CAPACITY BUILDING WORKSHOP
on
“Developing Peace Research skills in Africa”

23rd – 27th April 2007

Addis Ababa, Ethiopia

Final Report

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1.0 INTRODUCTION

Executive Summary

The University for Peace – Africa Programme (UPAP), is an institution affiliated with the United Nations. Its African programme bears the mandate of strengthening the capacities of institutions of higher learning within the African continent, in the field of Education for the culture of Peace. The recently concluded consultative meeting (March 2007 – Addis Ababa), where UPEACE - African Programme met with its continental partners to chart the future of the programme, once again endorsed this mandate and strongly pointed out that capacity building in Peace and related fields, was still an acute demand within the higher learning institutions in Africa. Under this umbrella, research was identified as one of the critical areas where capacity building should be prioritized. Indeed up till now, the continued dearth of relevant reference materials, dealing with Peace and security issues in Africa and produced by African scholars from the continent cannot be gainsaid.

It is within this context that the course on Research Capacity Building Workshop organized in Addis Ababa, Ethiopia, from 23rd to 27th April 2007 was conceived. The workshop brought together about twenty four participants from 12 countries across the continent. Most of them were academicians engaged in teaching and research Institutions of Higher Learning. However, there were also participants coming from the Civil Society, Non Governmental Organizations and even the Civil Service. The general aim of the workshop was to upgrade the capacity of participants and equip them with skills in Peace Research and related fields, with special focus on those skills that would enable them to undertake and/or teach such research within the African context.

The workshop’s duration was five-days (23rd – 27th April 2007) and it was held at the Hilton Hotel in Addis Ababa, Ethiopia. It was a collaborative venture between UPEACE – Africa programme and The Organization for Social Research in Eastern and Southern Africa (OSSREA). The respective heads of both organizations, Dr. Jean Bosco Butera for UPAP and Dr. Alfred Nhema for OSSREA, officiated at the opening and closing of the workshop. The workshop activities were coordinated by Dr. Meshesha Shewarega and Dr. Tony Karbo of UPEACE – Africa Programme, while Prof. Mmuya Maximillian of Dar es Salaam University (Tanzania) and Dr. Pamela of African University in Harare (Zimbabwe) were the main facilitators.

The beginning of the workshop also coincided with the launching of the board for UPEACE-Africa programme journal, which brought together seasoned scholars in the Peace field from far and wide, but who are connected to UPEACE in their various areas of expertise. These members started off the workshop on a high note with very informative presentations, which represented a fair overview of questions and issues that Peace Research in Africa ought to address itself to.
This was the second time that UPEACE – Africa programme was holding a research capacity building workshop, (the first one was held in Dakar in 2005). At both venues, the workshop generated a lot of discussion and exchange of knowledge concerning the specificity of Peace Research within the African contexts and how to address the theoretical tensions that are inherent in such undertakings. From the two workshops, the amount of theoretical and empirical content to be covered proved to be quite vast and multifaceted. The forum offered a good platform where the participants interacted intensively, exchanging views and experiences from their respective countries and professional backgrounds.

1.1 **OBJECTIVES OF THE COURSE**

**Overall Objective**

**1.2 General Objectives**

To develop and in some instances upgrade the skills of participants in peace research, so as to enhance teaching and research capacity of UPEACE Africa Programme partners in Africa. This would be achieved through specific objectives as listed below:

**1.3 Specific Objectives**

- Reintroduce researchers, practitioners and policy workers to various methodologies of social science research in general and peace in particular.
- Orientate researchers to contemporary computer research and data analytical skills
- Acquaint researchers to relevant training methodology that is pertinent to conflict, peace, development, human rights, gender. Environment and other policy – related issues.

**1.4 Expected Outputs**

At the end of the workshop, participants would;

1.4.1 – Be exposed to methodologies for developing research skills and conceptual capacity for building peace and sustainable development.
1.4.2 – Gain insight into new cutting –edge development in policy relevant and action oriented peace research.
1.4.3 – Learn how to tackle methodological challenges such as developing interdisciplinary approach and conducting rigorous interviewer.
1.4.4 2.3.4 – Be exposed to different epistemological orientations. They would be challenged to understand the role of value and judgments from different methodologies.
1.4.5 2.3.5 – Gain insight into the importance of linking research with policy and practice.
1.4.6 2.3.6 -They would be encouraged to consider how they can structure and sustain collaborative research facilities.
1.4.7  2.3.7 – Learn the art of preparing articles for publications in referred academic journals and how to handle the news media to communicate their feelings with policy implications
1.4.8  2.3.8 – Return to their institutions able to strengthen their capacity in peace – oriented research as it is linked to sustainable development and
1.4.9  2.3.9 – Become aware of ethical issues that arise in peace research, for example confidentiality and the need for professional research that strives for objectivity and promotes open debate of different perspectives.

