

GENDER-SENSITIVE PROGRAMME DESIGN AND PLANNING IN CONFLICT-AFFECTED SITUATIONS

Annex 8: Workshop Reports

**Overview Report of Planning Workshop
Nairobi, 25 September - 5 October 2000**

**ACORD
May 2000 - October 2001**

Gender-sensitive programme design and planning in conflict-affected situations

Overview report of planning meeting, Nairobi 25th September - 5th October 2000-10-25

Introduction

The initial project workshop held in Timbuktu in May 2000 focused mainly on developing a methodology for oral testimony work and resulted in the production of the Timbuktu guidelines on oral testimony collection. This second workshop was designed to clarify our approach to 'gender' and to 'conflict' and the links between them, and to establish a common approach to planning and implementing the research project. (Participants are listed in annex 1.)

With this in mind, the workshop was structured in two parts. The first took the form of a training workshop in the social exclusion (SE) methodology and was led by Niki Kandirikirira, based on an approach which has been developed by the Total Child programme in Namibia and which is to be replicated throughout ACORD. The second part provided space for participants to develop goals and research questions for the programme-based research projects, and to specify the methods, timeframe and budgets required, all of which were discussed and developed further by the whole group.

Social exclusion analysis

The overall model on which SE analysis is built appears as annex 2. The model is a framework for analysing discrimination in a variety of forms, posing questions about:

- the attitudes and assumptions which feed it
- the power dynamics which enable prejudice to be transformed into discrimination
- forms of discrimination (direct, indirect, passive, 'victimisation'), the ways in which individuals and institutions 'cushion' themselves against it, and the knock-on effects of this 'cushioning'
- the consequences of discrimination in terms of denied opportunities, resources, services and psychological resources
- the historical background to discrimination and its ideological underpinnings (in terms, for example, of socialisation, values, economic relations, legal frameworks, media reinforcement)

SE is thus analysed as a system with mutually reinforcing elements, the links between which need to be contextualised, researched and understood fully as a preparation for identifying effective strategies for dismantling it.

Different forms of discrimination may be analysed according to the same model; participants examined, for example, clanism and discrimination against minorities in Somalia, class inequalities in Northern Mali, Islamic elitism in Sudan, discrimination against people with HIV/AIDS, and discriminatory practices which take place within ACORD. In each case context is important in understanding the mechanisms which generate and perpetuate exclusion. A full analysis would require overlapping systems of discrimination to be analysed side by side; the impact of apartheid in Namibia for example can only be fully understood by examining the backgrounds and motivations of whites, blacks, different ethnic groups, men and women and various combinations of these.

Defining the scope of the overall research project

As a means of linking the SE analysis to the subject matter of the research project, participants drew up an analysis of sexism constructs in the programme areas. A common feature of all these analyses was the observation that in all cases, sexism and ethnocentrism (based on ethnicity, clan, class or a combination of these) were so closely interlinked that neither could be understood without reference to the other. In northern Mali, for example, gender discrimination had to be understood in reference to the relations between the three main ethnic groups (Sonrai, Tuareg and Arabs), each of which were composed of two or three classes (nobles, middle classes, slaves). Likewise gender discrimination in Juba was nuanced by inequalities between displaced and settled communities in the town, as well as by the ethnic/religious ideology playing out at the national level. This realisation had implications for the research, both at the conceptual level in terms of the difficulty of isolating gender as a factor of analysis, and in terms of the practicalities of data collection, implying as it did a wide range of categories of persons to be contacted and interviewed.

