



Learning Exchange
“Gender Sensitivity in Preventive Action Practice:
Comparing Challenges, Finding Solutions”

05-07 June 2012
Abidjan, Cote d'Ivoire



REPORT

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I. List of abbreviations

ACCORD	African Centre for the Constructive Resolution of Disputes
CECORE	Center for Conflict Resolution
CEFCI	Centre Féminin pour la Démocratie et les Droits Humains en Côte d'Ivoire
GPPAC	Global Partnership for the Prevention of Armed Conflict
IID	Initiatives for International Dialogue
MRI	Men's Resources International
NAPS	Network of Africa Peace Builders
NMFA	Norwegian Ministry of Foreign Affairs
UNSCR 1325	United Nations Security Council Resolution 1325 on Women Peace and Security
WANEP	West Africa Network for Peacebuilding
WANEP-CI	West Africa Network for Peacebuilding, Côte d'Ivoire
WPP	Women Peacemakers Program (previously IFOR-WPP)



II. Introduction: Background and process of the exchange

“The agenda for gender equality will be achieved when men stand as allies with women to challenge and transform notions of dominant masculinities across cultures and promote positive masculinities and social justice. Men also have much to gain in health, general wellbeing and safety through this change.”

Alimou Diallo of the West Africa Network for Peacebuilding/WANEP, a participant of the 2009 WPP Pilot Training of Trainers and participant of the Learning Exchange.

On 5-7 June 2012 in Abidjan, Côte d'Ivoire, the Global Partnership for the Prevention of Armed Conflict (GPPAC) and the Women Peacemakers Program (WPP)¹ co-organized a Learning Exchange “Gender Sensitivity in Preventive Action Practice: Comparing Challenges, Finding Solutions”. The exchange was hosted by WANEP Côte d'Ivoire, a member of the West Africa Network for Peacebuilding (WANEP) which coordinates the GPPAC network in the West Africa region. Participants of the exchange attended from the GPPAC regions of South Asia (India and Nepal), Southeast Asia (Indonesia and the Philippines), Eastern & Central Africa (Burundi and Uganda), Southern Africa (South Africa and Zambia) and West Africa (Côte d'Ivoire, Ghana and Nigeria). The trainers and facilitators involved in the exchange were from Germany/the Netherlands and the United States of America.

Background

The idea for a learning exchange between GPPAC's programmes on Gender and on Preventive Action developed as part of GPPAC's gender mainstreaming initiative, which was started in 2009 and has been supported by a Gender programme since 2010. GPPAC's thematic work on Preventive Action originates from its former programme on early warning and early response. As a thematic priority, Preventive Action is supported by a Core Group consisting of experts from the GPPAC network. Since its planning period for 2011/2012, GPPAC has sought to address gender mainstreaming in ways that suit the different themes and strategies of the network and their ways of working. The GPPAC Preventive Action Core Group indicated a need to integrate gender-specific considerations into a Conflict Analysis Framework which was being drafted for the programme with input from the Core Group and key partners. The Coordinator Gender from the GPPAC Global Secretariat provided gender-specific input to the framework in writing and during a face-to-face meeting of Core Group members in Madrid on 9-10 May 2011. The initial input helped to highlight gender as a useful category for conflict analysis and led to the inclusion of gender perspectives in follow-up meetings and projects under the Preventive Action programme. However, the meeting also identified the need to develop more detailed, practitioner-oriented guidelines for conflict analysts who use the

¹ During the time of the Learning Exchange the Women Peacemakers Program was a program of the International Fellowship for Reconciliation (IFOR). The WPP has since established itself as an independent organization – this has been reflected throughout this report but no changes have been made to previously published documents included in the Annexes.

framework in the field; both for those who are not aware of the relevance of gender perspectives to conflict analysis and for those who encounter gender-specific challenges in conducting their analysis.

In a critical discussion on the role of men and women in maintaining traditional power relations in society, participants acknowledged that women often find it safer to “stay inside the traditional box” which can limit their influence on changing power relations. As male allies, men have a role in raising awareness among women how they might unconsciously support traditional masculinities.

As part of its gender mainstreaming initiative, GPPAC has also increased its collaboration and partnerships with organizations and networks that work specifically on gender issues. One of GPPAC’s partners is the Women Peacemakers Program (WPP), which focuses

on training and empowering women peace activists and has in recent years developed a successful training of trainers’ module on masculinities and conducted trainings for men to engage as allies to women peace activists. The aspect of masculinities further complements GPPAC’s work on mainstreaming gender as it helps to engage the whole network as activists and allies and makes gender a relevant category of analysis for all members. The significant overlap in network membership between GPPAC and WPP in a number of regions and WPP’s expertise on the topic of masculinities were key reasons for this partnership to organize the Learning Exchange.

Process

The GPPAC-WPP Learning Exchange was supported with funding from the Norwegian Ministries of Foreign Affairs (NMFA). The NMFA has supported GPPAC’s gender mainstreaming initiative for several years, including specific support provided to several regional networks. The Learning Exchange was organized as an exchange of experts from the participating regions on the topics of Preventive Action and Gender. In response to the need to localize the



experiences as much as possible, it was agreed that the exchange should be hosted in Africa; after a consultative process with the relevant regions, the West Africa network offered to host the exchange in Côte d’Ivoire. GPPAC Africa regions were involved in developing Terms of Reference for the experts to be invited to the exchange (see Annex 2), which were then applied for the selection of participants by regional networks (see final list of participants in Annex 1). To enable a representation from the involved regions that ranged as broadly as possible, the Learning Exchange was held in English and French, with simultaneous translation available for participants and facilitators. A resource kit (see Annex 6), containing background information on the project as well as key documents for use during the exchange, and participant profiles were circulated for preparation of the workshop.

The three-day learning event brought together fifteen male and female practitioners with expertise in Preventive Action, Conflict Analysis and Gender Analysis from the regions of Eastern & Central Africa, West Africa, Southern Africa, Southeast Asia and South Asia; as well as from the WPP, Men's Resources International and the GPPAC Global Secretariat. Participants shared regional experiences and challenges on conflict analysis for Preventive Action and gender analysis with a masculinities perspective and participated in a masculinities

workshop organized by the WPP and Men's Resources International. The participants worked with specific tools for conflict analysis provided in the GPPAC Conflict Analysis Framework, and provided recommendations on how to make the tools gender-inclusive and encouraging those who apply them to carry out their analysis with a "gender lens", building on GPPAC's experience in Preventive Action work and WPP's expertise on masculinities and the role of men in addressing and promoting a gender perspective in peacebuilding.

The importance of a working relationship between civil society and government level in utilizing Conflict Early Warning and Early Response systems as part of an infrastructure for peace, and building local capacities for the collection and analysis of gender-sensitive data was emphasized by participants from the *Center for Conflict Resolution*, Uganda, the *Institut Titian Perdamaian* (Peace Building Institute), Indonesia and the *West Africa Network for Peacebuilding*. Incorporating Human Rights frameworks in EWER systems was highlighted as a challenge that still needs to be fully addressed.



The exchange was an interactive event, drawing on the collective expertise of participants involved, and with room for discussion and exchange. Towards the end of the exchange, the participants developed actions plans on a country and sub-regional level, on how to further distribute the outcome of this meeting within their own networks and organizations.

Organized by WANEP-CI, the participants met with women activists from Côte

d'Ivoire who shared their personal stories on the role women played, and still do, in the political crisis of Côte d'Ivoire, and how they were determined to be an active part of the political future of their country. In addition participants were able to meet with the Ivorian Ministry for Women, Family and Children to exchange insights and lessons learned on the Implementation of UN Security Council Resolution 1325 in their respective countries.

The three fruitful days ended with a press conference where representatives from the group presented the outcome of the Learning Exchange to the Ivorian media.

III. Reflection: Exchange objectives and workshop sessions

Objectives of the exchange

Based on the recommendations from the Preventive Action Core Group and on preliminary consultation with GPPAC regions, the following objectives and envisioned outputs were identified for the GPPAC-WPP Learning Exchange:

- To gather regional and national experiences and challenges in regards to integrating a holistic gender perspective in Conflict Analysis for Preventive Action;
- To develop a tool kit that guides the *practical* implementation of Gender-Sensitive Conflict Analysis for Preventive Action in the field.

In line with these objectives, the Agenda for the Learning Exchange (see Annex 3) was developed with a view to enabling sharing among participants from their own context, including specific challenges; providing an introduction both to the Conflict Analysis Framework as well as to the topic of masculinities; and ensuring time to work with and improve the conflict analysis tools provided in the Framework from a gender perspective, as a direct output of the exchange. A resource kit (see Annex 6) was developed in advance and shared with participants in preparation for the exchange.

Workshop sessions

With three days available for our workshop, our agenda was ambitious – including a few ad hoc changes which had to be made due to travel delays. However, with a very strong group of experts in the room on all the topics that were to be covered, as well as enthusiasm from participants to engage, we were able to work with the available time. The interactive nature of the workshop and eagerness of participants to exchange their views and knowledge across countries, continents and work fields provided a pleasant and enriching atmosphere.



Starting the day with an introduction round among participants, the facilitator of the workshop from the GPPAC Global Secretariat started with a review of **expectations**, which participants had been asked to submit in advance of the meeting, an outline of the workshop objectives and a short **baseline** exercise which was repeated after the three days. Having set the stage for our time together, we went right into a session on **comparing challenges** from local contexts,

where participants from Zambia, Indonesia and Burundi presented case studies from their field of work across the fields of Preventive Action, conflict analysis and gender analysis. Participants highlighted best practices and challenges from their own background and experience of applying gender perspectives in their practical work around Preventive Action, and encouraging other practitioners to do the same. The case study presentations were followed by an **interactive**

discussion which allowed the group to further compare the various approaches to integrate gender perspectives in peacebuilding work, as well as finding common challenges and ideas to address them in their context. Participants experienced these discussions as very fruitful and were keen to ensure that case studies from all countries represented in the group could be shared during the workshop. Since the agenda was being adjusted to accommodate for logistical challenges, the group decided to focus on the topic of masculinities for the afternoon of the first day but to include additional case study presentations from India, Nepal, the Philippines and Uganda in the agenda for the next day.

The afternoon of the first workshop day then focused on the topic of **masculinities** in two refresher sessions: an introduction and short **exercise/analysis** on gender and masculinities in peacebuilding; and a practical **training session** on integrating gender and masculinities concepts into active

In their masculinities training session, resource persons from *Men's Resources International* and the *West Africa Network for Peacebuilding* emphasized the importance of a personal transformation process to review and acknowledge the cycle of male socialization and to locate opportunities for men beyond that, as well as taking this on to transformation at the institutional level within their own organization.

nonviolence work. The sessions were facilitated by the Women Peacemakers Program and Men's Resources International. The WPP facilitator introduced a checklist developed by the organization on gender-sensitive active nonviolence (see Resource Kit in Annex 6); and a former trainee from the WPP Training of Trainers for men on masculinities shared his personal, powerful **story of transformation**. For most participants, the topic of masculinities was an aspect which was new to their work or allowed them to deepen their initial knowledge. The training session on masculinities and the story of the WPP trainee were both highly appreciated as inspiring and powerful examples of how a masculinities perspective can encourage a

process of personal transformation and empowerment, leading towards strong alliances between men and women striving for gender equality in their society. While the workshop did not provide additional time for this, many expressed a wish to go deeper into the topic, highlighting an overall need for practitioners to be able to invest in further understanding and incorporating the concept of positive masculinity in gender-sensitive peacebuilding practice and to relate to those with experience and expertise in applying the concept. However, the pre-post baseline evaluation on the various aspects which the workshop sought to cover indicates that especially on the topic of masculinities, participants already felt more informed and knowledgeable after the workshop (see Annex 4).



The second day of the workshop started with participants' case study presentations on four additional countries and **comparing challenges** on incorporating gender perspectives in those, using the format from the previous day for interactive discussion. This was followed by an introduction to

the **Conflict Analysis Framework** developed by GPPAC and partners – having received this within the resource kit, the group now had time to discuss questions and approaches suggested in the framework, as a basis for engagement with the framework’s specific tools. Based on the exchanges from the previous sessions on both local contexts as well as the concept of masculinities, participants then familiarized themselves with the **tools for conflict analysis** suggested in the framework. The group divided into three smaller groups on Asia, French-speaking Africa and English-speaking Africa based on regional contexts and practical (language/translation) reasons, and worked with four of the conflict analysis tools. In a first session the small groups **applied** the tools to a context they had chosen from the case studies, followed by plenary presentations and feedback; this allowed participants to clarify questions on the tools and to start identifying both useful and challenging aspects of the tools in terms of language and setup. The generous amount of **time** scheduled for both this and the following session proved to be essential to allow for an in-depth discussion of the framework, and to arrive at the clear and concrete recommendations provided in chapter IV.

In their case studies and conflict analysis, participants from the *Network of Africa Peace Builders*, Zambia, the *Mahanirban Calcutta Research Group*, India, the *Center for Conflict Resolution*, Uganda and the *West Africa Network for Peacebuilding*, Ghana, emphasised the importance to look at the gendered impact of the situation of refugees in the analysis of any given conflict context – including aspects of identity, repatriation and reintegration, land conflicts, and practices of early marriage and family relationships.

After this initial session to utilize and assess the tools, the three groups gathered again for the afternoon of the second and morning of the third day to develop **concrete recommendations to the conflict analysis tools** suggested in the GPPAC Conflict Analysis Framework, primarily from a gender perspective but also emphasising other elements of diversity and masculinities. Each group presented their recommendations to the plenary and in a final session which was conducted interactive and on screen, the

input to the tools was finalised (see chapter IV for the results/recommendations). Participants then gathered for a final session in small groups to develop and present **follow-up action plans** to the Learning Exchange; including plans on a country and sub-regional level and ideas on how to further distribute the outcome of the workshop within their own networks and organizations. Since at the point of the exchange, no funding was secured for follow-up activities, participants were asked to present action plans which could, where possible, be embedded in other GPPAC activities in their region and also gave an **indication of needs** for budgetary and content/organisational support. In a final session, the group looked back to the beginning of the meeting, checking whether the **expectations** confirmed for the workshop had been fulfilled and going through the “parking lot” where additional topics had been collected throughout the days; and concluding the baseline exercise.

A final **feedback** round provided an overall positive evaluation of the workshop as an initiative of GPPAC’s Preventive Action and Gender programmes; including the focus of the workshop on **Preventive Action, gender and masculinities** and on the opportunity for participants to engage with practitioners from diverse regions of the GPPAC network and enrich their own perspective. The opportunities to exchange with **local women activists** were also appreciated; however participants

emphasised that this would have best been combined with a field visit; both for more exposure to local peacebuilding activities and culture as well as providing an alternative setting to the meeting room for discussions. Participants highly valued the acknowledgement of the **role of men** and positive masculinity in the work towards gender equality in peacebuilding as part of the workshop programme, and the contributions of the Women Peacemakers Program and the resource person from Men's Resources International to the training. Much appreciation was expressed towards WANEP - Côte d'Ivoire as our **host** of the workshop, including the preparation and logistics as well as organization of local meetings; and towards the interpreters for excellent English-French **interpretation** services and great flexibility during the group work, which in the eyes of participants provided an important "bridge" for communication. This feedback was confirmed in the final evaluation conducted after the exchange. Finally, participants were looking forward to the **final toolkit** from the Conflict Analysis Framework – with emphasis on the need to provide this in both English and French – and stressed the **importance of continuing workshops** like the Learning Exchange, both as follow-up meetings of the Learning Exchange group but also broadening out the initiative to more GPPAC regions and members.

Engaging men as power holders *and* as those targeted in contexts of war because of their gender (in different ways from women) to become male allies in initiatives on gender equality was one of the main objectives of the *Women Peacemakers Program's* pilot Training of Trainers for men on gender-sensitive active nonviolence.

Having concluded the workshop and traveled home again, a common challenge is to **follow-up** on the activity or meeting and to **continue communication** among participants and facilitators, who are all likely to be immersed in their home contexts again. Another challenge particular to this exchange is to ensure follow-up on **activity plans** created during the workshop, including looking for adequate resources and, ideally, matching ideas for local-level activities with the practical implementation of the final toolkit and support to the broader gender mainstreaming initiative of GPPAC at regional level. To ensure that internal conversations both on content as well as on follow-up strategies can continue virtually, a community has been created on the Peace Portal (www.peaceportal.org) after the exchange, with private access for participants of the workshop to documents and an internal discussion forum.

IV. Results: Input to the tools in GPPAC's Conflict Analysis Framework

One key objective of the Learning Exchange was to identify ways of encouraging more gender-sensitive conflict analysis among practitioners in the field, and to provide direct input to the analysis tools proposed in the Conflict Analysis Framework which is being developed by GPPAC's Preventive Action Core Group and key partners. By proposing revisions directly on the language and setup of the tools themselves, the tools can be easily adapted to encourage practitioners in the field to apply gender perspectives to their conflict analysis. The proposed changes and additions are phrased to a) directly point out where gender considerations – often with an emphasis on diversity and a masculinities perspective – should be taken into account when applying the tool in practice; and b) encourage gender sensitivity in a less direct way by suggesting a more inclusive terminology in the tools. The sections below include overall comments made on the analysis tools; as well as the tools themselves with suggested adaptations in red font.