1.5  COURSE DESCRIPTION

The short course on “developing Peace Research Skills in Africa” had the general aim of upgrading the skills of African researchers/potential researchers in the field of conflict and Peace. This implied building the capacity of the target group, to understand the fundamental causes and conditions of violence and to seek ways to mitigate, reduce, manage and resolve conflicts and promote peace. The course therefore comprised elements that were adaptable to topical research, university-based teaching, as well as practitioner-based applications. It underlined the conception of Peace and Conflict research as a multifaceted discipline, that is cognizant of historical and context/cultural specificities. From such a premise, it strongly espoused the argument that historical and societal changes definitely required researchers to adapt to shifting and changing paradigms leading to new fields of enquiry and direction. It demonstrated how the changes in methodology and priorities currently observable in the study of Peace and Conflict, is a fine example of this trend. In short, the course made a good attempt to explore ways of understanding why peace research focus is no longer limited to governance and the state, but tends to be more responsive to the knowledge needs of the growing array of non governmental organizations, social movements, the grass-root populace and their immediate realities.

1.6  METHODOLOGY

The Short Course was facilitated by Prof. Mmuya Maximillian and Dr. Pamela Machakanja, and was composed mainly of plenary presentations, discussions, a few break-out group sessions and included a shopping/site-seeing excursion. The presence of senior scholars in Peace/Conflict and related areas had a catalytic effect on the discussions and greatly enriched the level of exchange of knowledge.

The activities of the short course were evaluated by Dr. Phoebe Akinyi Nyawalo (UPEACE - Africa Programme LeadEvaluator) and Prof. Philip Aduma (Maseno University). Dr. Nyawalo also doubled up as the rapporteur of the workshop.
2.0 OPENING CEREMONY

The first part of the workshop was devoted to the opening ceremony composed of welcome remarks by Dr. Jean-Bosco Butera, Director of the University for Peace – Africa Programme, while Dr. Alfred G. Nhema, executive secretary of OSSREA, gave the keynote remarks.

In his welcome remarks, Dr Butera wished everyone a very warm welcome and a successful week of learning activities. He made a brief presentation of UPEACE – Africa Programme and its central mission of upgrading and strengthening the capacity of African institutions in peace and conflict studies. He spelled out the priority areas of concern to UPEACE – Africa programme (UPAP) and underlined the vital role that Peace research has to offer to the African continent, in terms of promoting the understanding of fundamental causes and conditions of violence and to facilitate the continent’s ultimate quest, of finding ways of mitigating, reducing, managing and resolving conflicts.

As OSSREA was the partner organization that hosted the workshop, Dr. Jean-Bosco Butera’s next task was to invite Dr. Alfred G. Nhema, to give the opening remarks. In his speech, Dr. Nhema welcomed everyone who came to participate at the workshop in whatever capacity. He also extended his appreciation to the UPEACE and OSSREA staff who worked endlessly towards the preparation of the workshop. He went on to outline the structure of his organization, which he said worked in Eastern and Southern Africa. He observed that OSSREA now had about 21 representations of National chapters who are carrying out OSSREA’s main mission of forging partnerships with universities, research institutions, policymakers, civil society organizations and other key stakeholders.

Touching on the theme of the workshop, he stated that at the moment, there was an aura of hope in the air, as far as peace within the African continent was concerned. Most countries with conflict histories are emerging/have emerged from protracted battles. However, he underlined the fragile state of that peace and pointed out that the consolidation of peace research was one of the determinant factors in the march towards attaining sustainable peace and security (stability) in Africa. He stipulated that there was therefore a conditional need to forge partnerships at all levels, so as to allow for end users and policymakers to get involved in all stages of the peace research. According to him, this was necessary because research undertakings can only make sense in a context where findings are incorporated in policymaking processes and where as a result, desired changes are attained. He ended by wishing everyone a pleasant stay in Addis Ababa and a successful workshop.

At the end of this speech, Dr Jean Bosco Butera thanked him and went on to invite every participant present to introduce themselves.
This marked the end of the opening ceremony. The group photo followed immediately.