The gender relations described through this exercise have been affected in a variety of ways by the specific conflicts which have taken place or were still taking place in the programme areas. These impacts could be summarised as operating in the economic, political (including social and institutional), emotional or psychological, and ideological spheres. A full analysis of these impacts would need to take in a variety of levels including the individual, household, community, cultural (ethnic/clan however defined), national and international levels. Impacts of conflict on sexism and gender relations could be charted on a matrix as follows (including selected examples):

Levels/ spheres	Economic	Political/social /institutional	Emotional/psy chological	Ideological
Individual			Women caught between husbands' and fathers' clans	
Household	Women become breadwinners			
Community		Rural/urban displacement	Mistrust between communities	Questioning of gender stereotypes
Clan/ethnic/cu ltural identity				
National	Changes in property laws			
International	War economy perpetuated by int'l interests	UN conventions		

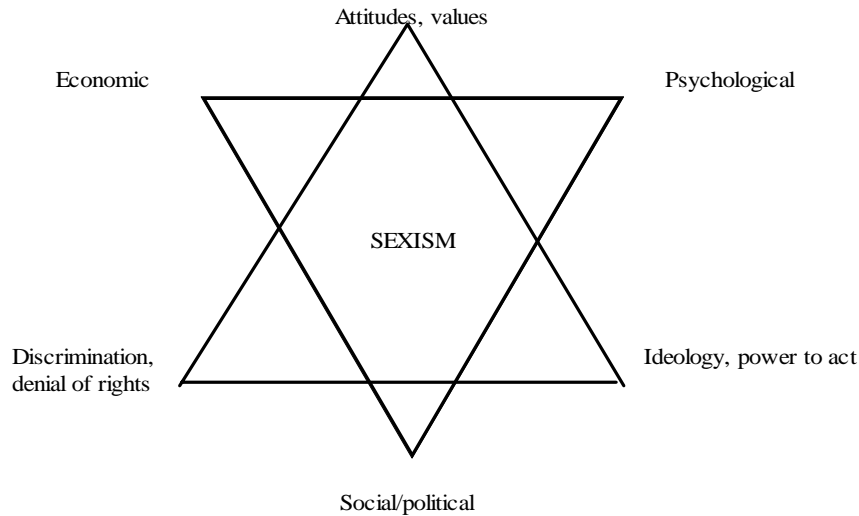
In examining the influence of ideology and identity on the course of conflict, participants concluded that the ideology of gender has a powerful role to play in the construction of those values which shape actions leading towards or away from conflict, such as honour, respect, dignity and power. At the same time, gender roles and identities are closely interwoven into the processes whereby humiliation, frustration, and the denial of rights, dignity and voice, push conflictual situations towards violence. Both men and women contribute, through the performance of their cultural and social roles and relations, to the emergence of violent conflict. Ideologies of sexism and the dynamics of gender relations do therefore contribute to the ongoing course of conflict. These impacts also require analysis at different levels, and this requires analysing the roles of governments, NGOs and diasporas as well as examining local emanations of value and identity systems.

Based on the above discussion, the overall objectives of the research project were defined as follows:

1. Understand the impact of conflict on gender relations
2. Understand how gender identity can contribute to conflict
3. Hence draw lessons for programming
4. Draw lessons for research methodologies in conflict
5. Draw lessons for gender analysis and for conflict analysis