Overall comments and suggested improvements

Comments on the Conflict Analysis Framework:

- Conflict analysis teams should be made up of men and women with appreciation of gender sensitivity
- Include a note in the framework on how traditional gender roles can be used strategically to analyse conflict, for example masculinities roles can influence male attitudes to war, fighting, etc; women can use their femininity to advocate for peace (politicization of motherhood) and to end violence
- Keep the objectives for action in mind while doing your analysis

Comments on the Conflict Analysis tools:

- Use all tools with groups of women/men/youth separately to obtain diverse perspectives and balanced & holistic information
- Include youth/boys and girls but separate from gender to avoid a “women and children” jargon
- A lot of the tools are using binaries (dividers-connectors, primary-secondary...)
 - Do not use a binary focus but enhance the tools (as suggested per tool) to reflect the diversity of actors/affected groups and to ensure that women's roles as active agents can be reflected, to highlight the roles all genders play in conflict. This opens the tools up to include those “in between”, going beyond those actively involved in the conflict and including potentially affected groups (primary-secondary gives a value judgment of actors)
 - The tools need to accommodate and acknowledge change in actors (instead of being seen as a once and for all analysis)
- Create a separate tool on gender dynamics (to bring out the different negotiating capacities, etc for conflict transformation)

1. The Conflict Tree

THE CONFLICT TREE²

What is it? *This is an exercise for analyzing the causes and effects of a given problem. It can serve as an initial step in preparation for later steps of analysis, such as systems mapping. The Conflict Tree works with one or more core problems, and then identifies the root causes, and the effects of the problem.*

Purpose:

- To “unpack” one or more problems to see how they work;
- To distinguish between underlying causes and effects—which can help in strategizing (that is, working on effects rarely produces permanent change);
- To provide the basis for discussion within groups about what they can or should work on in conflict resolution; and
- To enable groups in conflict to discuss causes and effects.

When to use it:

- This can be a first step in conflict analysis, especially if you have only identified a problem.
- Use is when you need a simple tool to provide the basis for discussion within a program team or among stakeholders.
- This exercise is best done in a group, in a workshop setting.

How to Do It

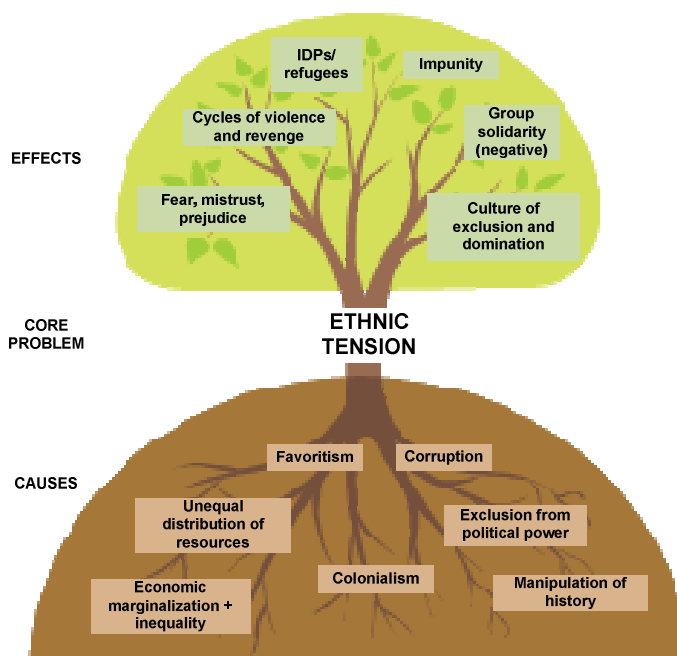
1. Hold a preliminary conversation with a group of workshop participants to determine what they see as the main conflict problems. These could be brainstormed on a flipchart or board, and then discussed to decide which of the items identified are Core Problems. Try to limit it to no more than two or three.
2. Draw a simple picture of a tree, including roots, trunk and branches—on a large sheet of paper, chalkboard, flipchart, or anywhere else convenient. Write one of the Core Problems on the trunk.
3. Give each person several cards or small sheets of paper (about 4 x 6 inches or 10 x 15 cm) or large “stickies” and ask them to write a word or two (or a symbol or picture) on the cards, indicating a key issue in the conflict, as they see it.
4. Invite people to attach their cards to the tree (using masking tape, if needed): on the roots, if they think it is a root cause; on the branches if they see it as an effect; or on the trunk, if they think it is an aspect of the Core Problem.
5. Once the cards have been placed, facilitate a discussion regarding the placement of the cards. Are they in the right places? If someone disagrees that something is a cause or an effect, ask why, and why the person who places it there thought it should go there. Try to reach agreement about placement of the cards. **Also try to reflect the causes and effects by levels or “offshoots” of the tree’s roots and branches (for example, a direct effect of the**

² Adapted from Fisher et al, *Working with Conflict*, Zed Books, 2000.

core problem can cause another less direct one which is then placed on a smaller branch of the tree).

6. Once you have completed a “tree” on one of the Core Problems, move on to the others, if there are any. (You could have only one Core Problem.) Repeat the steps above with cards, placement, and discussion.
7. In addition to each Conflict Tree, you may also want to draw up another tree and repeat the above steps by asking participants to write down ideas on how we can transform the causes and effects. This discussion results in a Transformation Tree where the ideas for transformation are attached to the causes/roots and effects/branches of the tree; the label of “Core Problem” should be exchanged for “Key Transformation”, reflecting the main transformation process that addresses the Core Problem identified in your Conflict Tree. The Key Transformation does not need to be identified at the beginning but can develop out of the discussion on transforming causes/effects.
8. If you have completed several trees, facilitate a discussion regarding how the trees interact. Do effects in one tree reinforce causes in the same tree or become causes in another tree? Do we see similar causes in several trees? Are there patterns which emerge?
9. Following this discussion, you can use the trees as the basis for discussing potential points of intervention in the conflict. Given who we are and our mandate, what we do best, and our capacities, where can we make a difference? Is it to alleviate the effects (symptoms) or addressing root causes? How can we best get at the Core Problem? What have we done so far, with what results? Is there another approach that might be more effective?

EXAMPLE: Ethnic Dynamics in Burundi



2. Stakeholder Analysis

STAKEHOLDER ANALYSIS: Positions, Interests, Issues and Power³

What is it? A relatively simple tool for developing a conflict profile of each major stakeholder—and some minor ones.

Stakeholder analysis involves listing the primary (directly involved), secondary (interested) and tertiary (affected) parties, and then identifying, for each one, their stated (public) positions or demands, the interests that lie behind those demands, and the basic needs that might be involved. The process continues to identify the key issues in the conflict, the sources of power and influence of the party, and finally an estimate of the willingness of the party to negotiate.

Note: Use the tool with separate groups of women, men and youth in order to obtain gender balanced and holistic information and to reveal innovative entry points for action.

Purpose:

- To understand each party and their relation to the conflict;
- To develop a deeper understanding of the motivations logic of each group;
- To identify the power dynamics among the parties;

When to use it:

- In a preliminary way, before working directly with the parties, but then updated or elaborated as you gain information from working with them;
- In preparation for a negotiation process—as these factors will influence how the parties act at the negotiating table and away from it; and
- Later in a negotiation, to provide information that might help break a deadlock.

Variations in use:

- Some variations leave out “needs” as too basic.
- Some variations of the table add a column as to the importance of each issue for the different parties (sometimes an issue is of primary importance for one party, but less important for another—which gives room to negotiate).

How to Do It

1. Brainstorm a list of the parties to the conflict, including major groups/individuals and minor groups and identifying women, men and youth in each category.
2. Mark the list, showing which groups/individuals are primary parties and which ones are secondary and tertiary. Primary parties are the main individuals or groups involved and without which the conflict or dispute cannot be resolved, while the secondary parties may have some influence or interest but are not directly involved; tertiary parties are not actively involved but affected by the conflict or dispute in terms of geographic location, outcome or process. Example: In a dispute over land, the tribal elders and the people who have been using the land or claiming ownership might be primary parties, while the District Officer or

³ Adapted from CDR Associates, Boulder, Colorado (various training manuals).

other neighbors might be secondary parties. People with land close to the disputed area or related to the other parties through family or tribal relations might be affected as tertiary parties.

3. Place the groups on the table, with the primary parties at the top. (Note: if you are working in a group or workshop, you might draw the table on a whiteboard or blackboard or with flip chart paper. If only one or two people are doing this, it is fine to work with regular paper.)
4. Take the groups one by one and fill in the additional columns, using the following definitions of the categories:

Positions: The stated demand(s) or public declaration by the party or stakeholder. A labor group might say, “We demand a 10% increase in the hourly wage!” “A nomadic tribal group might state, “This has been our grazing land for thousands of years. You have no right to take it for settled farming.” Clarify if women, men, young women and youth have different positions for or within a party and where are commonalities and differences (also across parties). If possible, also indicate the absolute maximum/minimum negotiating position of each party.

Interests: The preferred way to get ones needs met—or concerns and fears that drive a position. The labor group cited above might have an interest in making sure that wages keep up with inflation, or they might be afraid that they will not be able to support their families. The tribal group has an interest in protecting open grazing rights. Also identify the desires, concerns and fears which drive the positions of women, men and youth – this will help you to identify differences and commonalities across parties.

Needs: Basic human needs that are required to live and prosper. These include material/physic, social and cultural elements. When basic needs are threatened, people often react forcefully. The labor group is concerned with the wellbeing of their families, related not only to making sure they have housing and food, but also social status and other intangible factors. The nomadic group might be fearful that settled farming will deprive them of their traditional livelihood and culture, which, in the extreme case, might be associated with actual survival. Women may value different basic human needs higher than men, and youth may again differ in their priorities. The needs of different groups or actors may be mutual and can inform each other, therefore it is important to look across different groups.

Issues/Problems: What are the specific issues involved with the conflict? Are the parties/stakeholders concerned with identity, land titles; wage rates; threats from armed groups; justice, territorial boundaries; recognition/status; voting rights; participation in decision making...or some other issue? How do they express the issue? What are different and common impacts of the issues on women, men and youth (potentially across the conflict parties) and how are they more and less affected?

Means of Influence/Power: Groups derive power and influence from different sources. Some are influential because they control resources (money, land, key commodities, jobs, access to financing/loans, access to media, oratory). Others gain power through political position, either elected, appointed, or dictatorial. Some politicians are powerful because they represent a large and

active constituency. Others enjoy the support of a military force or faction. Certain people are influential because they have close relationships with powerful people. Some groups/individuals have the ability to promote a positive agenda, while others exert negative power by delaying or destroying. Positions of power tend to be distributed unequally between men, women (including female leaders) and youth – however conflict can also affect power dynamics which makes their potential power worth exploring in an analysis.

Willingness to Negotiate: Some parties may be quite reluctant to come to the bargaining table to settle a dispute or resolve a larger conflict, while others are ready to talk. Other affected parties may be important to involve but face challenges in joining the negotiations (due to timing, location, “language skills” needed to engage and be respected in an official setting) It may be important, not only to identify the degree of willingness, but also to explore *why* they might be either willing or unwilling, possibly related to the associated costs, financial or otherwise. Negotiation theorist talk about the “best alternative to a negotiated agreement” (BATNA), which looks at what the party could do if they don’t negotiate. A labor group might feel that they are in a weak position at the moment—so they might opt to strike first to show their strength, and only later agree to talk. A group of women or youth might have a strong opinion or suggestions to contribute to the talks but may feel unprepared to appear in an official negotiation setting, especially if they can only send one representative who might have to face discrimination/disrespectfulness for not acting in line with cultural norms. A nomadic group might look back over thirty years of conflict over grazing rights and settled agriculture and feel that they have never gotten a fair deal—and therefore distrust any negotiation process. They might prefer to cause disruption as a way to build negotiating power before agreeing to talk.

Status of Negotiation: Especially in a very dynamic conflict setting it is important to keep track of the status of negotiation at the moment of your stakeholder analysis, which will help you track changes when you fill in your analysis sheet a second, third time etc. This may also result in changes in the above categories and completely new information. For example, overlooked actors can change into important ones (eg from vulnerable groups to recruitment communities) and will then need to be included among the people/parties to the conflict.

As you fill out the chart, you may discover that you need to seek additional information on some groups. That is fine. You don’t have to do it all at once.

STAKEHOLDER ANALYSIS: Positions, Interests, Issues and Power⁴

In each of the categories below, identify wherever possible the involvement of women, men and youth

People/Parties	Roles	Positions	Interests	Needs	Issues/Problems	Means of Influence/Power	Willingness to Negotiate	Status of Negotiation
Primary, secondary and tertiary individuals or groups	The roles that the individuals or groups play in the conflict, directly and indirectly	Stated demands; what people say they want ; maximum/minimum negotiating position	Preferred way to get needs met; desires, concerns and fears that drive the position	Basic human physical, social, requirements for life that underlie interests	Matters in contention, substantive problems that must be addressed	Sources of power and influence over other parties; negotiation leverage	Readiness to talk and reach an agreement. BATNA? Cost/benefit calculus	Reflects the negotiation status and helps to track changes

⁴ Adapted from CDR Associates, Boulder, Colorado (various training manuals).

3. Stakeholder Mapping

STAKEHOLDER MAPPING⁵

Introduction

What is it? *A technique for graphically showing the relationships among the parties in conflict.*

Stakeholder mapping is a technique used to represent the conflict graphically, placing the parties in relation to the problem and in relation to each other. If people with different viewpoints map their situation together, they may learn about each other's experiences and perceptions. People intending to work with the parties to attempt some form of conflict resolution may also map the parties in order to understand the situation before taking action.

Purpose:

- *To understand the situation better;*
- *To see more clearly the relationships between parties;*
- *To clarify where the power lies;*
- *To check the balance of one's own activity or contacts;*
- *To see where allies or potential allies are;*
- *To identify openings for intervention or action;*
- *To evaluate what has been done already.*

When to use it:

- *Early in a process, along with other analytical tools;*
- *Later, to identify possible entry points for action or to help the process of strategy-building.*

Variations in use:

- *Geographical maps showing the areas and parties involved*
- *Mapping of issues*
- *Mapping of power alignments*
- *Mapping of needs and fears*

How to Do It

1. Decide what you want to map, when, and from what point of view.

If you try to map the whole history of a regional political conflict, the result may be so time consuming, so large, and so complex that it is not really helpful.

It is often very useful to map the same situation from a variety of viewpoints, as this is how the parties to it actually do experience it. Trying to reconcile these different viewpoints is the reality of working on the conflict. It is good discipline to ask whether those who hold this view would actually accept your description of their relationships with the other parties.

2. Don't forget to place yourself and your organisation on the map.

⁵ Adapted from Simon Fisher, *et al*, *Working With Conflict: Skills and Strategies for Action*, Zed Press, 2000.

Putting yourself on the map is a good reminder that you are part of the situation, not above it, even when you analyze it. You and your organization are perceived in certain ways by others. You may have contacts and relationships that offer opportunities and openings for work with the parties involved in the conflict.

3. Mapping is dynamic -- it reflects a changing situation, and points toward action.

This kind of analysis should offer new possibilities. What can be done? Who can best do it? When is the best moment? What groundwork needs to be laid beforehand, what structures built afterward? These are some of the questions you should ask as you doing the mapping.

4. In addition to the "objective" aspects, it is useful to map *perceptions, needs, or fears*.

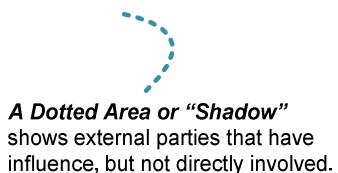
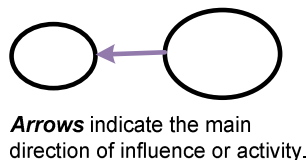
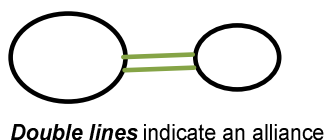
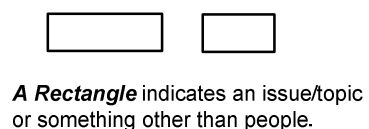
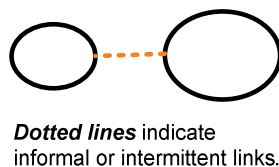
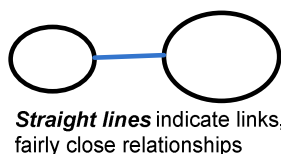
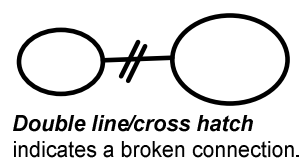
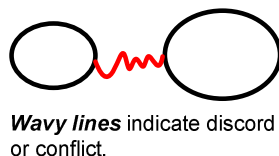
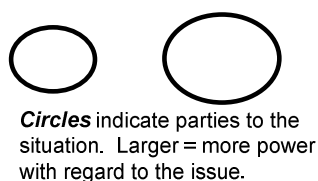
Identifying needs and fears can give you a greater insight into what motivates the different parties. It may help you to better understand some of the misunderstandings and misperceptions between parties. It can also be useful in helping you to understand the actions of parties toward whom you feel least sympathetic. Again, it is important to ask whether the parties would agree with the needs, fears, or perceptions you ascribe to them.

5. Mapping gender relations of parties.

The gender relations of parties to a conflict can tell you a lot about who is involved in certain aspects/phases/geographical areas of the conflict and why and consequently can teach how to approach parties on the basis of their particular issues, power or specific perceptions, needs and fears. Gender relations can create bridges between conflict parties which would not appear on the map otherwise and would therefore be missed – a missed opportunity for preventive action. For example, two tribes can have a relationship of conflict or discord but women in both tribes are affected by the conflict in similar ways (feeling of unsafety, not being able to gather food for the family because of threats/attacks of the other tribe) and may be open to discuss potential improvements to the situation. This gender relationship needs to be indicated in the map in addition to the conflict relationship, in order to reveal an entry point for discussion.