SUMMARY OF COURSE SESSIONS

3.0 Activities On Day One (Monday 23rd April 2007)

3.1 Session One
Presentations by the members of the board of UPAP journal
Chair – Dr Jean Bosco Butera

The first session, which started off immediately after tea break at eleven a.m, was taken up by presentations from the members of the board for UPAP(University for Peace Africa Programme) journal as follows:

1) Conceptualizing Peace in Africa: Do African Indeginous Knowledge Systems Have Anything to Offer? - By Ms Bertha Amisi Kadenyi
2) Religious Conflicts and Religious Plurality in Africa – Dr Sulayman Nyang
3) The state of Africa Conflict Prevention, Management and Resolution – Architecture – By Dr. Monica Juma
4) From the Language of Conflict to a Discourse of Peace Building: An Analysis of the Role of Discourse in Conflict in Uganda – By Dr. Edith Natukunda.

Summary of the Morning presentations
The above presentations lasted to lunchtime. Though the period allocated to each presentation was rather short, (fifteen minutes for each presentation), the topics were very varied and gave a broad spectrum of the concerns that Peace research ought to address itself to. Participation was highly stimulated as a result, but as the UPAP journal board was to start its meeting from that afternoon, discussions were kept very short. Nevertheless, the session served the purpose of setting a high introductory note to the workshop.

Day One – Afternoon (Monday 23rd April 2007)

Facilitated by Prof. Mmuya Maximillian.

To introduce the workshop, the topics covered by Prof. Maximillian were meant to give a general background to theoretical concepts that underpin the orientations and approaches
adopted in Social Science Research, of which Peace Research is part of. The presentations covered the following topics:

3.2 Session two
Evolution of Social Science and Peace,

3.3 Session three
Research Paradigms and School of Thoughts in Social Sciences and Peace Research,

3.4 Session four
Research as Social Theory and praxis of Research.

Summary of day one
Basically the above presentations were of a general nature and concerned the evolution of social Science and peace research Paradigms. They provided background material for appreciating the positions taken by Social Science researchers. This day ended with a dinner party that started off at nineteen hours, where the participants had the opportunity of socializing and getting to know each other better.

4.0 Activities on Day Two (Tuesday 29th May 2007)

The day started at 9am with thirty four participants attending the sessions. It comprised five sessions that covered topics in diverse areas. To begin with, the topic “Theory and praxis of Research” from the previous day was taken to its logical conclusion and then the next sessions went on to cover the following topics:

4.1 Session five
In this session the facilitator led a discussion on methodological trends, their evolution and their significance to research findings.

4.2 Session six
This section discussed ethical considerations in conducting Research,

4.3 Session seven
In this section the facilitator gave details of what elements go into design, planning and managing of research

4.4 Session eight
This topic introduced the background knowledge to qualitative Research.

Summary of Day two
Once again Prof. Maximillian presided over the facilitation of all the sessions, adapting plenary approach. The field covered was very expansive and it dealt considerably with contentious issues in Social Science Research, as well as the process of designing a research project.

There was an impromptu evaluation at the end of this session led by Dr Meshesha Shewaranga. The view that strongly came out, was that although the participants greatly appreciated the sessions with Prof. Maximillian for their incisive overview of topical issues in social science research, they would have been more comfortable if the participatory approach was adopted in most of the sessions, instead of sticking all the time to the
traditional didactic approach. The sessions, they noted, had been heavy and some sections had unnecessary details.

5.0 Activities On Day Three (Wed. 25th April 2007)

Dr. Pamela Machakanja took over the facilitation from the third day of the workshop. The presentations started at 9 am and ended at 6pm. The session started with a brief exercises with everyone giving their way of conceptualizing peace. After the introduction, a total of six topics were presented and discussed in the areas of Conflict and Peace Research Methodology. These included the following topics:

5.1 Session nine
Emerging issues in Peace Research,

5.2 Session ten
Design, Planning and Managing Peace Research

5.3 Session eleven
Developing Peace Research skills

5.4 Session twelve
Conceptual capacity for Peace and Conflict Studies.

5.5 Session thirteen
Conflict Mapping

Summary of Day Three

Dr. Pamela Machakanja was the main facilitator on this day, assisted by Dr. Tony Karbo. Dr. Machakanja reorganized the original program so as to bring into focus the main issues to be considered. They led to the tackling of the following questions;

- How does one deal with African conflicts?
- How does one compare the differences between Peace and Conflict?
- How do we get governments to implement Peace research findings?

The presenter used a participatory approach in the introductory phase of the presentation to bring into focus the participants’ perspectives on the concept of Peace and Conflict.

On this day, the break-out group approach was introduced and used with lots of success. Each group was given the leeway to choose its own topic for the case study of a conflict situation. The following conflict case studies were thoroughly analyzed within the groups:

- Group one – analyzed the Liberian conflict
- Group two – analyzed the Darfur conflict
- Group three – analyzed the Northern Ugandan conflict
- Group four – also analyzed Northern Ugandan conflict
• Group five – analyzed the Rwanda genocide

The subsequent discussions were very lively and generated a number of crosscutting issues. The multiplicity and diversity of various issues raised within the groups allowed the members to contextualize the complex questions that are raised in Peace research and led them to appreciate the need to re-examine the theoretical frameworks required in Peace studies and in Conflict Resolution, introduced at the workshop. However, it emerged that the groups did not have adequate time to address some aspects of the conflicts. This arose out of the fact that in the initial programme had no slot for group work. It was therefore a kind of an ad hoc activity planted into an already crowded programme.