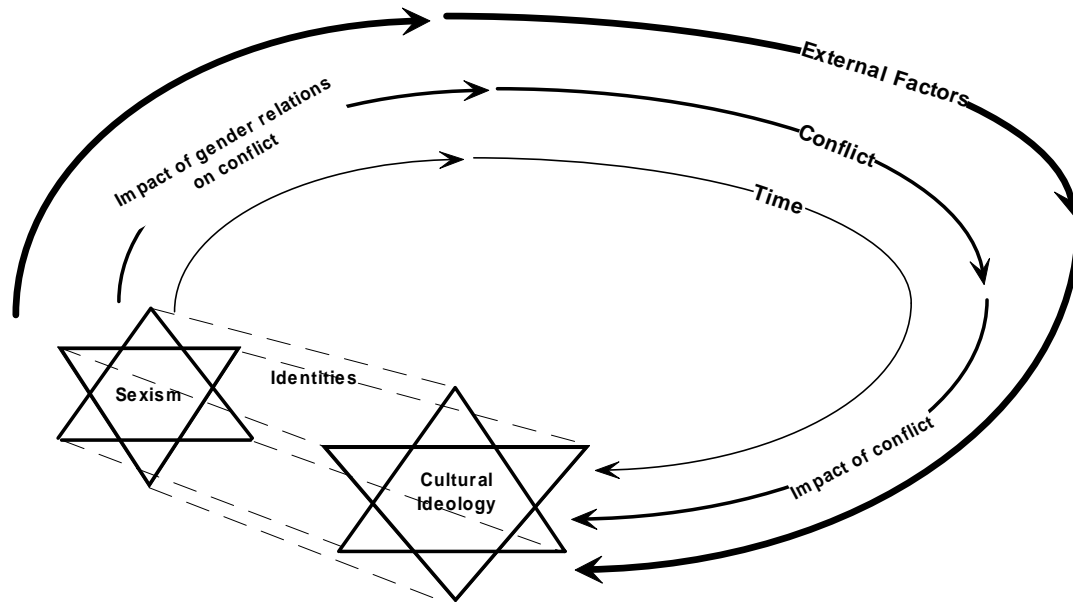
6. Identify further research questions

Summarising the SE model, objective 1 can be depicted diagrammatically, as follows:



in which the pyramidal triangle describes elements of discrimination, while the inverted triangle describes the impacts of conflict on these. Addressing question 1 would require such an analysis to be carried out for each of the defined population groups; similar triangles would need to be developed for ethnocentrism in its various forms, and for the points of commonality between these and the sexism analyses to be identified. This would form a 'dual triangle' unit which would be developed for each of the programmes participating in the research.

When objective 2 is incorporated, the project as a whole can be depicted diagrammatically as follows:



showing how conflict impacts on patterns of discrimination at the level of a culture, which impacts on sexism and on gender identities, which in turn influences the nature of future conflicts.

These diagrammatic models were developed in draft and clearly need to be refined during the course of the research. In particular, the national and international dimensions of conflict require further development.

Defining research plans for the component projects (subject to confirmation by programme teams)

Gulu, Northern Uganda

This programme has already been working for several years on women's role in conflict resolution and peace-building, and in this connection has undertaken a number of oral testimony collections. Participation in this project will allow the programme the opportunity to consolidate this work within a SE framework, concentrating on the issue of socialisation and intergenerational gender relations.

Purpose

- To understand the impact of ethnic/gender socialisation in Acholiland on the dynamics of the war

Objectives

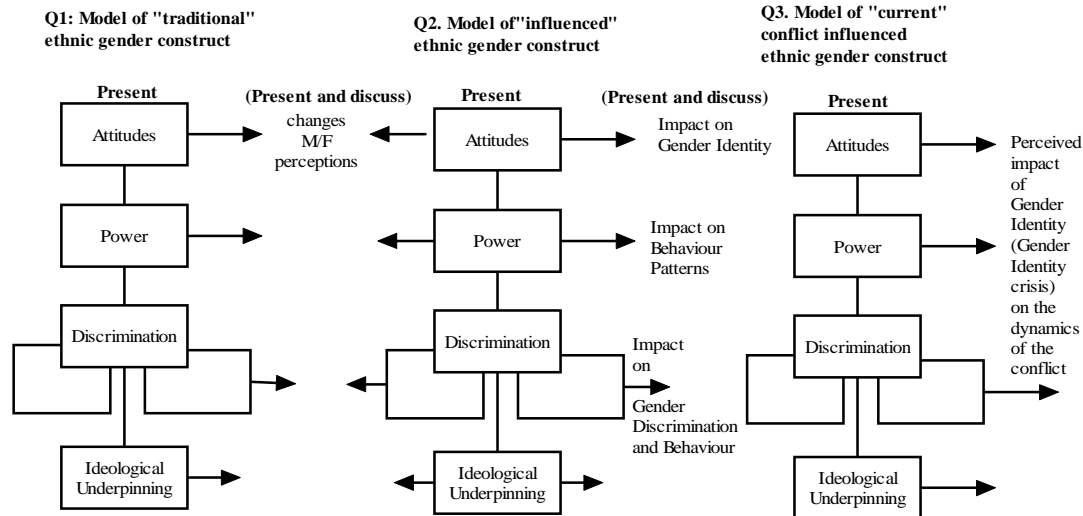
- To use research to provoke community level analysis and dialogue towards societal level re-assessment of the socialisation of children and of social relations between men and women, old and young
- To raise awareness of the vulnerabilities created by current practices that perpetuate divisive, aggressive behaviour between groups in society, and of the potential opportunities for reconstituting these
- To use research to stimulate debates about historic legacies and global superiority ideologies concerning ethnic and gender relationships