MAPPING CONVENTIONS

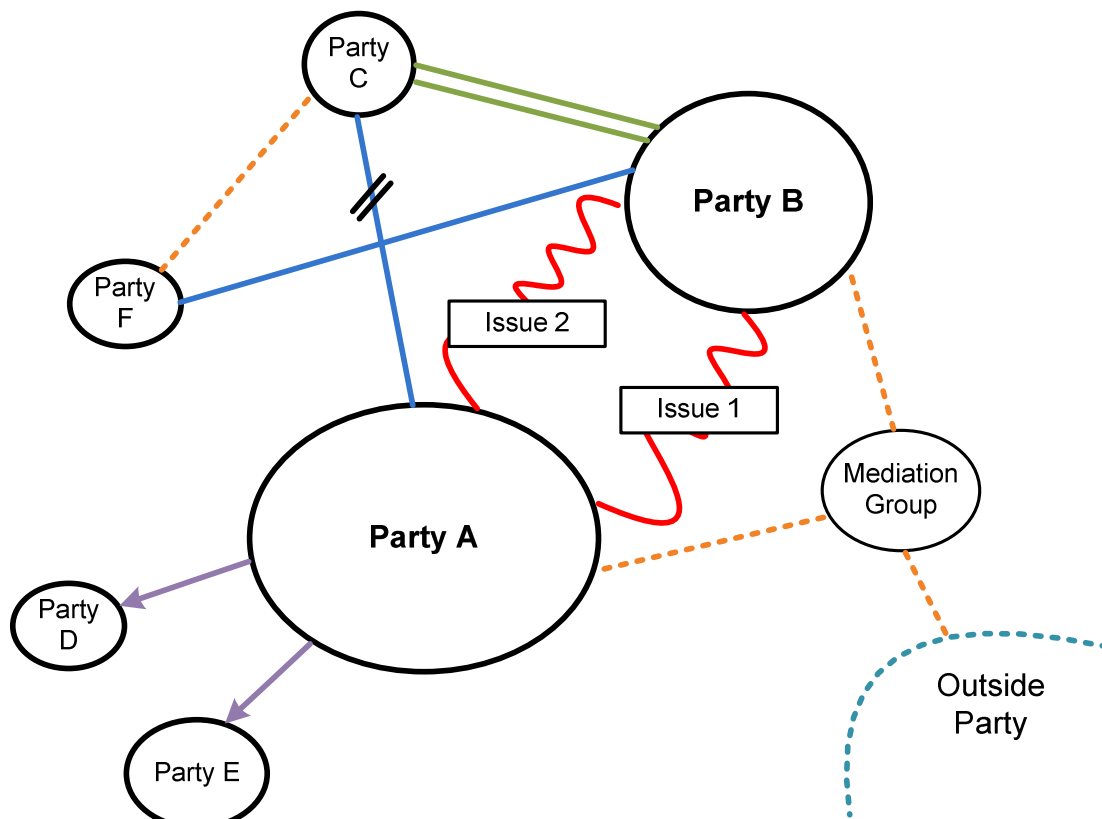
KEY: In mapping, we use particular conventions. You may want to invent your own.



Suggestions for changes/additional conventions:

1. To indicate a **direct** relationship between parties, use two thick, dark lines to connect them
2. Avoid the use of the color red to describe/indicate relationships of different stakeholders since this can look quite dominant/alarming
3. Use color coding (eg purple) to indicate gender relationships between parties

MAPPING EXAMPLE: This is an example of what a stakeholder map might look like.



4. Dividers and Connectors Analysis

DIVIDERS AND CONNECTORS ANALYSIS⁶

What is it? *A method for understanding the conflict context, by identifying factors that bring people together (connectors) and factors that push people apart (dividers).*

Dividers and Connectors analysis is the first step in the broader Do No Harm framework, which is a process for ensuring that humanitarian, development and peacebuilding initiatives at a minimum do not make conflict worse and, at best, help to address conflict dynamics. That is, it is a basic tool for conflict sensitivity. Understanding what divides people is critical to understanding how interventions can feed into or lessen these forces. Understanding what connects people despite conflict helps organizations understand how interventions reinforce or undermine those factors that can mitigate conflict or become positive forces for peacebuilding in society.

Note: Use the tool with separate groups of women, men and youth in order to obtain gender balanced and holistic information and to reveal innovative entry points for action.

Purpose:

- *To identify the factors supporting peace and those undermining it;*
- *To develop sufficient understanding of the conflict context to avoid making the situation worse through programs and interventions; and*
- *To ensure that local capacities are harnessed in promoting peace;*

When to use it:

- *Before program design, to identify possible negative impacts and avoid them;*
- *In the course of program implementation, to ensure that key operational decisions (who to hire, which groups to partner with, how to distribute resources, how to relate to various parties to the conflict, etc.) are made with full knowledge of their potential impacts; and*
- *In ongoing reflection and evaluations, examining whether the program is having inadvertent negative impacts or not.*

How to Do It

Situations of conflict are characterized by two driving forces (sometimes referred to as “realities”): Dividers and Connectors. There are elements in societies which *divide* people from each other and serve as *sources of tension*. There are also always *existing* elements which *connect* people and can serve as *local capacities for peace*. Outside interventions interact with both Dividers and Connectors. Components of an intervention can have a negative impact, exacerbating and worsening dividers and undermining or delegitimizing connectors. An intervention can likewise have a positive impact, strengthening connectors and serving to lessen dividers.

⁶ Adapted from Mary B. Anderson, *Do No Harm: How Aid Can Support Peace—or War*, Boulder, Lynne Rienner Publishers, 1999, and other materials from the Do No Harm Project at CDA Collaborative Learning Projects (www.cdainc.com).

Key Questions

The following questions can be used to unlock dividers and connectors in a variety of ways. These represent the overall framework of a dividers and connectors analysis, and inform the specific steps that follow.

1. What are the dividing factors in this situation? What are the connecting factors? **Are the factors real or perceived?**
2. What are the current threats to peace and stability? What are the current supports?
3. What are the most dangerous factors in this situation? How dangerous is this Divider **(male/female/youth)?**
4. What can cause tension to rise in this situation?
5. What brings people together in this situation?
6. Where do people meet? What do people do together?
7. **What are the potential roles of women, men and youth in bridging what divides them/strengthening what connects them?**
8. How strong is this Connector **(male/female/youth)?**
9. Does this Connector have potential?

Generally, Dividers and Connectors analysis is done with a team or group of workshop participants. (It can be done as an individual exercise, but will have less validity.)

Step 1: Brainstorming Dividers and Connectors

Using key questions or other appropriate questions, generate two lists of Dividers and Connectors. Do this through any one or a combination of the following methods.

- Brainstorm in plenary: Everybody shares ideas and the ideas are collected on a flip chart, brainstorm style.
- Buzz Groups of two or three, write down ideas and then come back to the larger group to report ideas and capture them on flip chart for discussion.
- Individual reflection: Participants write down three (or five) important Dividers (and/or Connectors) and write them on cards or pieces of paper. Come back to the large group and post the ideas

Process note: You can also use categories to help the brainstorming process—essentially to prompt ideas that might otherwise be forgotten. The group can consider each category and the potential Dividers and Connectors in each of them. The group might also generate other categories to capture experience and jog memories.

One set of Categories is:	Another is:	Another is:
<i>Systems & Institutions</i>	<i>Political</i>	<i>Geography</i>
<i>Attitudes & Actions</i>	<i>Economic</i>	○ <i>village</i>
<i>Values & Interests</i>	<i>Social</i>	○ <i>district</i>
<i>Experiences</i>	<i>Technological</i>	○ <i>province</i>
<i>Symbols & Occasions</i>	<i>Legal</i>	○ <i>national</i>
	<i>Environmental</i>	

Step II: Group Discussion

Having generated the two lists, the group should then discuss the lists, asking the following questions:

- Are these the right Dividers (and Connectors)? How do you know these things are Dividers (Connectors)? Are these all *existing* factors, or things we wish for?
- Some things listed may appear too broad or vague. Try to reach greater specificity. “We have listed ‘poverty’ as a Divider—why is poverty a Divider? What aspects of poverty divide people? Or is it really about inequality—or something else?” “Is ‘religion’ a divider—or do we mean a specific behavior?”
- In some cases, the proposed Divider/Connector might appear on both lists! Ask: What aspects of this factor might be a Divider? What aspects might be a Connector? Disaggregate further.
- How would you know if these factors changed? How would you know if they got better or worse (indicators)?

Step III: Prioritize

- Which are the most important or dangerous Dividers?
- Which are the most important or strongest or best potential Connectors? (Don’t invent things you wish for—these must exist now!)

(Note: Local people familiar with the situation should take the lead here.)

Step IV: Options and Opportunities.

- How can these Dividers (or Connectors) be influenced or changed? What can your team or organization do to have a positive impact?
- Is there anything you are currently doing that might have a negative impact? Why is that negative impact happening? What can you do to change the impact?
- Can your options and opportunities be linked to the indicators you developed in Step II? How will you monitor changes?
- If your changes do not have the effect you anticipate, do you have a back-up option? How will you learn why a change has not had the impact you expect?

EXAMPLE: Local communities in Lofa County, Liberia

Dividers	Connectors
<ul style="list-style-type: none">▪ Mutual massacres across ethnic lines▪ Unclear land titles/disputes over use and ownership▪ Inclusion/exclusion from traditional practices of secret societies▪ Unequal marriage practices: Muslim men marry Christian women, but Christian men can’t marry Muslim women▪ Disrespect for cultural differences	<ul style="list-style-type: none">▪ History of peaceful, mutually beneficial relations, intermarriage, living side-by-side▪ Generous permission for land use over many decades across ethnicity▪ Shared desire to put the war behind▪ Problem solving by elder councils, women and youth leaders▪ Common rituals and celebrations▪ Friendships across ethnic lines, mutual

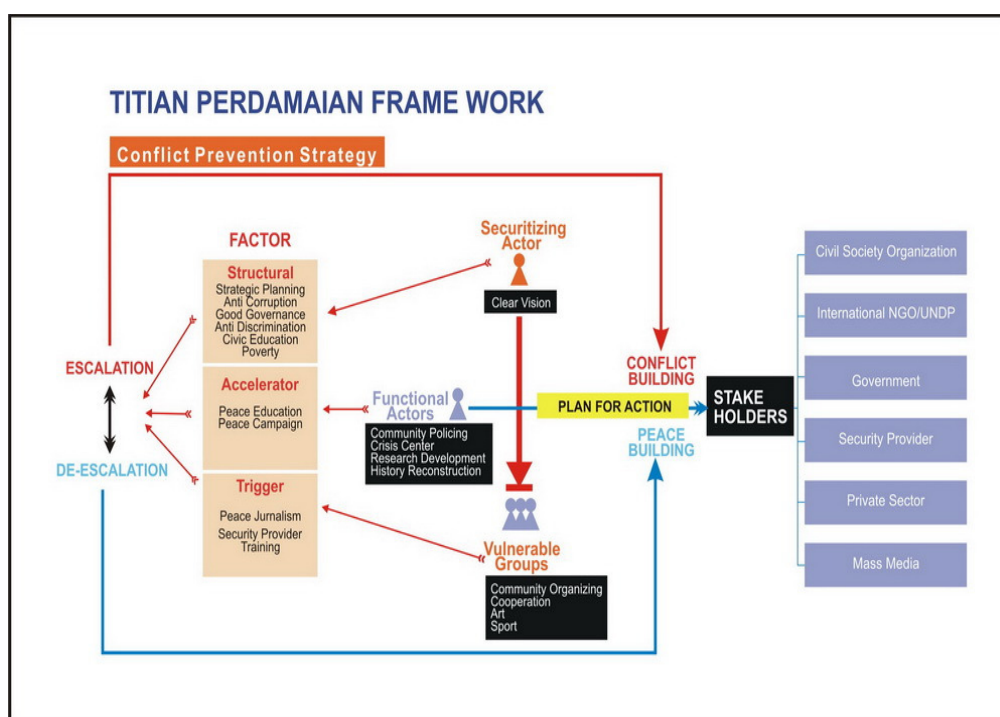
<ul style="list-style-type: none"> Patron-client systems of favoritism / exclusion Persistent ex-combatants and command structures 	<ul style="list-style-type: none"> assistance and protection during massacres Willingness to integrate ex-combatants in the community
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Additional comments on this tool:

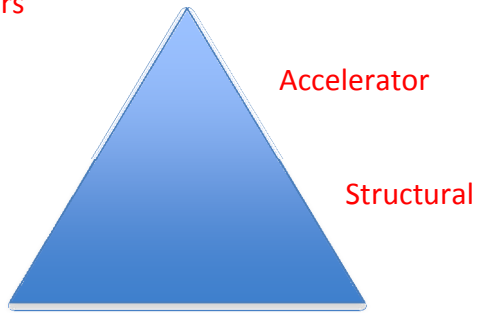
- For the whole tool, use an additional category which includes enablers/intermediaries, in order to open up the binary focus and reflect the involvement of those groups that tend to be overlooked. (You could also include the different roles of all categories):

Dividers	(Dividers' roles)	Enablers/Intermediaries	(Enablers'/Intermediaries' roles)	Connectors	(Connectors' roles)
<p>Mutual massacres across ethnic lines</p> <p>Unclear land titles/disputes over use and ownership</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>History of peaceful, mutually beneficial relations, intermarriage, living side-by-side</p>	<ul style="list-style-type: none">

- In addition to the table, identify factors which may escalate/de-escalate the conflict, highlighting the ability of actors to influence the conflict and how their abilities are affected by dividers, intermediaries and connectors. You can for example use the Titian Perdamaian Framework for this:



Factors which may escalate/de-escalate the conflict:
Triggers



V. Learning and Outreach: External engagements and visibility

Evening exchange with women peace activists from Côte d'Ivoire

On the evening of the first workshop day, our hosts from WANEP-CI organized an exchange with Ivorian women peace activists and a joint dinner. Prior to the exchange, the group received an introduction to the conflict situation in Côte d'Ivoire, including key developments in recent years and especially around the 2010 elections in the country. The evening exchange elaborated on the roles women had played during the 2010 crisis, mobilizing as a group and meeting with military chiefs as well as organizing to get women on voters' lists for the election. The Ivorian participants of the Learning Exchange further elaborated on this case the next day, taking the crisis as an example for their group work on the conflict analysis tools.



In the contexts of Côte d'Ivoire, Burundi and Nepal, participants from the *Centre Féminin pour la Démocratie et les Droits Humains en Côte d'Ivoire*, the *Association des Juristes Catholiques du Burundi* and *DidiBahini*, Nepal highlighted the need to address gender equality concerns in activities to prevent violence around elections. This includes ensuring gender-balanced civil society participation in the setup of electoral commissions and overall relationships between civil society and government; working with political parties; and addressing the role of both the public as well as community media to represent male and female voices and opinions. Participants also emphasized the importance of legal frameworks and educating youth in addressing disregarded forms of physical and psychological violence against women (going beyond rape), in order to remove stigma and lower the tolerance of violence amongst both women and men in society.

Press Conference

As part of their external engagement and outreach and to highlight the need for an engagement across the topics of Preventive Action, gender and masculinities, the group gave a press conference on the last day of the workshop. The press conference was attended by local and national media who were briefed about the results and recommendations from the exchange and were able to ask questions to representatives of the group from Côte d'Ivoire, Ghana, India and the Netherlands/Germany. The group also published a joint press release, which emphasized that effective preventive action and early response strategies should be informed by gender-sensitive conflict analysis and the need to acknowledge the diversity of all stakeholders to a conflict, including aspects of gender and positive masculinity, in a response (for the full Press Release see Annex 5).

Meeting at the Ivorian Ministry for Women, Family and Children on the implementation of UNSCR 1325

On the morning after the conclusion of the Learning Exchange, the group met with representatives from the Directorate for the Promotion of Gender Equality at the Ivorian Ministry for Women, Family and Children, which is the unit responsible for the implementation of UNSCR 1325. As this meeting opportunity had developed quite ad hoc, not all members of the group were able to attend because of previously scheduled departures. Nevertheless, the meeting provided an important opportunity to hear from the Ministry on the structures and process that had been set up for implementation of Resolution 1325 through the National Action Plan (2008-2012), the partnerships set up both within the government as well as with WANEP-CI and civil society and international development partners; and the ambitions and challenges they had experienced during the first years of implementation. During a Q&A session participants shared experiences from their own context which allowed for an interactive discussion and comparison of strategies including: monitoring the implementation of National Action Plans, including involvement of and assessment of progress by international development partners; addressing issues of Transitional Justice; increasing women's participation in governance at the district level; access to reparations by victims of gender-based violence; engaging men to work towards gender equality and a change in patriarchal structures without men taking over the agenda from women; and working with religious leaders to engage on gender equality at community level.

In addition to addressing conflict prevention structures at community and national level, working with regional organizations such as the Association of Southeast Asian Nations/ASEAN was highlighted as an important parallel strategy by the participant from the *Initiatives for International Dialogue, Philippines*.



Participants of the Learning Exchange meet with Mme Kaba Fofana Yaya Fanta and Mr Mel Alain Didier Lath of the Directorate for the Promotion of Gender Equality at the Ivorian Ministry for Women, Family and Children

VI. List of Annexes

Annex 1: List of participants

Annex 2: Terms of Reference for selection of participants

Annex 3: Agenda for the Learning Exchange

Annex 4: Pre-post baseline evaluation of the exchange

Annex 5: Press Release on the Learning Exchange

Annex 6: Resource Kit

Annex 1: List of participants

GPPAC-WPP Learning Exchange, June 2012 - Travel & participant information (last updated: 19 July 2012)				
Name	Surname	Organisation, Country	GPPAC region (& role if applicable)	Email address
Martha	Musiti	ACCORD, South Africa	Southern Africa	
Catherine	Musonda Mwamba	Network of Africa Peace Builders/ NAPS, Zambia	Southern Africa	
Alimou	Diallo	WANEP Regional Office/Headquarters, Ghana	West Africa	
Bukola Ilemobola	Ademola-Adelehin (Akosile)	WANEP – Nigeria	West Africa (regional WG on Preventive Action)	
Albert	Gomes-Mugumya	Center for Conflict Resolution/ CECORE, Uganda	Eastern & Central Africa	
Spès	Ndironkeye	L'Association des Juristes Catholiques du Burundi, Burundi	Eastern & Central Africa	
Mohamad	Miqdad	Institut Titian Perdemaian (Peace Building Institute), Indonesia	Southeast Asia	
Ruby Rose	Lora	Initiatives for International Dialogue/ IID, Philippines	Southeast Asia (RLO)	
Saloni	Singh	Didi Bahini, Nepal	South Asia (GFP)	
Paula	Banerjee	Mahanirban Calcutta research Group, India	South Asia (GFP)	
Coulibaly	Tiohozon Ibrahima	WANEP – Cote d'Ivoire	West Africa	
Nathalie	Traore Koné	Centre Féminin pour la Démocratie et les Droits Humains en Côte d'Ivoire (CEFCI), Côte d'Ivoire	West Africa	
James	Arana	Men's Resources International/ MRI, United States of America	Workshop trainer/Masculinities	
Merle	Gosewinkel	Women Peacemakers Program/ WPP, Netherlands	Workshop facilitator/Masculinities	
Gesa	Bent	GPPAC Global Secretariat, Netherlands	Workshop facilitator/GPPAC Global Secretariat	

Annex 2: Terms of Reference for selection of participants

Terms of reference (ToR) for the identification of experts for the GPPAC-WPP Learning Exchange 2012

A Learning Exchange on “Gender Sensitivity in Preventive Action Practice: Comparing Challenges, Finding Solutions”, taking place in Abidjan, Cote d'Ivoire, in the week of 4 June 2012

The following criteria apply for the identification of experts/participants to the Exchange, and serve as Terms of Reference for their participation:

✓ **Expertise and/or practical experience** in either of the following areas:

Preventive Action/Conflict Analysis
Gender Analysis/with a Masculinities perspective

✓ Commit to prepare a **written analysis** (max. 5 pages, deadline 8 May) as input to the toolkit developed by the Exchange, highlighting one key challenge and one best practice from the region on either of the above areas (for Preventive Action/Conflict Analysis this should also highlight gender integration to date and specific challenges)

✓ Hold an oral **presentation** of 20-40 minutes during the Learning Exchange (powerpoint presentation if possible, deadline 15 May), identifying key questions to other participants based on written input

✓ Engage with GPPAC and WPP in additional content preparations for the Exchange as needed (April-May)

✓ Commit to writing one **blog post** in cooperation with two other participants reflecting on the Exchange, to be published on the Peace Portal during the week of 4 June (support will be available)

✓ Review the **draft toolkit** coming out of the Learning Exchange in July-August

✓ Identified by the GPPAC region as able and committed to **planning and conducting follow-up** activities to the Exchange, implementing the toolkit (GPPAC regions are responsible for utilising their expertise)

✓ Brief GPPAC and WPP at the end of 2012 on follow-up activities conducted, **further activities planned**, and future support needed

Tool kit/output of the Exchange

The tool kit developed during the Learning Exchange will provide gender-specific guidelines for GPPAC's Preventive Action work in different regions and will also be highlighted to donors, governments and UN contacts through GPPAC's advocacy on gender, including during events on the review of UNSCR 1325 in October 2012 in New York.