As the last topic of the day, the concept of Conflict mapping was adequately explained as integral to understanding the real origins of conflicts and designing intervention strategies.

The last activity of the day involved assigning to groups certain aspects of methodology in “chapter six” of a yet to be published book and which they were to read overnight. The task given for the following day was that they should be able to critique and enrich the chapter with additional views and concrete examples from the many parts of Africa, as represented at the workshop. Understandably, this activity generated some confusion and a lot of questions, as the participants could not locate it within the official program. It was not clear either where the “chapter six” came from, nor the purpose it was intended to serve.

6.0 Activities On Day Four (Thurs. 31st May 2007)

The day four started at 9am. Dr. Pamela Machakanja and Dr. Tony Karbo shared the facilitation. After a brief overview of topics to be covered during the day, the session began with groups breaking out to discuss the assigned sections of “Chapter six” introduced the previous day.

6.1 Session Fourteen

The task given comprised the following levels of analysis;

a) Give examples of how the particular method works in African contexts. How would you use it in an African setting?
b) What specific issues need to be highlighted when using the methodology? (i.e. what should a researcher consider, take note of, be cautious of, etc?)
c) What gaps do you see in this chapter?
d) What methods can you think of that are missing in chapter 6 and that you think should be applicable in an African setting?

Just like the previous group work, the subsequent discussions were very lively and informative. The whole exercise provided room for incisive critiques and contributions on the different Peace research methodologies and their applicability within an African context. This was made even more vivid through the use of concrete examples, taken from the African experiences, taken from around the continent, to illustrate certain points. This activity took most of the morning, after which the sequence of activities reverted back to the official programme schedule.
6.2  **Session fifteen**

- Ethical Conduct of Peace and Conflict Research – by Pamela Machakanja
- Contemporary Regional and International Issues in Conflict and Peace Research
- State of Conflict Research Globally and in Africa – Dr. Tony Karbo

**Summary of day Four**

On this day great emphasis was laid on gender sensitive research methodology as being most sensitive in delicate conflict situations and also most representative in its outcome. It was certainly a very congested day and some of the topics were covered very hurriedly, but luckily, on this day, the organizers of the workshop included an excursion session in late afternoon. Participants were taken to designated sites of the city. The excursion enabled them to socialize further and break the monotony of a congested workshop. It was generally a very much welcome break!

7.0  - **Activities and Presentations on Day Five**

Four topics were covered on this last day as follows:

7.1  **Session fifteen**
Enhancing Policy and Research, Interface in Peace and Conflict Studies by Dr. Meshesha Shewarenga

7.2  **Session sixteen**
African Experience and Challenges in Peace Research, Policy, and Practice by Dr. Tony Karbo

7.3  **Session seventeen**
The creation of Knowledge for Peace in Africa by Dr. Pamela

7.4  **Session eighteen**
Trajectory and State of Conflict Research Globally and in Africa - by Dr. Tony Karbo

**Summary of Day Five**

These topics brought out the status of Peace Research as a whole and then went on to dwell on its specificities within the African Continent. There was also a session where discussions on strategies that could be adapted to influence positive changes within the societies. The information presented stimulated a lot of interest and discussion among the participants.
8.0 WAY FORWARD AND CONCLUSION

The way forward was done in form of group focus evaluation by Dr. Phoebe Nyawalo, the UPEACE lead Evaluator, assisted by Prof. Phillip Aduma. A number of suggestions and recommendations, which were captured in the evaluation report, were made by the participants. These will go along way to make future workshops to be even more beneficial to participants.

The evaluation exercise was followed by a wrap up speech from Prof. Mary King, in which she urged the participants to think of their engagement with the Peace field not as a career, but as a calling. It is from such a perspective that they can effect positive contributions towards a better world. She further stressed that their contributions can only be effective if properly channeled and exhorted them to take advantage of all the opportunities in the field – like the newly launched UPAP journal.