Research questions

1. What are the common understandings of ethnic and gender identity – how are they created (attitudes, power, discrimination, ideology)
2. What has been the effect of colonisation and post colonial conflict on ethno-sexist ideology (ethnic gender identity) of the Acholi people? (global ideology, racism, ethnocentrism and sexism)
3. How has the current conflict impacted on the ethnic and gender identity of Acholi men and women (attitudes; power and discrimination ideology; changes in gender relations (women now getting more powerful, how do men react?))?
4. How have 'commonly understood' changes in ethnic and gender norms contributed to dynamics of the conflict (use of power to discriminate, infringe on human rights).

In summary, the project would aim to develop a joint analysis with the community of shifts in the ethnic gender construct over time. Question 1 addresses the 'traditional' or 'ideal' past, question 2 the post-colonial period, and question 3 the current conflict situation. Question 4 would involve drawing feedback from the community on questions 1,2 and 3.

This can be related diagrammatically to the SE model as follows:



Research methods

- Community focus group discussions
- Oral testimony collection among older men (to complement existing testimonies drawn mainly from women and youth)
- Desk analysis
- Joint analysis workshops

Categories of informants (men and women of each category)

- Old and young
- Single and married
- Displaced and settled
- Ex-fighters
- Elders and others from cultural institutions

Timbuktu, Northern Mali

The programme's interest in this research is to develop a situation analysis against which ACORD, communities, and other partners including local NGOs can measure the relevance of the programme, and develop new programming strategies (including advocacy and policy approaches).

Goal

To contribute to the relevance of ACORD's programme in N Mali

Overall objective

To identify different social groups and understand the changing nature of the relationships between them in the context of conflict (before, during, after)