Funding and cost arrangements

For participants from the GPPAC regions of West Africa, Eastern & Central Africa, Southern Africa, South Asia, Southeast Asia and Latin America & the Caribbean, all costs related to the Learning Exchange including visa, travel, accommodation and meals will be covered by GPPAC.

Participants from other GPPAC regions need to be funded by their regions including visa, travel, accommodation and meals.

Annex 3: Agenda for the Learning Exchange

Agenda as finalized before the meeting – ad hoc changes not included

GPPAC-WPP Learning Exchange, 5-7 June 2012, Abidjan, Cote d'Ivoire

AGENDA

Overview of events planned in addition to our exchange:

- **Evening exchange** with women in Cote d'Ivoire – organized by WANEP CI
Tuesday 5 June (dinner)
- **Press Conference/closing ceremony**, organized by WANEP CI
Thursday 7 June (17.30-18.30hrs)
- **Meeting with 1325 person** at Ivorian government administration, organized by WANEP CI
Friday 8 June (9.30) (for those interested/working on 1325)

Arrival of participants on 3 and 4 June.

Day 1 – Tuesday 5 June 2012

09.00 – 10.40hrs SESSION I: Welcome & Expectations check

- Welcome & Introduction of exchange
- Introduction round
- Needs & expectations round
- Baseline survey

[Break] 10.40 – 11.00hrs

11.00 – 13.00hrs SESSION II – Comparing Challenges

- **Presentation** of 3 case studies from the participants:

Zambia: Catherine Musonda Mwamba

Indonesia: Mohamad Miqdad

Burundi: Spès Caritas Ndironkeye

- **Group discussion/reflection**

[Lunch] 13.00 – 14.00hrs

14.00 – 17.45hrs

SESSION III: Refresher sessions

- **Session A:** Key Trends in Conflict Analysis and Preventive Action

Bukola Ilemobola Ademola-Adelehin

Afterwards room for Q&A/discussion

- **Session B:** The importance of integrating a gender perspective (including *Masculinities*) in peacebuilding

Afterwards room for Q&A/discussion

Merle Gosewinkel and Alimou Diallo

- **Session C:** Exercise by WPP on integrating gender and masculinities concepts into active nonviolence work

Afterwards room for Q&A/discussion

James Arana and Merle Gosewinkel

17.45 – 18.15hrs

Summary 1st day: content summary, feedback/evaluation

Short outline of **evening exchange**

Evening: Dinner and exchange with women active in peacebuilding in Cote d'Ivoire

(at IVOTEL restaurant)

Day 2 – Wednesday 6 June 2012

09.00 – 09.15hrs

Recap of previous day (by participant/volunteer)

09.15 – 10.30hrs

Session I: Reflecting on GPPAC's Conflict Analysis framework (using an example from the tools)

[Break] 10.30 – 10.45hrs

10.45 – 13.15hrs

SESSION II: Group work on reviewing the sub tools for conflict analysis

[Lunch] 13.15 – 14.15hrs

14.15 – 15.45hrs

SESSION III: Plenary presentations

Groups reporting back from focus groups. Critical feedback by larger group on presentations.

15.45 – 18.15hrs

SESSION IV: Focus groups

Based on feedback from the larger group, focus groups further fine-tune their analysis/input to the tool

[Groups can take own coffee/ break]

18.15 – 18.45hrs

Summary 2nd day: content, feedback/evaluation

Visibility outline: Blogging on the Peace Portal and Press Conference briefing

[Dinner]

Day 3 – Thursday 7 June 2012

09.00 – 09.15hrs

Recap of previous day (by participant/volunteer)

09.15 – 10.45hrs

SESSION I: Plenary presentations

Groups reporting back from focus groups on previous day

[Break] 10.45 – 11.00hrs

11.00 – 12.15hrs

SESSION II: Action planning:

- Finalising the tool

[Lunch] 12.15 – 13.15hrs

13.15 – 14.45hrs

SESSION II: Action planning:

- Regional and country-based action planning

[Break] 14.45 – 15.00hrs

15.00 – 16.00hrs

SESSION II: Action planning:

- **Revising expectations:** Which ones were met/which ones will need more follow-up in the future?

16.00 – 16.45hrs **Summary 3rd day/Exchange:** Feedback on the day, Final evaluation

17.30 – 18.30 **Press conference/Closing ceremony**

Friday 8 June 2012

9.30hrs **Meeting** with the person in charge of UNSCR 1325 implementation at the government administration of Cote d'Ivoire (optional)

Departure of participants on 8 and 9 June.

Annex 4: Pre-post baseline evaluation of the exchange

Evaluation Learning Exchange "Gender Sensitivity in Preventive Action Practice: Comparing Challenges , Finding Solutions" Côte d'Ivoire 2012

Baseline evaluations

Pre-evaluation											
	How knowledgeable are you about Preventive Action?	How knowledgeable are you about Conflict Prevention?	How knowledgeable are you about gender relations and gender equality?	How knowledgeable are you about gender-sensitive conflict analysis?	How knowledgeable are you about women's empowerment ?	How knowledgeable are you about positive masculinity?	How comfortable do you feel using different tools and mechanisms to analyze conflict?	How comfortable do you feel communicating with others on gender-sensitive conflict analysis?	How comfortable do you feel about engaging men in gender-sensitive conflict analysis as part of Preventive Action?	How prepared do you feel to conduct a country-specific, gender sensitive conflict analysis?	How prepared do you feel to organize a community/national/ regional activity related to gender-sensitive conflict analysis?
A	5	6	5	5	6	4	5	6	5	5	4
B*	4	3	5	4	5	5	3	4	4	5	5
C*	5	5	5		5	3	5	5	5	4	5
D*	5	6	6	5	5	7	5	6	7	5	6
E*	7	7	5	5	4	2	7	7	7	7	7
F*	5	5	3	3	4	2	6	5	6	6	6
G*	6	6	6	6	6	6	5	6	6	6	7
H	5	5	6	6	6	5	6	6	6	6	6
I*	5	5	4	5	5	4	4	5	6	4	6
J*	6	6	5	5	6	3	5	5	5	6	7
K*	6	7	7	7	7	6	7	7	7	7	7
Ø	5.36	5.55	5.18	5.10	5.36	4.27	5.27	5.64	5.82	5.55	6.00

Overall average

5.37

Post-Evaluation											
A	7	7	7	7	7	6	6	7	7	7	7
B*	5	6	5	6	5	5	5	5	5	5	5
C*	5	6	5	6	6	5	6	5	5	5	5
D*	7	7	7	6	6	7	7	7	7	7	7
E*	7	6	5	6	7	5	6	7	7	7	6
F*	6	6	5	5	5	6	7	6	6	6	6
G*	7	7	7	7	7	7	6	7	7	7	7
H	6	6	6	6	6	6	6	6	6	5	5
I*		7	7	7	7	6	7	6	6	7	7
J*	7	7	7	7	7	6	7	7	7	7	7
K*	6	7	7	7	7	7	7	7	7	7	7
Ø	6.30	6.55	6.18	6.36	6.36	6.00	6.36	6.36	6.36	6.36	6.27

6.32

* same person pre and post
evaluation

Annex 5: Press Release on the Learning Exchange



Gender and Preventive Action Experts Gather in Abidjan, Côte d'Ivoire for Exchange on Gender-sensitive Conflict Analysis

Press Conference to Feature Peacebuilders from 10 countries in the Africa and Asia regions.

ABIDJAN, Côte d'Ivoire – Thursday, June 7, from 5:30 – 6:30 p.m., on the 2nd Floor of IVOTEL Abidjan, the West Africa Network for Peacebuilding Côte d'Ivoire (WANEP-CI), the Global Partnership for the Prevention of Armed Conflict (GPPAC) and the Women Peacemakers Program (WPP) organized a press conference following a Learning Exchange program on gender-sensitive approaches to peacebuilding and preventive action practice.

The three-day Exchange provided specific recommendations on key challenges and successful approaches in conflict prevention and highlighted the importance of gender perspectives to enhance preventive action practice, conflict transformation and resolution. The international delegates, based on direct international experience in conflict zones, discussed what can be done to ensure that conflict analysis reflects the different roles of men and women and other stakeholders in violent conflict as a basis for preventive action. The recommendations will inform preventive action strategies and tools used by civil society in local contexts in Asia and Africa, as well as in their collaboration with international stakeholders.

The decision to organize the exchange in Abidjan allowed the group to share experiences with Ivorian women active in peacebuilding to reflect on gender sensitive approaches to post conflict reconstruction and peacebuilding in Côte d'Ivoire.

The local and international experts present at the press conference will include:

- Coulibaly Tiohozon Ibrahima, National Coordination Assistant and acting National Coordinator at the West Africa Network for Peacebuilding (WANEP), Côte d'Ivoire.
- Dr. Paula Banerjee, Senior Researcher and Gender Focal Point at the Calcutta Research Group (CRG) and Professor of International and Gender Studies at the University of Calcutta, India.
- Alimou Diallo, Regional Programmes and Network Development Coordinator at the West Africa Network for Peacebuilding (WANEP), Ghana.

- Ruby Rose Lora, Program Associate of the Human Security and Peace Building program at Initiatives for International Dialogue (IID), Philippines.
- Mohamad Miqdat, Executive Director of the Institut Titian Perdamaian (Peace Building Institute), Indonesia.
- Saloni Singh, Director and Founder of DidiBahini, Nepal.
- Nathalie Traore Koné, Director of the Centre Féminin pour la Démocratie et les Droits Humains en Côte d'Ivoire (CEFCI).
- Albert Mugumya, Project Coordinator on Conflict Prevention at the Center for Conflict Resolution (CECORE), Uganda.
- Spès-Caritas Ndironkeye, Coordinator of L'Association des Juristes Catholiques du Burundi (AJCB), Burundi.
- Catherine Musonda Mwamba, Programme Coordinator at the Network of African Peace Builders (NAPS) , Zambia
- Bukola Ilemobola Ademola-Adelehin, Program Manager for the WANEP-Nigeria Conflict Prevention Program at the West Africa Network for Peacebuilding (WANEP), Nigeria.
- Dr. Martha Mutisi, Manager of the Interventions Department at the African Centre for the Constructive Resolution of Disputes (ACCORD), South Africa.

Main reflections and recommendations from the Exchange include:

- An effective preventive action and early response strategy needs to be informed by gender-sensitive conflict analysis. This will enhance the scope of any conflict intervention to include relevant groups affected by conflict.
- Acknowledging masculinities as well as femininities as dynamics in conflict is essential to holistic action planning as it highlights the constraints and opportunities connected to each.
- The transformative power of *positive* masculinity as a strategy of empowering women needs to be further explored and utilized in analysis and action.
- Acknowledging the diversity of stakeholders in conflict, realizing their multiple roles and interests and building on their potential to contribute to positive change.

“For preventive action and conflict transformations we need to build bridges across cultures, ethnicities, gendered identities and regions. We have to transform strangers into friends” says Paula Banerjee of Calcutta University and the Calcutta Research Group.

“The agenda for gender equality will be achieved when men stand as allies with women to challenge and transform notions of dominant masculinities across cultures and promote positive masculinities and social justice. Men also have much to gain in health, general wellbeing and safety through this change.”, says Alimou Diallo of WANEPs Regional Office in Accra.

The West Africa Network for Peacebuilding (WANEP) is the largest peacebuilding network in Africa with structural presence in all the countries of ECOWAS. Currently, WANEP network membership is over 450 Civil Society Organizations (CSOs) spread across its 12 national networks; and has special consultative status at the United Nations. WANEP is also the civil society implementing partner of the ECOWAS early warning and response programme, ECOWARN - and is a permanent member of the African Union security cluster (ECOSOCC). WANEP also holds the Regional Secretariat in West Africa for the Global Partnership for the Prevention of Armed Conflict (GPPAC). **WANEP Côte d'Ivoire** was established in 2003 and focuses on four programmes: democracy, good governance and elections programme, strengthening women's participation in peacebuilding programme, peace justice and human rights programme and early warning and conflict prevention programme.

The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a global civil society-led network which seeks to build an international consensus on peacebuilding and the prevention of violent conflict. It was established in 2003 in response to the call made by UN Secretary-General Kofi Annan for an international conference of civil society organizations working in the field of conflict prevention in his 2001 report Prevention of Armed Conflict. GPPAC builds civil society networks for peace by linking local, national, regional and global levels of action and by developing multi-stakeholder partnerships with key stakeholders including governments, the UN system and regional organizations. www.gppac.net

The Women Peacemakers Program (WPP) is a program of the International Fellowship of Reconciliation (IFOR), an international and interfaith movement of socially engaged citizens committed to active nonviolence as a tool for social transformation. IFOR's mission is to empower civil society through active nonviolence, and to promote cultures of peace based upon the values of tolerance, inclusion, cooperation and equality. Established as a program of IFOR in 1997, the Women Peacemakers Program (WPP) works to support and empower women peace activists and actively advocates the recognition of women's experiences of war and conflict and the integration of a holistic gender perspective including masculinities in peacebuilding processes.

For more information contact Coulibaly Tiohozon at wanepci@yahoo.fr or Gesa Bent at g.bent@gppac.net.

Annex 6: Resource Kit



Resource Kit

Learning Exchange

“Gender Sensitivity in Preventive Action Practice:
Comparing Challenges, Finding Solutions”

05-07 June 2012

Abidjan, Cote d'Ivoire

Hosted by



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Welcome

GPPAC-WPP Learning Exchange on Gender Sensitivity in Preventive Action Practice 5-7 June 2012, Abidjan, Côte d'Ivoire

Objectives & Outputs of the Exchange/ Objectifs et résultats de l'échange:

- To gather regional and national experiences and challenges in regards to integrating a holistic gender perspective in Conflict Analysis for Preventive Action;
[Recueillir des expériences et des défis régionales et nationales en ce qui concerne l'intégration d'une perspective de genre dans l'analyse globale des conflits pour l'action préventive;](#)
- To develop a tool kit that guides the *practical* implementation of Gender-Sensitive Conflict Analysis for Preventive Action in the field.
[Développer une trousse d'outils qui guide la mise en œuvre pratique de l'analyse de genre des conflits pour l'action préventive.](#)

Dear participant/ Cher participant/e,

Thank you for your engagement in the GPPAC-WPP Learning Exchange on “Gender Sensitivity in Preventive Action Practice: Comparing Challenges, Finding Solutions”. We look forward to meeting you in Abidjan on the 5th of June for three days of learning, inspiration and strategizing.

This resource kit will help you in final preparations for the Exchange. Please read it carefully and bring it with you to Abidjan.

[Merci de votre engagement dans cet événement organisé par GPPAC et WPP sur "La dimension de genre dans la pratique de l'action préventive: Comparer les défis, trouver des solutions". Nous nous réjouissons de vous rencontrer à Abidjan le 5 Juin pour trois jours d'apprentissage, d'inspiration et de stratégies.](#)

[Ce kit de ressources vous aider dans les derniers préparatifs pour l'échange. Veuillez lire attentivement et l'apporter avec vous à Abidjan.](#)

List of documents included in the resource kit: / [Liste des documents inclus dans le kit de ressources:](#)

- Information on **GPPAC** and on the **WPP** / [Information sur **GPPAC** et sur le **WPP**](#)
- **GPPAC Conflict Analysis framework:** This is a reduced version of the framework which includes the conflict analysis tools we would like to reflect on during the exchange / [Le **Conflict Analysis framework de GPPAC**: Ceci est une version réduite du cadre qui contient les outils d'analyse des conflits dont nous aimerions discuter lors de l'échange](#)
- Introductory resource on **gender and conflict analysis:** This UNIFEM briefing paper provides a short summary on gender and conflict analysis, to prepare our in-depth discussions / [Une introduction sur le **genre et l'analyse des conflits**: Ce document d'information de UNIFEM fournit un bref résumé sur le genre et l'analyse des conflits, afin de préparer nos discussions en profondeur](#)
- **WPP Checklist on gender-sensitive active nonviolence:** This will support our reflection on the conflict analysis tool from a gender-sensitive but also a masculinities perspective/

Checklist de WPP sur le gender-sensitive active nonviolence: Cela permettra de soutenir notre réflexion sur l'outil d'analyse des conflits à partir d'une égalité des sexes, mais aussi un point de vue masculinités

We look forward to meeting you soon! / [On se réjouit de vous rencontrer bientôt!](#)

Gesa Bent, Global Partnership for the Prevention of Armed Conflict (GPPAC)

Merle Gosewinkel, IFOR Women Peacemakers Program (WPP)

Introduction to GPPAC



The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a global civil society led network which seeks to build an international consensus on peacebuilding and the prevention of violent conflict. GPPAC is governed by an International Steering Group which consists of representatives from all regions and a number of international NGOs. The Global Secretariat is held by the GPPAC Foundation in the Hague, the Netherlands.