Finally, the organizers presented the participants with certificates of participation. Once again, Dr. Butera and Dr. Nhema officiated at this function. They ended the session by exhorting the participants to keep contact with both institutions and most important, with each other. In turn, they both thanked everyone for the contributions from their participation during the week and wished them a very safe trip back to their respective stations.
ANNEXES

Annex 1

CHAPTER SIX – GROUP- WORK REPORT

AFRICAN CONCEPTIONS OF PEACE RESEARCH

On the fourth day of the joint UPEACE –Africa programme and OSSREA Research Capacity Building workshop held in Addis Ababa (23\textsuperscript{rd} – 27\textsuperscript{th} April 2007), the first activity of the day began with the participants being given the task of analyzing specified research methods from a text dubbed “chapter six”, as follows:

- Group one – to analyze discourse methods, Ethnography and historiography.
- Group two – to analyze Action research, Literary Analysis and Events Analysis methods.
- Group three – to analyze group Focus, Case Studies and Time Series methods.
- Group four – to analyze Gender research, Pluri-disciplinary and Meta-Analysis methods.
- Group five – to analyze Survey methods and Multiplex methods

The task comprised the following levels of analysis:

a) Give examples of how the particular method works in African contexts. How would you use it in an African setting?
b) What specific issues need to be highlighted when using the methodology? (i.e. what should a researcher consider, take note of be cautious of, etc?)
c) What gaps do you see in this chapter? What methods can you think of that are missing in chapter 6 and that you think should be applicable in an African setting?

Report from the groups

Group one:

H) Discourse Analysis and historiography Method;

Why use these two in African research?

Discourse:
The rationale of the method is that in discourse analysis you can capture reality when people talk – the socially constructed reality will come out. Africans being very oral oriented need to be tapped. The saying goes that; “When one old man dies in Africa, one library equivalent from the West is burnt”. 

So oral language is very important in understanding the African reality. But even here one needs to beware of the cultural constructs concerning the value of the oral language, for instance;

- In Afghanistan – If one’s man as a witness – is equivalent to a witness given by two women.
- Hierarchy of leadership – in some communities, a male, who is junior in age will be given chance to talk and not the women, since women are not allowed to speak infront of men.
- One also needs to beware of words termed as “faux amis” in french, though looking as if they have same references but culturally they are not equivalent in the other languages being used for research – like English –
- To make the method more effective, it is in order to adapt a looser version of Ethnology - thus approaching the reality as seen from the subject’s perspective
- Patience – is needed in the practice of this method and calls for the use of other complementing methods.

Advantages and Disadvantages:
Rather than using quantitative and statistical data, it was noted that it was better to capture reality. But one needs to beware on how to interpret reality – ethical issues should also be taken into consideration.
There is also the need to be aware of social contexts.

I) Histographical Method;
Logic – Africa rich in history in general give understand to Peace Resaerch. Clearly fitting – root causes of conflict can be understood. It is events analysis which are attempts to analyze and account of why things happen. Relationships between events. Genocide for instance in Rwanda should be seen in historical perspectives.

In Gambia – Indication of dates are sometimes tied to natural phenomenon and in the absence of recorded information this can elucidate on the approximate timing of events being researched on.
The Darfur conflict can be seen as being tied to the dismantling of the colonial frontiers. Reflexions of elderly people very important – traditional story telling technics makes it easy for old people to capture the important components of an event.
The reality of trauma so important in peace building can only be reflected from oral expressions, but is lost when some methods (especially when the scientifically rigorous ones) are used.
One can easily put to question the amount of subjectivity and objectivity of such a method – Can anecdotes be really objective? But even then, we need to go a little further and ask if Social Science research is objective in the first place?

Issues to be attended to;
Questions of indexes, acknowledgements of sources and annotations etc. makes people very but it is not always easy to put dates though.
Documentation – how faithful is it done in Africa?
Group two

J) Action research Method:

Based on the premise that power comes from knowledge and should be generated in a participatory approach used to solve social problems. People need to feel ownership of the process of research – that their interest is taken in the research. Action research is improving quality of life through research and action. It is therefore;

An ongoing activity
Participatory activity –
Credibility with data in AR – with AR
Costly – need to engage the community over and over again

Gaps in Chapter six:
Substantiate the need to incorporate Action Research methods in African contexts
There are no proper guidelines on how to go about Action Research.
Need to specify both the weaknesses and advantages of the method.

Focus group Method:

A research method to get information – derived from
Qualitative methodology – way of collecting peoples stories – holistic picture of a certain group. It generates information that help us understand certain issues from the perspective of those affected by it –
Focus group provides a holistic thematic picture of a specific generation, social setting etc. like market women, widows, groups of survivors –
It involves strategic, purposive sampling that influence research results.