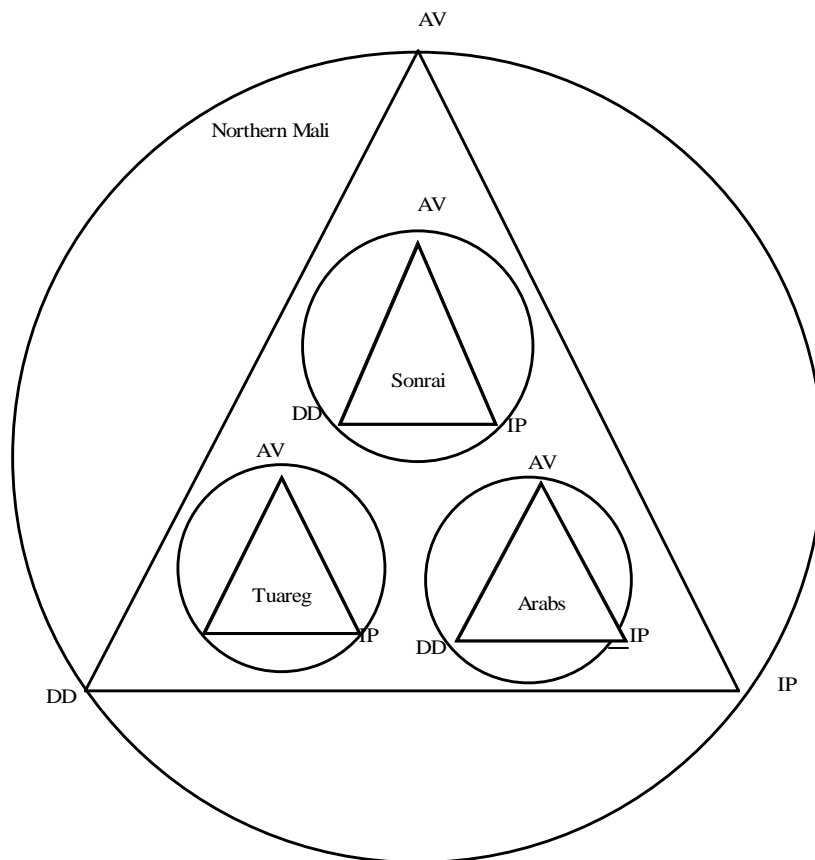
Specific objective

To develop a shared understanding with the communities of

- The impact of conflict on social, economic, and political relations
- Changes in gender relations in relation to different ethnic groups/classes
- Factors which could lead to further tension
- Key strategic programming directions for ACORD

Research questions

Northern Mali is seen as a system of discrimination on the basis of ethnicity (Sonrai, Tuareg, and Arabs), class (nobles, middle class and slaves) and sex. None of these elements can be understood in isolation from the others. The field of the research can be depicted as follows:



1. Between the 3 ethnic groups what constitutes and maintains group identity?
 - How does each group see itself in relation to others?
 - How do they behave towards each other and what are the links (economic, social, political)
 - What are the ideological underpinnings of this system of interrelationships?

1. Within each group, what constitutes and maintains the identity of each sub-group (class, sex)
 - How does each group see itself in relation to others?
 - How do they behave towards each other and what are the links (economic, social, political)
 - What are the ideological underpinnings of this system of interrelationships?

1. What has been the impact of conflict on interpersonal and inter-group relations? What are the factors which could contribute to further conflict?

2. Has ACORD contributed to reducing discrimination? How should it do so in the future?

Methodology

- Oral testimonies
- Questionnaire (quantitative information on programme activities by site)
- Review of programme documents
- PRA (eg Venn diagrams for relations between groups, impact diagrams)
- Joint meetings between ACORD and communities to analyse findings

Categories of informants (men and women of each category)

- 3 ethnic groups (Sonrai, Tuareg, Arabs)
- 3 classes in each ethnic group (nobles, middle class, slaves)

Within these categories, the sample should include:

- People of mixed origin
- Various occupational categories
 - Traders
 - Pastoralists (nomadic and sedentarised)
 - Agriculturalists
 - Officials/workers
- Urban/rural/returned expatriates
- Married/unmarried
- Youth/adults/elders
- Ex-fighters

Rwanda

The Rwanda programmes are concerned to develop better understanding of social exclusion and its impact in the post-war/genocide period. Social exclusion analysis will be the centre, while gender analysis will be a component. The research will be based on and complement existing research findings. The research is expected to contribute to new programming initiatives and indicate new directions in awareness-raising and advocacy.

As a result of staffing constraints in Rwa 8, the Rwanda programmes are currently reconsidering their involvement in this research and the focus areas they wish to adopt. A major concern will be with street children, whose numbers have increased greatly since the war and who include several categories, for example children whose parents were killed in the war, children orphaned by HIV/AIDS, children with parents in prison, and children who ran away from home after seeing their parents killed. There is a particular concern with girl children. Being drawn from all ethnic groups, street children perhaps represent the potential for breaking down ethnic/gender ideologies.