The Global Partnership for the Prevention of Armed Conflict (GPPAC) is a member-led network of civil society organisations (CSOs) active in the field of conflict prevention and peacebuilding across the world. It is organised around 15 regional networks of local organisations, each region having its own priorities, character and agenda. Each region is represented in an International Steering Group, which determines joint global priorities and actions. GPPAC was initiated after extensive consultations in 2003-4, which led to the official launch of its Global Action Agenda at a global conference at the UN headquarters in New York in 2005.

As part of its mission to work towards a global shift from reaction to prevention of violent conflict, GPPAC strives for multi-actor collaboration and local ownership of strategies for peace and security. Together, GPPAC members aim to achieve greater synergy in the field of conflict prevention and peacebuilding by connecting different levels (national, regional, global), and to strengthen the role of local civil society groups in regions affected by conflict.

GPPAC supports the capacity of its regional networks to interact and to take action together, facilitating regional and global exchanges, where members from different parts of the world come together and learn from each others' experiences and develop joint strategies. GPPAC also connects its members with relevant external actors, including the UN, regional intergovernmental organisations, state actors, the media and academia. This has enabled unique initiatives, showing its ability to bridge global policy making with local ownership and practice on the ground.

Some **achievements** of GPPAC so far have included:

- greater access and direct involvement of local civil society in global initiatives such as the UN Peacebuilding Commission and the Geneva Declaration on Armed Violence and Development;
- mobilisation of the global network - through tools, advice, contacts, political leverage or international civil society delegations – in support of local CSOs working to prevent or constrain violence in times of crisis or political change, as seen during the 2008 post-election crisis in Kenya, the political transition in Guinea Conakry 2009, and the 2010 clashes in Kyrgyzstan;

- the development of a Preventive Action framework to enable CSOs to engage from the stage of conflict assessment to the implementation and monitoring of conflict prevention strategies;
- promotion of networks and dialogue initiatives (Track II diplomacy) in the Caucasus, Latin America and politically sensitive regions such as South Asia and Northeast Asia;
- initiation of a dialogue and collaboration between CSOs and regional organisations such as the OAS, ECOWAS, SAARC and ASEAN on security issues, notably through the first learning event bringing these actors together at the *Strengthening Global Peace and Security for Development* global conference in Madrid (in collaboration with the OAS, November 2011)
- increased capacity of CSOs to work together in reaching out to the media and policy makers through 'Media Focal Points', quiet diplomacy workshops and policy liaison functions;
- setting up of the Peace Portal, an online platform custom-built for interaction, information-sharing and joint action of actors and initiatives in conflict prevention and peacebuilding;
- a global mapping of expertise and initiatives within the GPPAC network related to the UN Security Council Resolution 1325 on Women, Peace and Security.

The **GPPAC Strategic Plan 2011-2015** was adopted by the International Steering Group in November 2010. It focuses on a number of identified priority themes, which will be addressed through four key strategies, as illustrated in the figure below.

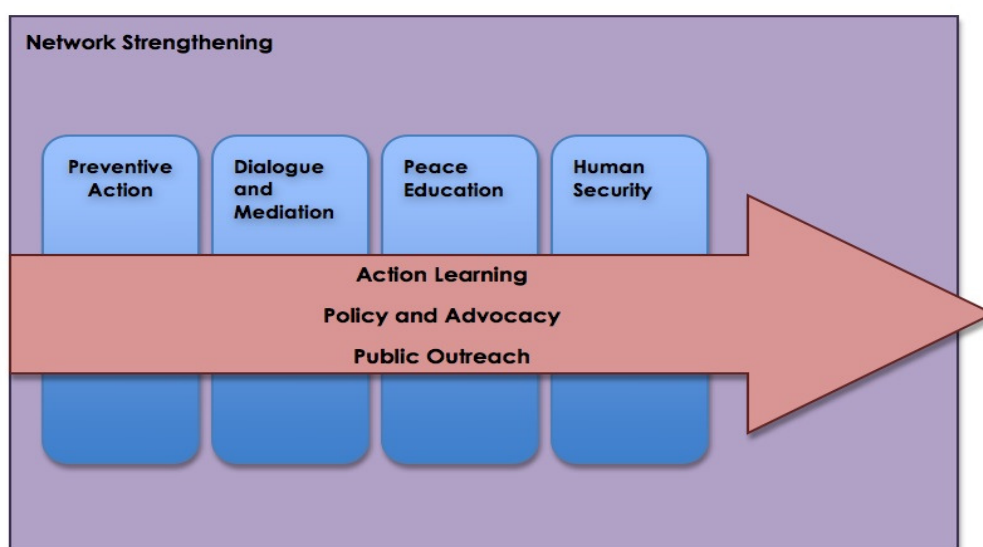


Figure 1: GPPAC themes (in blue) and strategies (in pink and purple) are cross-cutting

The **thematic priorities** include both ongoing and emerging areas of GPPAC engagement:

- *Preventive Action*: developing effective tools and operational capacities to enable CSOs to produce quality situation assessments, formulate action plans and mobilise action to prevent conflict in collaboration with other key stakeholders;
- *Dialogue & Mediation*: building capacity and mobilising the expertise within the network to provide safe spaces for confidence building and directly support dialogue and mediation efforts in conflict situations;
- *Peace Education*: enhancing methodologies for formal and informal education that fosters a culture of dialogue and peaceful handling of conflict, and collaborating with governments to institutionalise such initiatives in educational and local authority systems;
- *Human Security*: developing a bottom-up approach to Security, by providing the input of grassroots CSOs in the development and implementation of security strategies such as DDR, SSR, measures to address violent extremism, and civil-military interventions;
- *Gender and UNSCR 1325* as a cross-cutting priority for GPPAC themes and strategies.

GPPAC seeks to develop strategic partnerships around these themes targeting three institutional categories in a holistic manner: **1) the UN system; 2) Regional Intergovernmental Organisations (RIGOs); 3) state actors** in conflict (-prone) countries and regions (including member states of the RIGOs) as well as donor governments such as the US and EU member states.

The network is mobilised via strategies which have been shown to be most in line with GPPAC's added value. The **GPPAC strategies** encompass four key programme areas:

1. The *Regional Action & Network Strengthening* strategy supports joint action within regional networks and strengthens network structures, which are the main vehicle for GPPAC activities. These include Regional Steering Groups in fifteen regions, supported by Regional Secretariats as conveners and GPPAC representatives in the region. The structures also enable the implementation of good governance and gender mainstreaming policies across the network.
2. *Action Learning* consists of regional and global exchanges amongst experts and practitioners, enabling a unique clearing house of civil society generated knowledge based on experiences and lessons learned in conflict prevention and peacebuilding, in line with the selected themes. This contributes to improved policy and practice, the development of tools and new concepts, and provides a knowledge-based platform from which CSOs can engage with external stakeholders.
3. Through *Public Outreach*, GPPAC increases its capacity to influence public and political opinion on issues related to conflict prevention and peacebuilding, generating constituencies for specific initiatives in the field. As part of this, GPPAC supports a network of Media Focal Points, CSO representatives engaging with the media with and for GPPAC. By enabling CSOs' to engage with traditional and new (social) media channels, Public Outreach supports broader conflict prevention strategies and strengthens the voice of CSOs when engaging with other stakeholders.
4. The *Policy & Advocacy* strategy formulates civil society advocacy agendas and enables policy dialogues with targeted international organisations and governments. As part of this, GPPAC establishes liaison offices in key policy hubs to inform and provide entry points for dialogue with relevant policy makers and institutions. This strengthens cooperation between GPPAC members from regions affected by conflict with fellow civil society advocates as well as policy makers in governments, regional organisations and the UN, ensuring their input in the design and implementation of conflict prevention and security strategies.



The GPPAC International Steering Group at the UN headquarters in 2005.



Introduction to the Women Peacemakers Programme

The Women Peacemakers Program (WPP) is a program of the International Fellowship of Reconciliation (IFOR),

an international and interfaith movement of socially engaged citizens committed to active nonviolence as a tool for social transformation. IFOR's mission is to empower civil society through active nonviolence, and to promote cultures of peace based upon the values of tolerance, inclusion, cooperation and equality. IFOR currently has 69 Branches, Groups and Affiliates (BGA) in 40 countries, with its International Secretariat in Alkmaar, the Netherlands.

Established as a program of IFOR in 1997, the Women Peacemakers Program (WPP) works to **support and empower women peace activists** and actively advocates the recognition of women's experiences of war and conflict and the integration of a gender perspective in peacebuilding processes.

Vision and Mission:

WPP's vision is of a world where women and men work together as allies to build communities where people co-exist peacefully through active nonviolence.

Its **mission** is to support the empowerment of gender-sensitive women and men for the transformation of conflict through active nonviolence.

The commitment of the WPP is to confront cultures of violence and build cultures of peace. Its **main objectives** are:

1. Increased regional capacity on gender-sensitive active nonviolence (GSANV) amongst men and women peacebuilders;
2. Strengthened regional and global movement(s) of GSANV practitioners;
3. Increased participation of women GSANV activists in conflict transformation;
4. Increased support from men for women's participation in peacebuilding processes;
5. Increased understanding and analysis of the deeply gendered nature of armed conflict.

Through its activities, **the WPP strives for the implementation of UN Security Council Resolution 1325** (2000), which reaffirms the importance of women in the prevention and resolution of conflicts and peacebuilding, and stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security.

Over the years, women activists informed the WPP that whilst training and empowering women in the area of gender-sensitive peacebuilding remains very important, a major obstacle in terms of implementing the Women, Peace and Security (WPS) agenda stems from the lack of male involvement and support. They indicated they often lacked male supporters for their local peace work, as well as support from male colleagues within their own peace organizations and networks. In response, the WPP started to train male peace activists in its GSANV Training programs. The WPP believes that training male peace activists in gender-sensitive active nonviolence is important to increase the involvement of men as allies with women in the fight against gender-based violence and gender inequality, and in gender-sensitive peacebuilding in particular. Gender-sensitive male trainers can act as powerful role models for gender equality, and are in a good position to reach out to and mobilize other men.

For more info: www.womenpeacemakersprogram.org

Conflict Analysis Framework: Field Guidelines & Procedures

Please note that the text below is an extract of “*Conflict Analysis Framework: Field Guidelines & Procedures*” by CDA Collaborative Learning Projects, Global Partnership for the Prevention of Armed Conflict, Norwegian Church Aid. Full copies of the document will be available at the meeting.

1. Introduction

An Introductory Note

This document represents a framework and associated practical guidelines for conflict analysis that GPPAC regions and other organizations can adapt, revise and localize to fit their respective conflict contexts and organizational needs. A previous draft was tested in the field—and we expect that this draft that will be further tested and refined.

Development of the first draft was made possible by funding from the Norwegian Ministry of Foreign Affairs made available through Norwegian Church Aid. It was compiled by Peter Woodrow, Co-Director of the Reflecting on Peace Practice Project (and Chair of the GPPAC Preventive Action Working Group) with input from William Tsuma, Program Manager for Preventive Action in the GPPAC Global Secretariat.

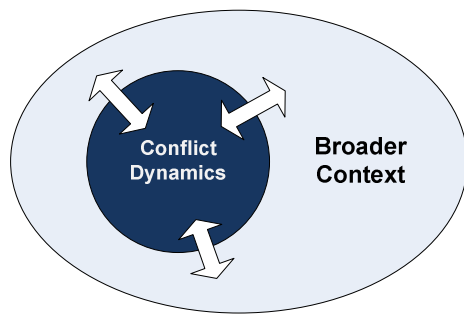
The first users of the guidelines were staff and partners of Norwegian Church Aid in Sudan. Subsequently, that experience and the basic document was reviewed by a technical group convened by GPPAC under the auspices of the Preventive Action Working Group, including Grace Maina from South Africa, Andrés Serbin from Argentina, William Tsuma from Kenya, Gesa Bent from Germany, Arne Sæveras from Norway, and Peter Woodrow from the United States.

This document has drawn on the work of many peacebuilding practitioners over the years, including Lisa Schirch, John Paul Lederach, Rena Neufeld, Simon Fisher, Sue and Steve Williams, Dekha Abdi Ibrahim, Susan Wildau, Christopher Moore, Bernie Mayer and Manuela Leonhardt. Their work is listed in the Bibliography in Appendix E.

What is Conflict Analysis?

Conflict analysis is crucial tool for the design, implementation and evaluation of peacebuilding programs—whether for the prevention of armed conflict, attempting to bring war and violence to an end, or to help societies recover in the aftermath of war or to attain greater justice and equality. Conflict analysis is the deliberate study of the causes, actors, and dynamics of conflict. Peace practitioners engage in conflict analysis in the same way that a doctor performs a diagnosis on a patient before determining how to proceed with treatment. Social and political conflicts are, however, much more complex than diagnosis of a single patient, as they involve multiple actors, groups, issues and other factors. Nonetheless, conflict analysis helps organizations trying to address conflict to know how to promote positive changes in the situation to reduce the potential for violence and/or transform the conflict to make room for development and social justice.

Conflict analysis should be distinguished from *context* analysis—which seeks to understand the broader situation, including all economic, social, and political factors. The conflict exists within the context and is influenced by it, but the conflict has its own important dynamics.



A case in point is the issue of poverty. People often assert that “the main cause of our conflict is poverty.” Poverty may well be an important aspect of the broader context; but how does it generate conflict? It is necessary to examine the issues and dynamics around wealth, poverty, privilege, and access to resources to discover which economic factors contribute to the potential for violent conflict and how. In some cases, the issue will be enormous differences in wealth based on ethnicity or race. In other words, it is not the absolute level of poverty that is the issue, but the fact that some people gain while others lose along group lines. In another case, the problem may be associated with rampant corruption, in which certain officials make significant personal profits by misusing public funds and indirectly impeding development for all. Even here, further analysis may be important. Many societies tolerate or even encourage certain forms of favoritism, such as hiring your nephew or helping your sister to get a loan. At what point does nepotism become corruption and a cause of conflict?

In recent years, many approaches to conflict analysis have emerged, both formal and informal. Some models emphasize the **actors or stakeholders** in a conflict and seek to understand the motivations, needs, stated demands/positions, sources of power and influence and deeper interests of the various individuals, parties, and groups involved in a particular conflict. Other approaches focus on the **issues or problems**, focusing on the historical origins of the problems, the groups involved, how the issues manifest themselves, and the possible options for resolution. Another approach develops alternative future **scenarios** that describe realistic ways that the conflict might evolve, as a basis for planning interventions to avoid the worst possible futures and promote the best outcomes.

Another important dimension in conflict analysis relates to the time or phase of conflict. Some analyses strive to understand the long-term **structural causes** of conflict and how those might eventually result in violence and social breakdown. Other forms of analysis look for more immediate causes of **emerging crisis** through early warning systems, and often identify potential **triggers** of violence (elections, economic downturn, sharp increases in food or fuel costs). When the purpose of the analysis is associated with conflict prevention in particular, it will be important to explore both the deeper structural causes and more immediate “triggers” of violence.

This manual provides guidelines for integrating actor and issue analysis, as well as both long-term structural and shorter-term analysis of potential triggers.

Guiding Principles for Conflict Analysis

The following principles inform our conflict analysis approach and methods:

1. Conflict analysis/assessment is *not a neutral activity*. Depending on how it is done, it can be an intervention in itself. Analysis of the sources/causes of conflict is often a contested issue. A data collection and analysis process has potential for exacerbating conflicts. “Do no harm” principles should be followed.

2. Who performs data collection and analysis has a direct impact on the reliability and credibility of the resulting product. Local knowledge and information is paramount, but can be enriched by questions and observations from “outsiders.”
3. Analysis must be based on information from a full range of stakeholders in the conflict area; efforts should be made to seek information from all perspectives.
4. When politically feasible, people living in the situation should lead the data collection and analysis process, supported by additional team members from outside when necessary.
5. In some circumstances, local people cannot or should not take a visible role in conflict analysis for political/safety reasons. At times, the understandable biases of local people will make it difficult for them to take the lead in conflict analysis; sensitive outsiders can conduct the process, with input from multiple local perspectives.
6. Gender perspectives should be integrated into a conflict analysis process throughout. In order to reflect several dimensions of the conflict and open additional ways of taking preventive action, a conflict analysis should be informed from a gender perspective. This includes being aware of who was involved in planning and executing the analysis, determining potential ways to access gender-sensitive information while remaining respectful of local conditions and culture, and using a set of gender-sensitive questions which can reveal different roles, capacities and vulnerabilities of men and women in conflict based on their gender.
7. Conflict analysis is not an end in itself. It is only useful if it becomes the basis for further initiatives, such as program planning and decision-making. The process should engage the question of how to *respond* to the conflict(s) analyzed.
8. Conflict analysis is not a one-time task to be completed during the program development phase and then forgotten. Rather, the understanding of the conflict will evolve over time, and the documented analysis should be updated regularly as an integral part of program work.
9. The goal of a conflict analysis exercise is not THE perfect analysis! Rather, the analysis should be “good enough” for the purposes it will be used for—recognizing also, consistent with the previous point, that the analysis can be further developed and refined over time.

Gender Considerations for Different Phases and Tasks of Conflict Analysis

Gender perspectives should be integrated into a conflict analysis process throughout—while, at the same time, remaining respectful of local conditions and culture. The following questions raise gender considerations for different phases and tasks. These are then raised again in the relevant sections of the text.

