."
- The rest of you in the team hold the opposite view i.e. that there are imbalances to be addressed and that you cannot assume that the situation of both men and women is equal. You believe that it is essential to approach assessment from a gender and diversity perspective to have effective programming.
- Ask for volunteers to role play the scenario of meeting the Regional Disaster Response Team on the relevance of adopting a gender approach to your assessment activities. There should be two groups, advocating for the positions.
- Give the volunteers time to prepare and time to act out the role play.
- Have time for debriefing

**Role Play 2: Advocating for Gender and Diversity Sensitive Programming**

Environmental change has led to movement of cattle herdsmen from the Northern Nigeria to the middle belt. The cattle graze on farm lands. On one of such movement, the cattle trespassed on farm lands in Jos South in Plateau state. This led to a violent conflict between the Jos community and the cattle herdsmen. At the end of the violent conflict, properties in the villages and communities were destroyed and more than 20,000 people were displaced with 2500 houses affected. The EU has offered to respond to the devastation with a donation of US$200,000 for relief and rebuilding efforts.

Humanitarian response in previous emergencies has shown that gender-based violence (GBV) – particularly sexual and domestic violence – increases in the immediate aftermath of such situations. As a member of the EWS Team, your analysis have shown that the situation has intensified pre-existing vulnerabilities and the situation of women and girls is of particular concern. Knowing this as part of your response strategy you added a budget targeting GBV into the Programme Plan of Action.

The EU is not convinced of the need for addressing the GBV and is questioning the programme plan of action.

**Instructions:**

- Form two groups and discuss how you could justify to the donor why you have a budget line on GBV in your plan, and what you will spend it on.
- The groups make a presentation in plenary

### Role Play 3[58]: Dealing with Resistance to Gender Issues

In planning an early warning response, your colleague Fatima was skeptical about the focus on gender and diversity issues during planning the response. She believes that other issues in the programming, such as response capacity and cooperation with external actors, are important issues, and attention is diverted from them when focusing on gender and diversity. She has extensive practical experience and argues that the magnitude of the task itself is so enormous that gender and diversity mainstreaming is a lesser priority. She says that people doing humanitarian work increasingly receive requests to apply holistic approaches and mainstream a whole range of cross-cutting issues, and have a hard time doing justice to all of them. Musa, however, believes, that gender is an important issue that men and women encounter violent conflict differently, therefore, it is imperative, that gender is considered in the response strategies been planned.

**Instructions:**

- Divide the participants into 4 groups, two groups should be in support of Fatima while the other 2 groups are in support of Musa.
- Let the groups plan a role plan on how to convince and marshal their argument.
- The opposing pairs role play their arguments in some detail.
- The opposing groups gives reasons why the group does not think gender and diversity should be prioritised. While the other group organize their argument on the premises that gender and diversity should be prioritized.
- For the first five minutes, the Fatima group marshal out his argument, thereafter, the Musa's group counter and present their argument.
- Thereafter, the focus should be on problem solving they have to come up with ideas on how to resolve the Fatima's reluctance to take a gender- and diversity-responsive
- They must write down all their ideas for possible solutions (e.g., obtain further funding to address gender and diversity issues, identify partners who can support gender and diversity work, increase their own skills on gender and diversity, etc.)— without evaluating them.
- Then, those ideas which are clearly not implementable are crossed out. Finally, the pairs decide together whether there is a mutually agreeable way forward.
- In a plenary debriefing of 10 minutes, focus on experiences gained.
- Is Musa more able to engage? Is the listener able to truly understand Fatima's point of view?

**Facilitator's note:**

- Feel free to alter Fatima's role to fit the situation in the location you are having the training. For example, you could focus on:
- More general resistance to gender and diversity training for early warning monitors, because Fatima believes they already know all about gender and diversity issues and believe nothing new will be presented
- Scepticism to focusing on gender and diversity in early warning programming for "cultural" reasons. In this case, you could propose an imaginary colleague who argues that while not all laws, procedures and practices in might uphold the principle of equality, they are culturally appropriate, and that the introduction of new gender- and diversity-sensitive laws, procedures and practices risks destabilising society. S/he believes that "gender and diversity sensitivity" is a foreign imposition on the culture. S/he believes that the traditional status assigned to men and women of all ages and backgrounds in society provides security in itself and that the resulting childbearing practices serve everybody well, as they provide order ("a boy will know his place in society, a girl will know her place").

[58]Adapted from DCAF Training Resources on Justice Reform and Gender (2009)

**Role Play 4[59]: Case Study: Rashieda – Understanding the implications of designing appropriate responses for women vulnerability after violent conflict**

Rashieda is a 30-year-old woman from Kasheri who arrived at a very large IDP camp with another family with her three young children. The town of Kasheri where Rashieda lives has been devastated by Boko Haram. Rashieda's husband was killed in the attack and her elder son stayed behind to look after their home. She feared that their land will be stolen if they leave the home unattended. Rashieda, like most women in her community, has limited reading and writing skills and has never had a job. Before she fled, her husband took care of everything. She now finds herself alone with no money as their transport. She has walked a long way to this settlement with other families, along with others from her village. She has heard that she will find assistance here

Rashieda takes her children with her to get herself registered for shelter but is asked for her husband. She tries to explain the situation to the men at the registration desk but they are calling the next person in line to come forward. In the crowd, she is pushed aside and one of her children gets hurt in this pushing. The other two children start crying. She finds herself in the open surrounded by many men. She feels confused and scared for her own and her children's security. She locates the family she came with and requests them to take her and her children in the shelter they are being given.