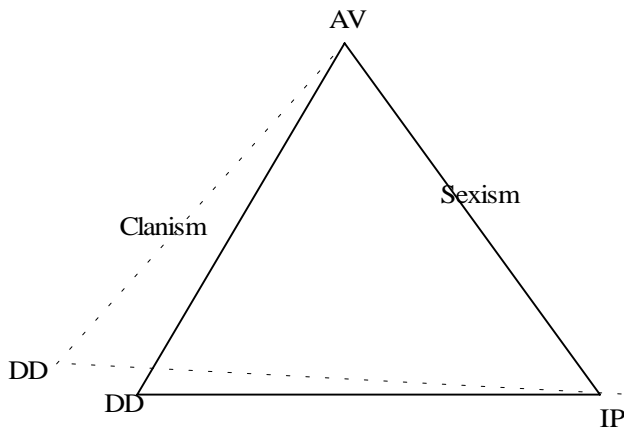
Other areas of concern are child-headed households, widows suffering from geographical isolation and social marginalisation, and men, especially those who have been badly traumatised by war. These areas of concern are linked by the same ethnic/gender ideology.

This needs further discussion with the Rwanda teams.

Lower Shebelle, Somalia

The programme wishes, through participation in this research project, to expand its understanding of the context it is working in and to develop its advocacy strategy in the light of the currently emerging new Somalia government.

The relation between clanism and sexism can be depicted as follows: the attitudes and ideology points of the triangles coincide but the forms of discrimination will be different, so that two different analyses will be required.



Goal

To identify different strategies adopted by both genders and various ethnic groups and at different levels in the region (individual, clan, national) to manage conflict

Objectives

- To identify changes in gender roles and patterns of discrimination in Lower Shebelle
- To look at the impact of the above on the different groups
- To understand the roles of different structures of civil society in Lower Shebelle as well as the impact of conflict on them
- To develop a joint analysis with the community and programme
- To contribute to the ongoing programme design and possible advocacy process

Research questions

1. What are the common values and attitudes assumed by different levels (individual, clan, national) and how have they changed over time?
2. What are the powers assumed by each levels and powers imposed on them?
3. How do the above values and powers/ideologies contribute to the conflict situation?
4. What are peoples' expectations and views on how to challenge the prevailing situation?
5. What are the changes the conflict brought about and how do these changes affect individuals and the communities they live in (negative and positive changes)
6. What are the mechanisms adopted by both gender and age groups (social economic, political)

Research methods

- Oral testimony collection with individuals
- Triangulated by other methods like PRA, focus group discussions
- Secondary data:
 - Literature review
 - Findings of previous research, including DELTA

Since the issue carries sensitivity, consent of the elders, local authorities and the community will be sought.

Categories of informants (men and women from each category)

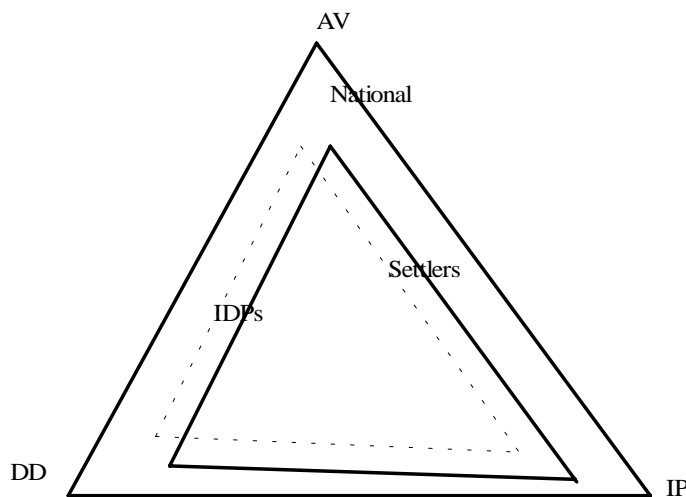
- Elders
- Politicians
- Militia
- Younger/older individuals

A comparison will be made between a dominant and a minority clan.