1. Have both men and women been actively involved in determining the overall purpose and ultimate uses of the conflict analysis to be produced?
2. Have both men and women been engaged in data gathering activities? Are they aware of the gender dimension and able to gather gender-sensitive data? If not, will trainings be provided to increase their capacity?
3. Have gender-sensitive indicators been developed and used during the conflict analysis? Have the views of both women and men been elicited in data gathering processes?
4. Have both women and men participated actively in analyzing the data gathered and applying the analytical tools and frameworks?
5. Are there practical problems in gathering data, conducting interviews and related tasks which are rooted in gender roles as practiced in the society and have ways been found to address these problems?
6. Has the resulting conflict analysis been validated by both women and men?
7. What does the conflict analysis itself reflect regarding differential impacts of the conflict on women, men, girls, boys, youth and elderly (etc.)?

8. Has the analysis process revealed any gender-based differences, in terms of particular potential roles for men or women in promoting peace or addressing specific conflict factors?
9. Has the analysis revealed specific dynamics of the conflict that empower or disempower women and men in certain ways based on their gender? Could these dynamics assist a sustainable preventive action process?
10. Are the outcomes of the gender analysis followed-up, i.e. are gender-sensitive early response options developed as part of a preventive action plan?

In the following sections, **Part I** will provide information about getting started in an analysis process and discuss the issue regarding who performs the analysis. Part I ends with guidelines regarding the gathering of information.

Part II provides a range of tools, frameworks and processes for analyzing information gathered, following the processes described in Part I or any other information collection method.

2. Methods for Analyzing the Information Gathered

STAKEHOLDER ANALYSIS: Positions, Interests, Issues and Power⁷

What is it? *A relatively simple tool for developing a conflict profile of each major stakeholder—and some minor ones.*

Stakeholder analysis involves listing the primary and secondary parties, and then identifying, for each one, their stated (public) positions or demands, the interests that lie behind those demands, and the basic needs that might be involved. The process continues to identify the key issues in the conflict, the sources of power and influence of the party, and finally an estimate of the willingness of the party to negotiate.

Purpose:

- *To understand each party and their relation to the conflict;*
- *To develop a deeper understanding of the motivations logic of each group;*
- *To identify the power dynamics among the parties;*

When to use it:

- *In a preliminary way, before working directly with the parties, but then updated or elaborated as you gain information from working with them;*
- *In preparation for a negotiation process—as these factors will influence how the parties act at the negotiating table and away from it; and*
- *Later in a negotiation, to provide information that might help break a deadlock.*

Variations in use:

- *Some variations leave out “needs” as too basic.*

⁷ Adapted from CDR Associates, Boulder, Colorado (various training manuals).

- *Some variations of the table add a column as to the importance of each issue for the different parties (sometimes an issue is of primary importance for one party, but less important for another—which gives room to negotiate).*

How to Do It

5. Brainstorm a list of the parties to the conflict, including major groups/individuals and minor groups.
6. Mark the list, showing which groups/individuals are primary parties and which ones are secondary. Primary parties are the main individuals or groups involved and without which the conflict or dispute cannot be resolved, while the secondary parties may have some influence or interest but are not directly involved. Example: In a dispute over land, the tribal elders and the people who have been using the land or claiming ownership might be primary parties, while the District Officer or other neighbors might be secondary parties.
7. Place the groups on the table, with the primary parties at the top. (Note: if you are working in a group or workshop, you might draw the table on a whiteboard or blackboard or with flip chart paper. If only one or two people are doing this, it is fine to work with regular paper.)
8. Take the groups one by one and fill in the additional columns, using the following definitions of the categories:

Positions: The stated demand(s) or public declaration by the party or stakeholder. A labor group might say, “We demand a 10% increase in the hourly wage!” “A nomadic tribal group might state, “This has been our grazing land for thousands of years. You have no right to take it for settled farming.”

Interests: The preferred way to get ones needs met—or concerns and fears that drive a position. The labor group cited above might have an interest in making sure that wages keep up with inflation, or they might be afraid that they will not be able to support their families. The tribal group has an interest in protecting open grazing rights.

Needs: Basic human needs that are required to live and prosper. These include material/physic, social and cultural elements. When basic needs are threatened, people often react forcefully. The labor group is concerned with the wellbeing of their families, related not only to making sure they have housing and food, but also social status and other intangible factors. The nomadic group might be fearful that settled farming will deprive them of their traditional livelihood and culture, which, in the extreme case, might be associated with actual survival.

Issues/Problems: What are the specific issues involved with the conflict? Are the parties/stakeholders concerned with identity, land titles; wage rates; threats from armed groups; justice, territorial boundaries; recognition/status; voting rights; participation in decision making...or some other issue? How do they express the issue?

Means of Influence/Power: Groups derive power and influence from different sources. Some are influential because they control resources (money, land, key commodities, jobs, access to financing/loans). Others gain power through political position, either elected, appointed, or

dictatorial. Some politicians are powerful because they represent a large and active constituency. Others enjoy the support of a military force or faction. Certain people are influential because they have close relationships with powerful people. Some groups/individuals have the ability to promote a positive agenda, while others exert negative power by delaying or destroying.

Willingness to Negotiate: Some parties may be quite reluctant to come to the bargaining table to settle a dispute or resolve a larger conflict, while others are ready to talk. It may be important, not only to identify the degree of willingness, but also to explore ***why*** they might be either willing or unwilling, possibly related to the associated *costs*, financial or otherwise. Negotiation theorists talk about the “best alternative to a negotiated agreement” (BATNA), which looks at what the party could do if they don’t negotiate. A labor group might feel that they are in a weak position at the moment—so they might opt to strike first to show their strength, and only later agree to talk. A nomadic group might look back over thirty years of conflict over grazing rights and settled agriculture and feel that they have never gotten a fair deal—and therefore distrust any negotiation process. They might prefer to cause disruption as a way to build negotiating power before agreeing to talk.

As you fill out the chart, you may discover that you need to seek additional information on some groups. That is fine. You don’t have to do it all at once.

STAKEHOLD ANALYSIS: Positions, Interests, Issues and Power⁸

People/Parties	Positions	Interests	Needs	Issues/Problems	Means of Influence/Power	Willingness to Negotiate
Primary and secondary individuals or groups	Stated demands; what people say they want	Preferred way to get needs met; desires, concerns and fears that drive the position	Basic human physical, social, requirements for life that underlie interests	Matters in contention, substantive problems that must be addressed	Sources of power and influence over other parties; negotiation leverage	Readiness to talk and reach an agreement. BATNA? Cost/benefit calculus

⁸ Adapted from CDR Associates, Boulder, Colorado (various training manuals).

STAKEHOLDER MAPPING⁹

Introduction

What is it? A technique for graphically showing the relationships among the parties in conflict.

Stakeholder mapping is a technique used to represent the conflict graphically, placing the parties in relation to the problem and in relation to each other. If people with different viewpoints map their situation together, they may learn about each other's experiences and perceptions. People intending to work with the parties to attempt some form of conflict resolution may also map the parties in order to understand the situation before taking action.

Purpose:

- *To understand the situation better;*
- *To see more clearly the relationships between parties;*
- *To clarify where the power lies;*
- *To check the balance of one's own activity or contacts;*
- *To see where allies or potential allies are;*
- *To identify openings for intervention or action;*
- *To evaluate what has been done already.*

When to use it:

- *Early in a process, along with other analytical tools;*
- *Later, to identify possible entry points for action or to help the process of strategy-building.*

Variations in use:

- *Geographical maps showing the areas and parties involved*
- *Mapping of issues*
- *Mapping of power alignments*
- *Mapping of needs and fears*

How to Do It

1. Decide what you want to map, when, and from what point of view.

If you try to map the whole history of a regional political conflict, the result may be so time consuming, so large, and so complex that it is not really helpful.

It is often very useful to map the same situation from a variety of viewpoints, as this is how the parties to it actually do experience it. Trying to reconcile these different viewpoints is the reality of working on the conflict. It is good discipline to ask whether those who hold this view would actually accept your description of their relationships with the other parties.

2. Don't forget to place yourself and your organisation on the map.

Putting yourself on the map is a good reminder that you are part of the situation, not above it, even when you analyze it. You and your organization are perceived in certain ways by others. You may

⁹ Adapted from Simon Fisher, *et al*, *Working With Conflict: Skills and Strategies for Action*, Zed Press, 2000.

have contacts and relationships that offer opportunities and openings for work with the parties involved in the conflict.

3. Mapping is dynamic -- it reflects a changing situation, and points toward action.

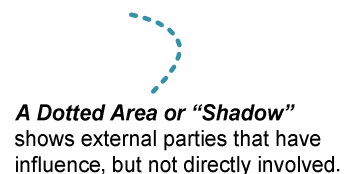
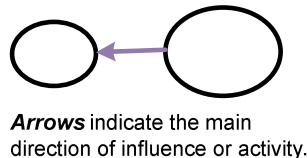
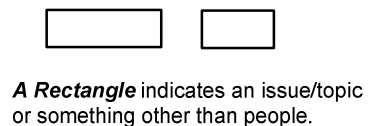
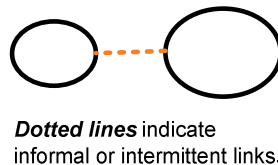
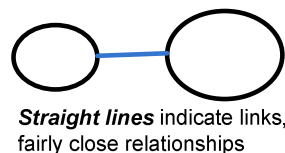
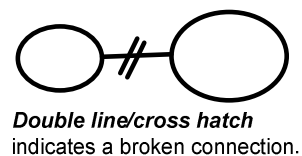
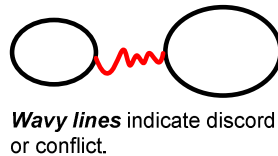
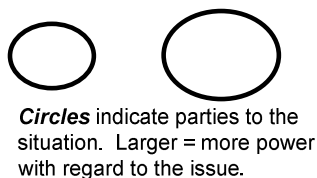
This kind of analysis should offer new possibilities. What can be done? Who can best do it? When is the best moment? What groundwork needs to be laid beforehand, what structures built afterward? These are some of the questions you should ask as you doing the mapping.

4. In addition to the "objective" aspects, it is useful to map *perceptions, needs, or fears*.

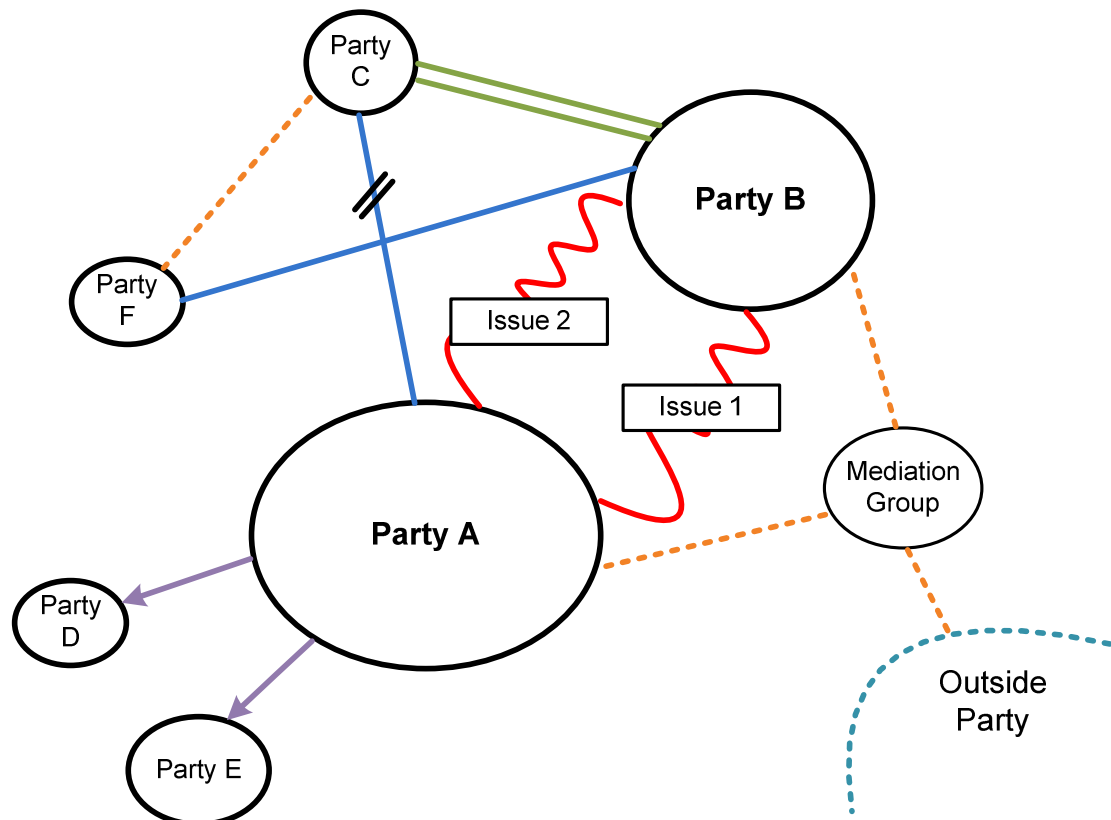
Identifying needs and fears can give you a greater insight into what motivates the different parties. It may help you to better understand some of the misunderstandings and misperceptions between parties. It can also be useful in helping you to understand the actions of parties toward whom you feel least sympathetic. Again, it is important to ask whether the parties would agree with the needs, fears, or perceptions you ascribe to them.

MAPPING CONVENTIONS

KEY: In mapping, we use particular conventions. You may want to invent your own.



MAPPING EXAMPLE: This is an example of what a stakeholder map might look like.



THE CONFLICT TREE¹⁰

What is it? *This is an exercise for analyzing the causes and effects of a given problem. It can serve as an initial step in preparation for later steps of analysis, such as systems mapping. The Conflict Tree works with one or more core problems, and then identifies the root causes, and the effects of the problem.*

Purpose:

- *To “unpack” one or more problems to see how they work;*
- *To distinguish between underlying causes and effects—which can help in strategizing (that is, working on effects rarely produces permanent change);*
- *To provide the basis for discussion within groups about what they can or should work on in conflict resolution; and*
- *To enable groups in conflict to discuss causes and effects.*

When to use it:

- *This can be a first step in conflict analysis, especially if you have only identified a problem.*
- *Use is when you need a simple tool to provide the basis for discussion within a program team or among stakeholders.*
- *This exercise is best done in a group, in a workshop setting.*

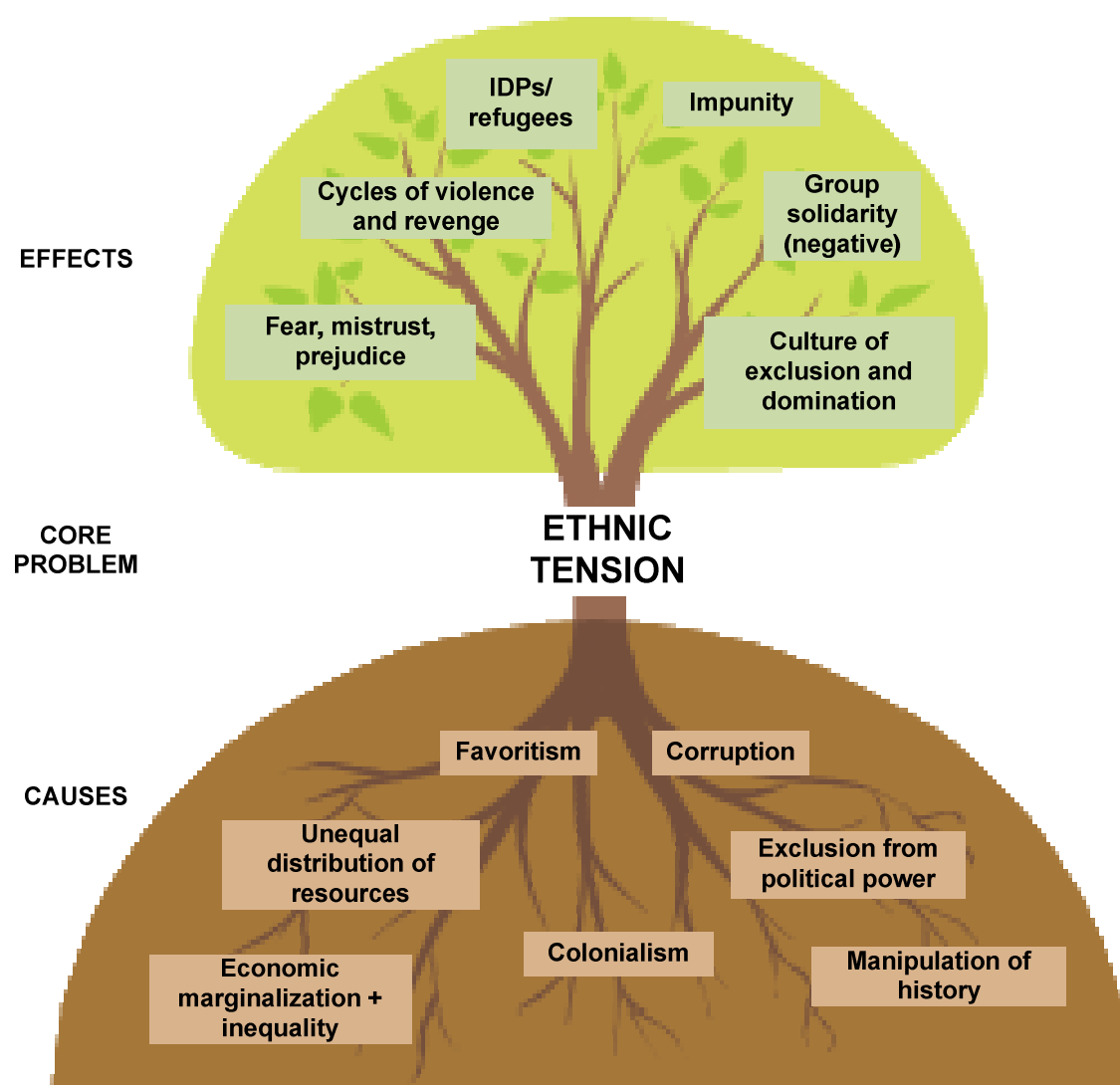
How to Do It

10. Hold a preliminary conversation with a group of workshop participants to determine what they see as the main conflict problems. These could be brainstormed on a flipchart or board, and then discussed to decide which of the items identified are Core Problems. Try to limit it to no more than two or three.
11. Draw a simple picture of a tree, including roots, trunk and branches—on a large sheet of paper, chalkboard, flipchart, or anywhere else convenient. Write one of the Core Problems on the trunk.
12. Give each person several cards or small sheets of paper (about 4 x 6 inches or 10 x 15 cm) or large “stickies” and ask them to write a word or two (or a symbol or picture) on the cards, indicating a key issue in the conflict, as they see it.
13. Invite people to attach their cards to the tree (using masking tape, if needed): on the roots, if they think it is a root cause; on the branches if they see it as an effect; or on the trunk, if they think it is an aspect of the Core Problem.
14. Once the cards have been placed, facilitate a discussion regarding the placement of the cards. Are they in the right places? If someone disagrees that something is a cause or an effect, ask why, and why the person who places it there thought it should go there. Try to reach agreement about placement of the cards.
15. Once you have completed a “tree” on one of the Core Problems, move on to the others, if there are any. (You could have only one Core Problem.) Repeat the steps above with cards, placement, and discussion.