In African settings
It helps to utilize historical/cultural/traditional attributes;
- Collective community participation
- Strengthens, affirms collective voicing
- Strengthens support and caring

Has value especially in post conflict reconstruction.
- Can be used as a strategy for non-violent intervention (Lobbying, community mobilization for change).
- Problem identification and prioritization.
- It gives opportunity to plan, evaluate, and identify or assess needs and agendas

Specific Issues to be highlighted:
- Need to be sensitive to cultural sensitivity, like gender roles, status of different groups with the society, religious requirements, matters of sexuality etc.
Examples of cultural issues includes cultural dynamics like;
- men and women cannot be together
- Mother and son in law relationships etc.
- Issues of status – makes other feel intimidated

**Gaps in relationship to ch 6:**
No clarity in defining the method
Too much jargon – not reader friendly - trying to grasp what it is all about
Need to mention also the limitations that language barriers pose in relation to using this method effectively. The issues connected to meta-language, non-verbal etc.
Focus should be on generating discussions.

**Literary Analysis Method:**

It is a qualitative technique especially useful in Africa where we have rich oral tradition. Eg. Women : marriage, Divorce, Maintenance, that is one can get to analyze narratives of individuals as they their relate stories of their lives from their immediate contexts.

Examples:
- Reflections of elderly in liberation movements
- Using story telling

**Issues to be taken into account:**
How to deal with sentiments, emotional involvements in the narratives, and ethical considerations
Questions of Objectivity versus objectivity
The need to understand cultural context, to be able to interpret all the discourse clues.

**Gap from Chapter 6:**
- Too much use of jargons
- The need to specify the use of other particular methods side by side
- There should be cited examples to concretize the definitions and explanations.
- Need to mention the advantages and disadvantages of the use of this method

**Events Analysis:**

This is an approach to catalogue and categorized data from an events data base eg. Historical development to the Rwandese genocide – 1919, 1963, 1973, 1996 - causation versus correlation.

**Issues to be taken into account:**
Rapid change
High technology and its impact on information
What about the outcomes of events that are not documented.

**Gaps from Chapter 6:**
- How does one conceive an event data base from the African context
- The language of the text need to be worked on again to be reader friendly
- Need to include more examples for illustrations.
Group three

Focus groups Method:
A research method that sets out to get information – derived from people as a group feeling.

Qualitative methodology – way of collecting peoples stories – holistic picture of a certain group. It generates information that help us understand certain issues from the perspective of those affected by it –
Focus group provides a holistic thematic picture of a specific generation, social setting etc. like market women, widows, groups of survivors –
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In African settings:
It helps to utilize historical/cultural/traditional attributes;
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- Mother and son in law relationships etc.
- Issues of status – makes other feel intimidated

Gaps in relationship to chapter 6:
No clarity in defining the method
Too much jargon – not reader friendly - trying to grasp what it is all about
Consider a dump researcher ? Need to mention also the limitations that language barriers pose in relation to using this method effectively. The issues connected to meta-language, non-verbal etc.
Focus should be on generating discussions.

Case studies Method:
It can be used to describe a unit of analysis eg. A case study of a particular Unit of analysis – of a particular group organization
An observation of a phenomenon, activity at a particular point in time
A reference point to crystallize an argument

Characteristics:
- organization
- Exploratory
- Explanatory
- Can be single or multicases which are comparatory
Can therefore be used for comparative study
In African setting:
It is used to content – to analyse events, phenomenon policies

Disadvantages:
Can lead to generalizations, biases usually of subjective kinds

Gaps in relation to Chapter six:
- On definition on case studies – problem of referencing – tendency to plagiarism

Time-series Method:
Definition – It focuses on trends. It looks at continuity and discontinuity of conflicts
In African settings:
Utility in understanding the phenomenon of flood, natural disasters, evolution over time etc.
E.g., Floods in Mozambique - critie depends a lot on memory
Need to remember that african time is not uniform – Like those using the Julian calendar.
How is time conceptualized in particular African contexts constitutes a relevant issue in understanding certain realities.

Gaps in relation to chapter 6:
Chapter six relies very much in European concept of timing.

Group Four

Gender research Method:
1. Definition - addresses socially, culturally and historically constructed roles of males and females in a given society.

Applications in African Settings:
2. In peace – Conflict studies, this methodology is aimed at grounding the researcher in the social, cultural and historical gender constructs and contemporary thought needed to understand structural and cultural gender conditioning, socializing and inequalities as well as the effects of these forces on War and peace

Approach:

3. It requires an appropriate cross-cultural approach that employs alternative theoretical approach to gender sensitive practices that recognizes research as a dynamic and social encounter complete with dilemmas, subjective interpretations, multiple meanings and human agency.
4. The above objectives can be achieved primarily through ethnographic accounts exploring the dynamics of the local context and the complexity of indigenous women’s and men’s everyday lives in Africa.