Juba, Sudan

For the Juba programme this is one of a planned series of research projects designed to develop its research capacity and hence develop new programming and advocacy strategies. It will focus on the issue of displacement (to Juba and to Khartoum) and will complement a parallel project on land tenure issues in the Juba environs.

The relationship between discrimination systems operating at different levels can be depicted as follows:



Goal

To improve understanding of livelihoods and survival strategies of conflict-affected groups in Bahr el Jebel State and their impact on gender roles and relations

Objectives

- To investigate people's individual understanding, based on their experiences, of the factors contributing to conflict
- To understand coping/survival mechanisms and the types, nature and degree of responses to conflict
- To reflect on changes in gender roles and relations
- To empower the community in self-reliance endeavours
- To share tools of conflict analysis with all actors and partners

Research questions

1. Life histories

- Values and attitudes of the different levels (past and present) individual, community, national (ie politicians)
 - Forms of power to act assumed by and imposed over the different levels above
 - Forms of discrimination and denial
 - Ideologies underpinning discrimination
2. Livelihood questions
- Impact of conflict on livelihoods and how do people respond to it/them?
 - Old and new adaptation mechanisms (age, gender etc)
 - Changing (old and new) gender roles – social, economic political
 - Changing consumption patterns, income portfolios etc
3. Perception questions
- How do individuals perceive causes from their own experiences?
 - How are they and their families affected by conflict?
 - How did these attitudes and perceptions contribute to the conflict situation?
 - How do people view the effect of conflict (human, economic, social, cultural, psychological, physical etc)?
 - What are people's expectations now and how do they feel they can challenge the prevailing situation?

Research methods

- Oral testimonies
- PRA
- Observation
- Focus group discussions
- Advisory committee

Categories of informants (men and women from each category)

- IDPs (in Juba and Khartoum)
- Politicians and government officials
- Ex-military from both sides
- Risk groups eg sex workers

Timing, communication, reporting and budgets

Detailed workplans were produced for each project. In general, the first step will be training of research assistants and other staff, as indicated in the 'Timbuktu guidelines'. Fieldwork will in most cases run between November and April, and will be followed by local dissemination meetings and the finalisation of project reports. The final project workshop is now expected to take place in June and researchers will come to this with a finished draft report and a prepared verbal presentation.

Each researcher will discuss plans and progress with a named member of the RAPP team, which will meet periodically to identify problems and feed back advice. There will be a particular need for this during data analysis. All interim reports will be posted on the e-mail network.

The review of project plans established that the fieldwork required to address the objectives cannot be achieved by the named researchers alone, and in each case one or more research assistants will need to be employed. In addition, the project planning exercise indicated a number of activities which had not been included in the original project design, and for which additional funds will be sought. These additional elements include the following:

- Training of research assistants and other programme staff
- Local advisory committees
- Extended time period for fieldwork
- Fieldwork documentation and recording (requiring equipment such as laptops, cameras, recorders - in most cases programmes do not have these or cannot make them available for this project)

List of participants

Niki Kandirikirira, Programme Co-ordinator, Total Child programme, Namibia

Angela Hadjipateras, Research and Policy Officer

Judy El-Bushra, Acting Director, Research and Policy

Dr Asha El-Karib, Research and Policy Officer

Ibrahim Sahl, Research and Policy Officer, Sudan programmes, Khartoum

Norma Fodul, Programme Manager, Juba, Sudan

Faisa Loyaan, Community Development Officer, Somalia

Cecile Mukarubuga, Regional Representative, Great Lakes

Idah Lagum Lumor, Programme Officer, Gulu, Uganda

Alpha El-Hadji Mahamade, Programme Manager for Decentralisation and Democratisation, Timbuktu, Mali

Marianna da Souza, Programme Co-ordinator, Luanda, Angola

Manuel de Araujo, independent (translator)