¹⁰ Adapted from Fisher et al, *Working with Conflict*, Zed Books, 2000.

16. If you have completed several trees, facilitate a discussion regarding how the trees interact. Do effects in one tree reinforce causes in the same tree or become causes in another tree? Do we see similar causes in several trees? Are there patterns which emerge?
17. Following this discussion, you can use the trees as the basis for discussing potential points of intervention in the conflict. Given who we are and our mandate, what we do best, and our capacities, where can we make a difference? Is it to alleviate the effects (symptoms) or addressing root causes? How can we best get at the Core Problem? What have we done so far, with what results? Is there another approach that might be more effective?

EXAMPLE: Ethnic Dynamics in Burundi



DIVIDERS AND CONNECTORS ANALYSIS¹¹

What is it? A method for understanding the conflict context, by identifying factors that bring people together (connectors) and factors that push people apart (dividers).

Dividers and Connectors analysis is the first step in the broader Do No Harm framework, which is a process for ensuring that humanitarian, development and peacebuilding initiatives at a minimum do not make conflict worse and, at best, help to address conflict dynamics. That is, it is a basic tool for conflict sensitivity. Understanding what divides people is critical to understanding how interventions can feed into or lessen these forces. Understanding what connects people despite conflict helps organizations understand how interventions reinforce or undermine those factors that can mitigate conflict or become positive forces for peacebuilding in society.

Purpose:

- *To identify the factors supporting peace and those undermining it;*
- *To develop sufficient understanding of the conflict context to avoid making the situation worse through programs and interventions; and*
- *To ensure that local capacities are harnessed in promoting peace;*

When to use it:

- *Before program design, to identify possible negative impacts and avoid them;*
- *In the course of program implementation, to ensure that key operational decisions (who to hire, which groups to partner with, how to distribute resources, how to relate to various parties to the conflict, etc.) are made with full knowledge of their potential impacts; and*
- *In ongoing reflection and evaluations, examining whether the program is having inadvertent negative impacts or not.*

How to Do It

Situations of conflict are characterized by two driving forces (sometimes referred to as “realities”): Dividers and Connectors. There are elements in societies which *divide* people from each other and serve as *sources of tension*. There are also always *existing* elements which *connect* people and can serve as *local capacities for peace*. Outside interventions interact with both Dividers and Connectors. Components of an intervention can have a negative impact, exacerbating and worsening dividers and undermining or delegitimizing connectors. An intervention can likewise have a positive impact, strengthening connectors and serving to lessen dividers.

Key Questions

¹¹ Adapted from Mary B. Anderson, *Do No Harm: How Aid Can Support Peace—or War*, Boulder, Lynne Rienner Publishers, 1999, and other materials from the Do No Harm Project at CDA Collaborative Learning Projects (www.cdainc.com).

The following questions can be used to unlock dividers and connectors in a variety of ways. These represent the overall framework of a dividers and connectors analysis, and inform the specific steps that follow.

10. What are the dividing factors in this situation? What are the connecting factors?
11. What are the current threats to peace and stability? What are the current supports?
12. What are the most dangerous factors in this situation? How dangerous is this Divider?
13. What can cause tension to rise in this situation?
14. What brings people together in this situation?
15. Where do people meet? What do people do together?
16. How strong is this Connector?
17. Does this Connector have potential?

Generally, Dividers and Connectors analysis is done with a team or group of workshop participants. (It can be done as an individual exercise, but will have less validity.)

Step I: Brainstorming Dividers and Connectors

Using key questions or other appropriate questions, generate two lists of Dividers and Connectors. Do this through any one or a combination of the following methods.

- Brainstorm in plenary: Everybody shares ideas and the ideas are collected on a flip chart, brainstorm style.
- Buzz Groups of two or three, write down ideas and then come back to the larger group to report ideas and capture them on flip chart for discussion.
- Individual reflection: Participants write down three (or five) important Dividers (and/or Connectors) and write them on cards or pieces of paper. Come back to the large group and post the ideas

Process note: You can also use categories to help the brainstorming process—essentially to prompt ideas that might otherwise be forgotten. The group can consider each category and the potential Dividers and Connectors in each of them. The group might also generate other categories to capture experience and jog memories.

<i>One set of Categories is:</i>	<i>Another is:</i>	<i>Another is:</i>
<i>Systems & Institutions</i>	<i>Political</i>	<i>Geography</i>
<i>Attitudes & Actions</i>	<i>Economic</i>	○ <i>village</i>
<i>Values & Interests</i>	<i>Social</i>	○ <i>district</i>
<i>Experiences</i>	<i>Technological</i>	○ <i>province</i>
<i>Symbols & Occasions</i>	<i>Legal</i>	○ <i>national</i>
	<i>Environmental</i>	

Step II: Group Discussion

Having generated the two lists, the group should then discuss the lists, asking the following questions:

- Are these the right Dividers (and Connectors)? How do you know these things are Dividers (Connectors)? Are these all *existing* factors, or things we wish for?

- Some things listed may appear too broad or vague. Try to reach greater specificity. “We have listed ‘poverty’ as a Divider—why is poverty a Divider? What aspects of poverty divide people? Or is it really about inequality—or something else?” “Is ‘religion’ a divider—or do we mean a specific behavior?”
- In some cases, the proposed Divider/Connector might appear on both lists! Ask: What aspects of this factor might be a Divider? What aspects might be a Connector? Disaggregate further.
- How would you know if these factors changed? How would you know if they got better or worse (indicators)?

Step III: Prioritize

- Which are the most important or dangerous Dividers?
- Which are the most important or strongest or best potential Connectors? (Don’t invent things you wish for—these must exist now!)

(Note: Local people familiar with the situation should take the lead here.)

Step IV: Options and Opportunities.

- How can these Dividers (or Connectors) be influenced or changed? What can your team or organization do to have a positive impact?
- Is there anything you are currently doing that might have a negative impact? Why is that negative impact happening? What can you do to change the impact?
- Can your options and opportunities be linked to the indicators you developed in Step II? How will you monitor changes?
- If your changes do not have the effect you anticipate, do you have a back-up option? How will you learn why a change has not had the impact you expect?

EXAMPLE: Local communities in Lofa County, Liberia

Dividers	Connectors
<ul style="list-style-type: none"> ▪ Mutual massacres across ethnic lines ▪ Unclear land titles/disputes over use and ownership ▪ Inclusion/exclusion from traditional practices of secret societies ▪ Unequal marriage practices: Muslim men marry Christian women, but Christian men can’t marry Muslim women ▪ Disrespect for cultural differences ▪ Patron-client systems of favoritism / exclusion ▪ Persistent ex-combatants and command structures 	<ul style="list-style-type: none"> ▪ History of peaceful, mutually beneficial relations, intermarriage, living side-by-side ▪ Generous permission for land use over many decades across ethnicity ▪ Shared desire to put the war behind ▪ Problem solving by elder councils, women and youth leaders ▪ Common rituals and celebrations ▪ Friendships across ethnic lines, mutual assistance and protection during massacres ▪ Willingness to integrate ex-combatants in the community

IMMEDIATE TO LONG-TERM THREAT ANALYSIS

What is it? *An exercise for identifying potential causes of violence in the immediate future and over time. This tool may be particularly useful in conflict prevention planning, as groups determine a range of strategies for addressing urgent threats (operational prevention) as well as long-term structural prevention work.*

Purpose:

- *To sort a variety of factors into short-, medium- and long-term issues;*
- *To allow planning for conflict prevention work; and*
- *To present information graphically, allowing for discussion of priorities and timing of actions.*

When to use it:

- *When deciding whether and how to intervene in an emerging conflict situation, where some violent incidents have already occurred; and*
- *When considering how to orient development efforts towards conflict prevention, particularly how to address long-term structural problems that are likely to result in violence over several years.*

Variations in use:

Combine with the “Levels and Layers Exercise” as an axis down the left side—and then show the issues in the time dimension across the chart to the right.

How to Do It

This exercise is best done after other analysis processes as a further step.

1. Based on the analyses already done, identify the issues or problems that will likely lead to violence over time. List those on a board or flipchart and then mark each one according to how soon you think it will erupt in violence.
2. Create a chart or timeline like the one on the next page, and place the issues on the chart according to how soon it might result in violence. Be sure to include any incidents of violence that have already occurred, showing what the issue was that sparked violence.
3. As you are considering plans for conflict prevention, keep the chart on the wall as a reference point, when discussing priorities and timing.

IMMEDIATE TO LONG-TERM THREAT ANALYSIS

Recent Past	Current	Year 1	Year 2	Year 3	Year 4	Year 5+
Previous Violent Incidents	Urgent Threats of Violence	Issues/factors that could lead to violence in 1 - 4 years				Issues/factors that could lead to violence in 5+ years

IMMEDIATE TO LONG-TERM THREAT ANALYSIS (Example)

Recent Past	Current	Year 1	Year 2	Year 3	Year 4	Year 5+
Previous Violent Incidents	Urgent Threats of Violence	Issues/factors that could lead to violence in 1 - 4 years				Issues/factors that could lead to violence in 5+ years
<div>Violent election campaign 2 yrs ago</div> <div>Assassination attempt on President last year</div> <div>Ethnic riots in provincial towns: 4 incidents in 5 yrs.</div> <div>Armed group from neighboring country active in remote areas</div>	<div>Election coming in 12 months</div> <div>Drought + food shortages in X + Y provinces</div>	<div>Peaceful transfer of power</div> <div>Increasing tension between modern state and traditional chiefly structures</div> <div>Refugees and ex-combatants return to villages → land conflicts</div>	<div>Oil development: environmental issues and displacement</div>		<div>Oil development: question of sharing of revenues</div>	<div>Arid zones no longer viable due to climate change</div> <div>Ethnic groups excluded from political power + economic opportunities seek equity</div>

APPENDIX D: Resources for Gender-Sensitive Conflict Analysis

Definition of gender (GPPAC Gender Policy, Annex V):¹²

Gender is an organizing principle of social life, connected to other principles like class, race, age, ethnicity, etc. As an organizing principle it 'acts' in all spheres of social life, in families, in communities, in organizations, etc. As such gender is a tool for analysis that helps us to understand (or to formulate questions) on the following levels:

- The activities as performed by women and men. Their tasks, roles, responsibilities.
- The degree in which women and men have access to and control over resources, rights and voice
- The (expected) behavior of women and men, their acting, speaking, clothing, etc.
- The (power) relations between women and men, women and women, men and men.
- The self image of women and men

Challenges in Data Gathering (See Part I, Section III)

Gathering gender-sensitive data for conflict analysis can be impeded by factors which are specific to the gender dimension of the information needed. Especially in societies where cultural rules are strongly linked to gender roles, it can be difficult to obtain data about or from all members of society. For example, it can be against cultural practices to speak to women in the family directly, which means that interviews with women will not be permitted. The perspectives of youth on the conflict may be valued less than those of elders within a society, so that young people may not be ready or allowed to speak.

There is no one solution to this issue, since it is often deeply rooted in the customs and practices of a society, and it also depends on the particular situation of conflict. Finding a way to obtain all the information relevant for conflict analysis therefore requires a thorough knowledge of the values and communicated role models which form the basis of the society in question, as well as knowledge of how they are playing out in the context of conflict. Once you have this core of information you can engage to find a creative way of gathering data that reflects the gender dimensions of the conflict.

The examples below can provide some first ideas to develop your own approach:

The two links below are descriptions of examples for engaging local leaders published on the website of New Tactics (www.newtactics.org) where an online dialogue on engaging male and female peacebuilders in gender-sensitive peacebuilding was organized earlier this year. The examples are more focused on changing practices than on gathering information but nonetheless, an important attitude change is valid for both. One of the examples includes a list of steps that had been taken to gain the support of local leaders, which I have tried to adapt below.

1. Engaging locally respected leaders to end customary practices that violate human rights:
<https://www.newtactics.org/en/print/2959>

¹² Dorine Plantenga, "Working Definition: Gender as a Concept"

2. Engaging local leaders to become women's rights and victim advocates:

<https://www.newtactics.org/en/print/3811>

List of steps from example 1:

- **Research:** extensive research was conducted to understand the underlying beliefs, superstitions and practices.
- **Building relationships with local organizations:** NGOs from the local communities where the practice of [...] was present were important partners.
- **Consultations and Open Forums:** the Commission and local NGOs, who were members of the community and spoke the local language, set up meetings and open forums with the victims and the perpetrators of the practice. Everyone – the victims and perpetrators – share their viewpoints.
- **Engaging local leaders:** local leaders—Chiefs and Queen Mothers—were approached to support the effort.
- **Offering Alternatives:** alternatives give space for transition. If change is too rapid people will likely revert to the practice within a short period of time. An alternative to the human servitude involved in the practice was suggested – such as the offering of an animal instead of a woman or child. Rehabilitation for victims is also necessary – counseling services and reunification with family – and vocational training for livelihood.
- **Negotiating for release:** locally respected leaders helped to negotiate the release of the women and children who were victims of the practice by applying pressure to perpetrators and providing a liberation ceremony to assure the beliefs and superstitions upholding the beliefs were addressed for the community.
- **Media assistance:** liberation ceremonies were covered by the media in order to broaden the public education process. The public could see the support of the local leaders for ending the practice.

Useful resources:

Annalise Moser, *Gender and Development*, Vol. 15, No. 2, Gender Research Methodologies (July, 2007), pp. 231-239, Published by: [Taylor & Francis, Ltd.](#)

Gender & Conflict Early Warning: *Provides a list of examples of gendered indicators for early warning, as well as a list of gender-specific root causes, proximate indicators and intervening factors/accelerators*

Susanne Schmeidl with Eugenia Piza-Lopez, *Gender and Conflict Early Warning: A Framework for Action*, International Alert and Swiss Peace Foundation, June 2002.

<http://www.swisspeace.ch/topics/further-topics/gender-and-peacebuilding/gender-and-peacebuilding-resources.html> and look for download OR

http://www.humansecuritygateway.com/documents/INTLALERT_genderandconflictearlywarning

“Gender and Conflict Analysis,” UNIFEM Policy Briefing Paper, October 2006

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Available directly from the author only (Lisa Schirch [schirchl@emu.edu])

Gender and Conflict Analysis

UNIFEM POLICY BRIEFING PAPER, OCTOBER 2006

Overview

In recent years a number of UN organizations have developed conflict assessment and analysis frameworks to enhance their operations in conflict sensitive areas. However, few conflict monitoring and assessment frameworks to date consider gender relations and gender inequality as triggers or dynamics of conflict. Effective conflict prevention and resolution requires analysis of the causes, triggers, dynamics and patterns of conflict as well as factors and social dynamics that strengthen community's resilience to conflict. Early analysis and on-going monitoring is essential for anticipating conflict, and for transforming conflict dynamics so that social groups committed to non-violent conflict resolution can be supported. UNIFEM, in the course of supporting the implementation of Security Council resolution 1325 on women, peace and security, has demonstrated that bringing a gender lens to conflict analysis, monitoring, and transformative responses can make a significant contribution to conflict prevention. This briefing note outlines basic elements of gender-sensitive conflict analysis. It shares findings from three pilot projects on gender-sensitive conflict monitoring conducted by UNIFEM in 2004 – 2005: in the Ferghana Valley, in Colombia, and in the Solomon Islands.

Gender and Conflict Analysis

As a starting point this briefing paper uses the UNDP conflict development analysis framework¹³, which shares with other conflict analysis models¹⁴, three major elements:

- Context analysis (actors, causes and capabilities)
- Understanding the dynamics of conflicts as they unfold (scenario-building to assess trends)
- Making strategic choices about remedies and responses (with a stress on institutionalizing non-violent means of resolving future conflicts).

The key to bringing a gender perspective to this is to begin with a context-specific analysis of gender relations and to ask how gender relations shape the ways in

which women engage in, are affected by, and seek to resolve conflict.

Context analysis

Gender relations intersect with the many other lines of social cleavage such as class, race, ethnicity, age, geographical location, etc, to determine the major actors in a conflict, and the relative capabilities of different actors to intensify or resolve conflict.

Actors

The tendency to see women primarily as *victims* of violence – particularly sexual violence – has obscured the many other roles they play in provoking and pursuing conflict or building peace. Women may be combatants or they may provide services to combatants. They certainly number significantly among those afflicted by physical harm and loss of property. Gender relations shape the specific form this harm takes: women are far more likely than men, for instance, to be subject to sexual violence. When engaging major actors in a conflict in negotiation and resolution efforts, women must be involved because their different experiences give them different perspectives on the social and economic ills to be addressed in any peace agreement and in post-conflict governance arrangements.

CAUSES

It is common to distinguish between three types of cause of conflict: the root *structural factors* (systematic political exclusion, demographic shifts, economic inequalities, economic decline, and ecological degradation), the catalysts or *triggers* (assassinations, military coups, election fraud, corruption scandals, human rights violations), and the *manifestations* (surface explanations, means by which conflict is pursued).