She takes a sigh of relief but soon starts feeling uncomfortable as the shelter had both men and women living in it. Women were using one corner of the shelter and were sitting and the other corner some men were sleeping and others were sitting. After a while, men go out as it is too hot in the camp. They told the women to stay inside and well covered as outside other men are roaming around also. The women wait for the men to go to sleep to lie down so that they are not in any inappropriate position.

Rashieda is increasingly depending on the men of the family she requested for shelter for the things that are being distributed. She heard the story of another woman who was raped, she heard that she was lured by an unknown woman for food distribution and later she handed her over to some men in a nearby school, which is now empty. She talks to the women of the men she is sharing the shelter with to ask their men for some baby food and sanitary napkins. Women share few sanitary napkins with her and tell her to arrange more for herself as they cannot ask men to get this kind of stuff from the distribution point.

There are only two water points at each end of the camp. Rashieda borrows a water container from her neighbour and walks with her children to the water point. She finds a long line of women and children waiting for a turn at the hand pump. The pump is guarded by two armed government police officers who do not say much. Rashieda is afraid, but she waits and eventually gets water and carries it back to her small tent. She has a bit of rice and tea in her belongings. Cooking over a neighbor's fire and using a cooking pot she brought with her, she cooks a small meal for her children with the water. She feels like bathing but is not satisfied with privacy arrangements for the washrooms and decides not to. She bathes her children with the water that is left.

There are pit latrines along the edges of the camp, far away from Rashieda's tent. She only goes there when she absolutely needs to – it is dark and frightening. Although there are individual latrines with plastic sheeting and doors, there are no locks on the doors and the latrines are not separated for men and women. There are many rumors about sexual violence at the latrines at night.

[59]Adapted from Saudi Heart Program (2014)

Rashieda is having severe abdominal pain and difficulty in urinating. She walks with her three children to the health centre. When she arrives, she finds a large group of people waiting to see a doctor. There is a table in the middle of the crowd where a male health worker is sitting with a clipboard. Rashieda approaches him and explains why she is there. He tells her that the clinic is open only for emergency situations only and gives her pain killer and asks her to return in two days' time.

Due to not being able to take bath Rashieda has developed a serious skin and urinary tract infection and is in extreme pain and the painkillers seem to be not enough to help her pass two days. She becomes weak with high temperature and its becoming difficult for her to look after her three children. In desperation she is sending her son (8 years) the eldest of the three young children to the distribution and water point to collect food items and water. Not surprisingly, Rashieda's physical and mental health begins to suffer and she is no longer able to care for herself or her children.

**Instructions:**
Divide the participants into 4 groups to discuss the case study.
In your small group, please read the full case study and then highlight where gender has played a role in Rashieda's experience.

Outline the issues of cultural constraints on women's mobility and participation;
Analyse the vulnerability of female-headed households in the absence of men
Analyse the implications of the vulnerability to women of men making decisions for them;
Explain the problems of male only medical providers; and the importance of women-only groups for building women's confidence and encouraging women to speak out.

**Role Play 4[60]: Background**
Access to basic humanitarian services is a basic human right as well as an indispensable means of recovering from a violent conflict. The towns of Gombe, Bajoga and Madagli is recovering from a major attack from Boko Haram that has left nearly 50,000 people unable to access the basic requirements they need - clean water, adequate shelter, food, sanitation and healthcare. Poor access to basic services and implementation of EW undermines general confidence in the reliability of responses from EWS. You are members of the affected community who have had problems with access to basic services. You are invited to speak to an assessment team focused on access to services and facilities questions and keen to understand whether gender and diversity play a role in access issues.

**Instructions:**
Split the participant into a women's subgroup and a men's subgroup to prepare for the meeting with the assessment team. This does not mean that only males can play the role of men and females the role of women, but identify one sub-group clearly as the women's group and the other as the men's group.
The men's group is given MEN briefing note and the women's group is given WOMEN briefing note, from which to prepare the meeting.

- Discuss the practicalities of the meeting (who will speak when and about what) so that you can use the meeting time to maximum effect.
- Have a role play where there is the assessment team, the women group and the men group.
- Have a debriefing session after the role play.

[60]Adapted from International Federation of Red Cross and Red Crescent Societies (2003). Seven Moves: Gender and Diversity in Emergencies - Exercise Book

**MEN briefing note - The men's perspective:**

- The emergency response/DRR teams are mostly staffed by men, which is how it should be, because women must be protected in the home. Practically speaking, this also means we know who we can talk to.
- The officials in the agencies need more education and training.
- We have to represent the family to the public; so, if we feel we want to access the feedback and complaints system it clearly must be the male head of household who has to bring the case forward, not our wives.
- The assessment team does not need to worry about this idea of "gender" as there are no problems between men and women in the communities.

**WOMEN briefing note - The women's perspective:**

- Most humanitarian/emergency services reflect the interests of men. We do not count.
- Some activities such as reconstruction of our homes effectively discriminate against us.
- There are no female staff. The men just do not understand what it is like for us and they don't care. They are rude.
- Most of us have neither the time nor the money to make it to health facilities or distribution points.
- It is hard to find persons to take care of our children when we go to the health centre or to distribution points.
- Our men do the talking, make the decisions and represent us outside the home. A lot of us have not even gone to school.
- We do not think there is any assistance for us, especially after so many of us suffered so badly during the recent disaster.

# GENDER-SENSITIVE EARLY WARNING AND RESPONSE STRATEGIES

UN WOMEN. JUNE 2018

*"Promoting Women's Engagement in Peace and Security in Northern Nigeria"*