Examples

5. **North Eastern Uganda**
The method grounds the researcher in the roles of men and women and the impact this has in conflict and peace processes. Integration of gender aspect to Peace studies encourages sensitivity in the field. It can be achieved through ethnological accounts - enables engendering the research and perspectives of conflict.

**Pluri - disciplinary Method:**
This is specially useful in peace building processes
It involves the use of open end resource –based techniques available in the actual situation. It articulates epistemological, cosmological, methodological challenges
- Makes it easier to understand the causes of conflict - how conflict is initiated.
- Aids in the building of conflict strategies.
- Can use ethnological approaches – such everyday contact allows you to have a wider perspective.
- In Ethiopia and two men fighting can be stopped by having a woman introducing herself as a barrier between them.

**Application in African Societies:**
In peace and conflict studies the researcher addresses problems of local communities, their knowledge and belief systems as well as their ways of handling local problems. This should be conducted in indigenous languages.

Examples:
- 1. **Karamajong group** – situated between Kenya and Ugandan border – women perform rituals before men go raiding. Men cannot go cattle raiding before these rituals are done. Women cannot marry a man who has not RAIDED cattle. Women endorse the beginning of conflicts. They encourage the men thro incitement etc. In this context, even when it concerns peace – the women initiate the process. Women are therefore active actors in the conflict – giving a twisted validity to the adage; “Behind every successful man there is a woman”
  - Without understanding the women’s role then conflict in this context cannot be understood.

2. **Women as symbols of peace**
In far western Ethiopia – If two men are engaged in a fight, and one of them uses a woman as a shield, the other party cannot attack him.

**Meta–analysis Method:**
Applies the statistical procedures to the empirical findings (data) of individuals quantitative studies on a conflict or peace initiative to integrate synthesize and make sense of them (integrate results from existing studies to review patterns, relationships and causalities). Quantitative data will allow the meta-analysis to take place.

**Application:**
For example – the factoring in the number of women/men/children affected by conflict (war).

**Group Five**

**Survey research Methods:**
Used Uganda as a case study
Method is applicable in indigenous systems
Dilemma on peace talks and the “Malo putu” – an indigenous Acholi practice of peace building;
Issues that a researcher in peace and conflict field may face in this context are multifaceted;

1. kidnapped children
2. Men who are lazy
3. Child soldiers, child mothers/fathers
4. Insecurity in the region
5. issue of Trauma – insensitivity to such conditions
6. research fatigue, since 1980s too many people engaged in the field and asking the same questions!
7. Language barriers – objective/subjective interpretations of events and realities.
8. Sensitivity – one needs administrative clearance to operate in the area.
9. Secondary data – inability in certain instances to access the primary sources of data – Kony for instance is unreachable

**F) Multicomplex Method:**
Used as a method in contexts where causes of conflict are very complex and multilayered – One has to draw from different systems of knowledge. The situations are complex because they have undergone metamorphosis – For instance - leaders change and geographical changes also take place – a lot of elements can change any time
- Crystallizing different disciplines can give us the overall understanding of such research situations

**Examples from the current situation in Northern Uganda:**
- land owned customarily – now desolate, investors now taking over but people are defensive. Note that concerning the local land boundaries – old men knows better than the government.
- Muslim versus Christians
• Ethnic conflicts arising because of war extends to Lango, Southern Sudan etc – Local elders and their roles versus the new structures
• Gov. appointees vs local leaders – the issue of per Diems become crucial and take prominence over the real issues
• Monopoly of information – difficulty to access relevant information from certain sources etc.
• Political interferences LC5 to LC1 – recent political developments has rendered LC1 inactive – used to be very powerful before
• LRA vs the UPF – where is support of LRA – Ethiopia, US and Canada – Lifting the veil becomes an important strategy.

Gaps from Chapter 6:

After going thro Ch 6 – lack of examples in African settings – Western concepts very prominent –
Counter faction interventions – mainly applicable in transitional justice but can also be applicable in other settings.

**Conclusion with Bertha’s intervention**

Bertha acceded to the general view that a lot of the methods analyzed above lend themselves easily to use in African settings. She explained that they in fact reinforce the unique African way of collective participation of group members, in the process of interpreting historical and other socio-political events that affect their lives. They are especially relevant in cases where reminding each other and reaching a consensus among the group, over the significance of events, as well as in determining the sequence and timing of those events.

**Key Points raised:**

But can these be labeled as Methods or methodology?
It is important to note that their use have additional emotional intelligence about knowledge.