- Gender relations, however profoundly unequal and unjust, are *rarely the root cause* of violent social conflict. (See below)
- Gender-based injustices against women or men, on the other hand, can sometimes be a *catalyst for conflict*. For instance, systematic abuse of women by men of a rival class, race or ethnic group can trigger violent defensive reactions.
- Gender-based injustices figure as one of the significant *manifestations* of conflict. The systematic use of rape and other forms of sexual violence as a means of prosecuting war has been observed in many conflicts and appears to be on the increase, notably in genocidal conflicts in the Balkans, in Rwanda and Burundi, and in Darfur, Sudan.

¹³ Conflict-Related Development Analysis, United Nations Development Programme, October 2003.

¹⁴ Strategic Conflict Assessment, UK Department for International Development.

It is essential not to confuse manifestations or triggers of conflict with actual causes. In Afghanistan, for instance, Taliban treatment of women attracted international condemnation, though it was not the cause of the eventual international intervention. In the post-Taliban period, improving women's status has been a goal zealously pursued by a range of international actors. This is an essential and worthy project, but it should not be assumed that this will address the root causes of conflict in the country.

Gender Dimensions of Structural Causes of Conflict

Almost all of the commonly listed structural causes of conflict have a gender dimension that should be monitored. The following is a list of most noted root causes:

- History of armed conflict (legacies of previous wars in children of rape, widowed women, orphans)
- Governance and political instability (women's exclusion from public decision-making, corruption as it affects women differently from men)
- Militarization (spending on armies reduces resources for social services)
- Population heterogeneity (communal/separatist mobilization, gender expression of ethnic difference)
- Demographic stress (unemployed young men, infant mortality)
- Economic performance (informalisation is associated with more women in badly paid jobs and in the informal sector)
- Human development (high maternal mortality rate, women's unmet expectations about education and health)
- Environmental stress (women's access to water and arable land)
- Cultural influences (cultural practices restricting women and valuing hyper-masculinity in men)
- International linkages (trafficking in women, few links to international arena) mean fewer chances of CEDAW implementation, or else women's rights seem alien).

Dynamics

Analyses of conflict dynamics track the changing influence of different actors and the factors that strengthen the hands of mediators and change agents. UNIFEM stresses the transformative role many women play in urging an end to conflict, in mobilizing social movements for peace, and in building social reconciliation after conflicts. Another significant dynamic of conflict is the way it can transform gender relations. Women may acquire unaccustomed social and political leadership roles when they are left in charge of communities when men leave to fight. Alternatively women combatants may experience an unaccustomed degree of social equality in various military groups. This has been a characteristic of long-entrenched conflicts such as the Vietnam war, the conflict in Ethiopia/Eritrea, or peasant insurgencies in South Asia, and is reflected

in combatants' egalitarian marriage arrangements or leadership roles. After a conflict there is an understandable desire to return to normal life, but this can mean a reversion to previously unequal gender relations. In many contexts, women's rights advocates have resisted this and have sought to institutionalize the social and political gains made in wartime.

Strategic Responses

The urgent often drives out the important in peace negotiations and in decisions about post-conflict governance and development priorities. The need to find means of ending the violence can often mean placating belligerent parties with important concessions like land and natural resource exploitation rights, or governance systems that reserve representative positions for minority voices, or that give autonomy to aggrieved regions. These responses can sometimes undermine women's rights or erode gains made in gender relations. This can happen when certain groups are empowered to expand their customary legal systems, or to revive traditional local-level clan or kin-based governing systems, as a means of recognizing their cultural autonomy. Strategic responses aimed at remedying long-standing grievances over economic or cultural inequalities can also overlook women's immediate needs for justice, security and economic support after conflict. In consequence, crimes of sexual violence can go unpunished, or women's poverty can worsen when they are left out of land reform. Strategic responses, therefore, should aim to respond to women's practical, immediate needs, and at the same time, challenge the gender-based inequalities that prevent women from taking public decision-making roles that would enable them to contribute to long-term conflict prevention.

Gender and Conflict Monitoring

The Essentials

Conflict monitoring systems involve data-gathering and analysis to study and predict conflict. There is a growing interest in linking macro-level structural data to information generated at a community level through participatory means. Gender-sensitive conflict monitoring systems use:

- information **about** women and men, and gender relations
 - information **from** women and men
- to understand conflict dynamics, to identify actors and processes that would prevent conflict, and to build peace in a gender-sensitive way.

Key assumptions

- The focus on information **about** women, men, and gender relations implies an understanding that tensions in gender relations (gender-based violence, rapid

changes in marital relations in ways that harm women's sexual or property rights, or radicalization of unemployed men) can add to our understanding about the structural causes of conflict, the triggers of conflict, or the manifestations of a past or on-going conflict. This information also highlights the varying capabilities of women and men to engage in conflict prevention.

- The focus on generating information **from** women and men separately implies an understanding that women, because of their structurally different position from men even within the same race, class or ethnic group, perceive social, economic, environmental, and political changes somewhat differently from men, and react differently to certain social phenomena. They might, for instance, react with greater alarm at an increase in domestic violence, and understand this to be related to a sudden hike in the availability of small arms. Men, likewise, may have awareness about conflict-provoking social and political processes in arenas not accessible to women – for instance in all-male traditional governing tribunals.

Method

Space constraints forbid a detailed review of the methodology employed in each UNIFEM conflict-monitoring pilot, so just the Solomon Islands approach is reviewed here. The 2005 pilot project in the Solomon Islands used three different surveys to generate data on 46 indicators that had been identified in participatory and consultative processes. The survey instruments were:

- *Self-Monitoring Templates* were completed by the 20 male and female project participants who were trained in monitoring peace and conflict indicators at the community level;
- *Community Surveys* were carried out among 200 respondents in the five communities where the project operated;
- *National Surveys* were conducted among 200 'informed specialists' (NGO staff, religious authorities, government personnel, and international agency staff).
- Additional forms of non-indicator-based data included sex-segregated focus group discussions at the community level; a structural data set compiled with national statistics, and a daily media scan of the local newspaper.

To emphasize the conflict prevention aspect of the work, a set of "Response Options" for each of the 46 indicators was developed simultaneously with the data gathering process. Participants reviewed a matrix showing each indicator and its color-coded "risk level" as indicated by the surveys. Participants then contributed ideas for policy and practice responses at the community level – initiatives that communities themselves could undertake – as well as proposals for the national level, including policies for government, national NGOs, churches and donors.

Gender-differentiated Indicators of Conflict

Gender differences emerged in the divergent 'risk level' assigned by women and men to the same types of indicators. The box below highlights some of the most important indicators to which women and men assigned differential weights:

Factors associated with conflict given more weight

BY Men

- **Male youth unemployment:** Destabilizing factor during the tensions as unemployed male youths used compensation demands as a means of gaining cash incomes. Increased criminal activity is still associated with young male unemployed school drop-outs.
- **Incidence of crime:** Especially linked to male youth unemployment. Crime is seen to be on the increase in Honiara, and as becoming more violent.
- **Trust between ethnic groups:** Linked to prevalent negative stereotypes about different ethnic groups, and to strong in-group identification, especially among men. This played a significant role in fueling violent conflict in the past.

BY Women

- **Avoidance of markets / gardens due to fear:** It is generally women who walk to remote gardens, or take produce to markets. During the actual tension and violence in 1998 – 2003 women were too afraid to carry out this work, which in turn reduced food security and cash income.
- **Fear of reprisal from prisoners:** An issue highlighted by women, with evidence that women are being threatened and subjected to retribution from men released from prison over crimes related to the 1998 - 2003 conflict.
- **Informal negative discourse (gossip):** Significant prior to and during the tensions. A gendered issue, as women admitted to gossip during the tensions that they felt may have fuelled conflicts.
- **Marriage breakups:** Incidence of marriage break-ups rose significantly during the tensions, and is associated with alcohol abuse and with the increasing incidence of second wives or mistresses. This is perceived as a high risk indicator by women, but not by men

For more information on these pilot projects and other UNIFEM Peace and Security work, please visit www.womewarpeace.org

Gender-Based Violence: A Key Indicator

GBV is identified decisively by women as a key indicator of conflict in all three of the UNIFEM pilot studies. Heightened levels of GBV are seen both as a sign of a breakdown of social controls, and are also recognized as one of the legacies of violent conflict. Obtaining comparable GBV data is extremely difficult for four main reasons:

- **Lack of an international agreed framework** - Conceptually, the definition of GBV varies greatly within countries, from very narrow definitions including only physical and sexual violence, to broader frameworks that consider emotional and economic violence. Currently, the WHO framework is the most used.
- **Individual understandings of GBV vary greatly** - depending on traditions, levels of education, economic background, ethnicity, etc. This could be reduced by educating participant interviewees.
- **GBV information is particularly sensitive** - Collecting information on this issue requires a high level of trust from women victims, who tend to feel ashamed, guilty and sometimes afraid of communicating. Special methodologies and provision of coping mechanisms are required to reduce this problem, but the result will tend to be biased as long as GBV continues to be stigmatized.
- **Collecting data on GBV is expensive** - This is a direct result of the special requirements, including culturally specific design of instruments and survey methodologies, highly trained interviewers, among others.

These difficulties should not prevent efforts to improve data collection on GBV. Moreover, measuring people's perceptions of increases in GBV, while it will not yield a comparable measure of the magnitude of the problem, can serve as an important indicator of changes in perceived generalized violence, and quite possibly an indicator of actual increase of violence that is not yet visible.

The gender-specific indicators of conflict identified in the Solomon Islands are highly specific to context and culture. This is precisely what makes them valuable as a sensitive conflict-monitoring tool. Similarly, in the Ferghana Valley 2005 pilot, indicators derived from focus group work were highly sensitive to the evolving manifestations of conflict in the three-country region, and to its root causes. Women and men, for instance, identified the growing influence of religious organizations on unemployed male youth as a worrying sign. They also identified out-migration as an indicator of the deepening economic crisis of the region, as well as lack of access to water for cultivation. In the 2004-5 pilot in Colombia with emphasis in the two Departments of Cauca and Bolivar, indicators were derived to focus specifically on the two categories of concern raised by

women themselves: domestic violence, and the situation of women IDPs.

Building women's capacities for conflict prevention

Community-based participatory conflict-monitoring systems such as those piloted by UNIFEM serve an important function beyond the collection and analysis of data. They become, in effect, a social resource for the prevention of conflict. In the Solomon Islands and Colombia, the capacity of women's organizations working for peace has been built, not just through developing skills in data gathering and analysis, but through establishing communication channels with public authorities. In Colombia, for instance, the women's organizations in Cauca and Bolivar were able to input their concerns about gender-based violence to the government's Early Warning System. Connections between women's organizations and national security systems, decision-makers, and media are not always possible, of course, particularly where the citizen-state relationship is tense. In such contexts, conflict monitoring must proceed with caution, and there may be greater benefits in building knowledge-sharing systems with international rather than with national institutions.

Building system capacity for gendersensitive conflict monitoring

A positive engagement by national authorities is essential for the effectiveness of gender-sensitive conflict monitoring for several reasons. First, without a positive engagement from the national authorities, conflict monitoring may expose participants to unwarranted danger. Second, those who engage in any participatory exercise must be able to see that their energies are not wasted and result in changed knowledge and actions by policy-makers. Evidence of the applicability of the data is its use by other international organizations to conduct conflict assessments and indeed to warn about the heightening tensions that may erupt. In Colombia, the project's results were presented to the OAS Conflict Prevention office and were used to support efforts to mainstream gendered conflict analysis to OCHA, OHCHR, and other UN agencies active in the country. In the Solomon Islands, the National Peace Council was strongly committed to its partnership role in the project, and on this basis promoted a gendered conflict prevention project, despite relatively little previous gender work. Some national and international organizations utilised the data and response options to inform strategic planning processes (Save the Children, Department of National Unity Reconciliation and Peace, Oxfam). Indeed, the head of the peacekeeping mission saw the pilot work as "the only diagnostic tool available"

Gender Sensitive Active Nonviolence (GSANV) Activism and Training

The list below offers points to consider when organizing a gender-sensitive active nonviolence training or action. It is by no means exhaustive, however. The categories are interlinked, so the list should be used in a holistic approach.

Topic

Themes and content of GSANV training or actions

Points to Consider

- identification of the injustice
- information gathering and research to get the facts straight regarding the injustice
- identification of the different gendered needs and realities of women and men in connection with the injustice

Specifics

GSANV actions:

- Does the identification and/or definition of the injustice include aspects of gender injustice?
- Who is gathering the information about the injustice and where is that taking place? For example: are women and women's perspectives being included in that information-gathering process?
- Are the different gendered realities and needs of women and men being considered and addressed in the topics / themes for which the GSANV action is mobilizing people? Tip: ask different women and men about their realities and needs and listen to what they say.

GSANV training:

- Does the content of the training address aspects of gender injustice?
- Are the different gendered realities and needs of women and men being addressed and included in the preparation, implementation and evaluation of the training?
- A discussion of sensitive topics related to the injustice might require the creation of safe spaces (e.g. for a women-only or men-only groups or a safe space within a mixed training group; that could involve a physical space and/or a period within the training).

Topic

Education and mobilization of people

Points to Consider

- nonviolent direct actions, such as marches, boycotts, mass demonstrations, picketing, sit-ins, etc. to help persuade or compel the adversary to work towards resolving the dispute
- identification of the public to be mobilized
- gender-specific actions and/or strategies
- identification of allies and adversaries on different levels
- nonviolent action seeks to defeat injustice, not people

Specifics

GSANV actions:

- Which public do you aim to mobilize with the GSANV action? How will you ensure the meaningful participation of women and men in the GSANV action?

- Will women be able to participate meaningfully in your GSANV action, taking into account society's traditional gender expectations of women? Consider things like housekeeping or childcare requirements that could present a challenge in terms of the meaningful participation of women. (see also Logistics)
- Is the language that is being used inclusive and does it also address women and women's issues?
- Which gender-specific strategy will be chosen for educating others and raising awareness about the injustice? Are various GSANV strategies that women and men could use being considered (e.g. women taking off their veils)?
- Who are the (potential) male and female adversaries on various levels (e.g. on the different decision-making levels, the police) who might object to your GSANV action, and what could be a strategy for increasing their understanding of your cause and winning their support (e.g. using male allies who can mobilize male leaders for your cause or act as role models for gender equality)?
- Who are the (potential) male and female allies on various (e.g. on the different decision-making levels, the police) whose support could be helpful (e.g. for sharing information, identifying the most strategic moment to launch your action, and ensuring the safety of the people mobilized)?
- Educate the people you have mobilized (men and women) about the need to challenge the injustice, not individuals.
- Are men being mobilized (by men and women) to openly support the participation of women on different levels of the action (including leadership levels)?

GSANV training:

- Is the language that is being used inclusive and does it also address women and women's issues?
- Are women also being trained / training others in your community?
- Are men being mobilized (by men and women) to openly support the participation of women in the training (e.g. male leaders, husbands)?

Topic

Organizing a GSANV training or action – Logistics

Points to Consider

- the suitability of the location and the timing of an action or training
- the various gendered protection needs of women and men

Specifics

GSANV actions and GSANV training:

- Will women be able to participate meaningfully in your GSANV action, taking into account society's traditional gender expectations of women? Could things like housekeeping or childcare requirements present a challenge in terms of the meaningful participation of women? Consider making childcare facilities available or organizing the training/action at a time when women would be able to participate.
- How long will it take your participants to travel to the location and is the route there and back safe, also for women (e.g. without a risk of sexual harassment)?
- Is the location itself safe, also for women?
- Is the location a male-dominated area that might present a challenge in terms of the participation of women?
- Does the location have separate spaces for women and men (e.g. for washing, sleeping, resting)?

- Are any gender-specific consequences / repercussions as a result of the GSANV action being taken into account (e.g. will women run a greater risk of being sexually harassed or will men run a greater risk of being severely beaten)? Develop your support system accordingly (e.g. raise awareness about rights and ways of responding to gender-specific abuse).
- Ask and listen to the women and men in your community about their different protection needs and demands.

Topic

Roles and responsibilities – Group dynamics

Points to Consider

- the different (formal and informal) roles and responsibilities of women and men: the division of leadership and supportive roles

Specifics

GSANV actions:

- Who is listening and being listened to and who is making decisions based on that? Are women also being listened to and meaningfully involved on decision-making levels?
- Are women's concerns and needs represented by the leaders who will be speaking out? Are women leaders able and allowed to speak out publicly on the injustice that is being addressed?
- Are men being mobilized (by men and women) to openly support women's leadership (which includes speaking out in public) in the action (e.g. by male leaders in the movement, husbands, traditional leaders)?
- Are men allowed and encouraged to take on supportive roles?

GSANV training:

- Co-training team: Which co-trainer has which role and responsibility? Who will be leading discussions, when, on which topics and how? Is there a gender balance?
- Who is listening and who is speaking? Is equal time and attention being given to female and male participants so they can speak and raise their concerns? Are women encouraged to speak out openly, also those women who might initially feel prohibited to do so due to society's expectations of women?
- Who is taking on the supportive roles such as note-taking, cleaning, and logistical support? Make sure those roles are not only assigned to women.
- Is the training not perpetuating traditional gender roles (e.g. men taking on leadership roles and women taking on supportive roles)?
- Are the power dynamics in the group (e.g. men dominating discussions) being addressed in a nonviolent manner? Tip: use the situation to reflect upon and learn from.
- Are the different communication styles that women and men might use being addressed and considered?

Topic

Organization / movement

Points to Consider

- Gendered realities within an organization

Specifics

GSANV actions and GSANV training:

- Are women represented at the higher decision-making levels? Are women's concerns being listened to and taken into account?
- Are women's and men's gendered concerns and needs being specifically addressed in policies and programs (ask and listen)? Does the organization have a gender policy?
- Is the language being used in organizational documents and policies inclusive?
- Do women also have access to various resources (e.g. knowledge, finances) on different levels (including the decision-making level), both formally and informally?
- How are decisions in the organizations being made and how is information being shared? Do women and men have equal access to and influence on those processes?