They are also sensitive to trauma feelings.
They reinforce the concept that every social setting is unique in a research undertaking and brings out problems of dichotomy between subjectivity versus objectivity – Is it then possible to generalize findings from one group to other group/settings?
African concepts of time – how we measure it can affect research findings? Most events are tied to the timing of the natural phenomenon – and often draw their significance in connection to these elements. The same principle applies when it concerns the interpretation of specific cultural values, i.e., in some communities they do not count children – knowing such rules makes one interpret correctly the responses or discourse at hand.
Notions of age sets – how to assess age sets – and situate their significance within the different cultural settings.
How do we get historical sources of information in African settings in the absence of written traditions – But why not analyze myths, folklore and songs?
Even objects like in Masai jewellery carry lots of information about social values, status, age sets, roles etc

It is accepted that in African settings there is generally lack of formalized data base – therefore research within these contexts cannot solely be based on quantitative methods – there is need to lean more on the qualitative methods. But even then, one still has to answer questions such as -How does one establish regularity?
## Annex 2: Workshop Agenda

**Monday, 23 April 2007**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSIONS</th>
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<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Registration</td>
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<tr>
<td>9:00 – 9:20</td>
<td><strong>Welcoming Address</strong></td>
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<tr>
<td></td>
<td>Dr. Jean-Bosco Butera, UPEACE Africa Programme, Director</td>
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<td>Dr. Alfred G. Nhema, Executive Secretary, OSSREA</td>
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<tr>
<td>9:35 – 9:50</td>
<td>Religious Conflicts and Religious Plurality in Africa- Dr. Sulayman Nyang</td>
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<tr>
<td>9:50 – 10:05</td>
<td>The State of Africa Conflict Prevention, Management and Resolution Architecture - Dr. Monica Juma</td>
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10:05 – 10:20  Discussions on Presentations
10:20 – 10:30  JOINT GROUP PHOTO

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<tr>
<th>10:30-11:00</th>
<th>Tea/Coffee Break</th>
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<tbody>
<tr>
<td>11:00-11:15</td>
<td>From the Language of Conflict to a Discourse of Peace building: An Analysis of the Role of Discourse in Conflict in Uganda – Dr. Edith Natikunda</td>
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<td>11:15-11:30</td>
<td>Peace building Through Sport: A Model of University-Civil Society Collaboration in South Africa - Prof. Marion Keim</td>
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<td>11:30 – 11:45</td>
<td>Trauma Sensitive Peace building: Lessons for Theory and Practice- Dr. Craig Zelizer</td>
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<tr>
<td>12:00 – 12:15</td>
<td>The State of The African Standby Force: An Alternative View - Dr. Martin Rupiya</td>
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<td>12:15 – 12:30</td>
<td>Discussion on Presentations</td>
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<th>12:30-14:00</th>
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<td>14:00 – 14:20</td>
<td>Introduction of Workshop Programme</td>
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**Prof. Mmuya Maximillian**

**General Background**

**Evolution of Social Science and Peace Research Paradigms and School of Thoughts in Social Science and Peace Research**

**Prof. Mmuya Maximillian**

15:00 -15:30  Research as Social Action
Prof. Mmuya Maximillian

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>15:30 – 15:50</td>
<td>Tea/Coffee Break</td>
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<tr>
<td>15:50 – 17:00</td>
<td>The Theory and Praxis of Research - Links between theory and Praxis</td>
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<tr>
<td>19:00 – 21:00</td>
<td>Reception</td>
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Prof. Mmuya Maximillian
<table>
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<tr>
<td>9:00 – 10:30</td>
<td>The Theory and Praxis of Research – Links between theory and Praxis</td>
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<td>Introduction to Social and Peace Research Methodologies</td>
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<td>Methodological Trends</td>
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<td>Prof. Mmuya Maximillian</td>
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<td>10:30 – 10:45</td>
<td>Tea/Coffee Break</td>
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<td></td>
<td>Some Emerging Thinking</td>
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<td>Prof. Mmuya Maximillian</td>
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<td>10:45 - 12:30</td>
<td>Ethical Considerations in Conducting Research</td>
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<td>Designing, Planning and Managing</td>
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<td>Prof. Mmuya Maximillian</td>
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<td>Background to Qualitative Research Methodologies</td>
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<tr>
<td>9:00 – 10:30</td>
<td>Background on Conflict and Peace Research Methodology</td>
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<td>Designing, Planning and Managing Peace Research</td>
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<td>16:05 – 17:30</td>
<td>Developing Research Skills and Conceptual Capacity for Peace and Conflict Studies</td>
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<td>Contemporary Regional and International Issues in Conflict and Peace Research:</td>
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<td>African Conceptions of Peace</td>
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<td>Dr. Tony Karbo</td>
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<td>State of Conflict Research Globally and in Africa</td>
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<td>14:00 – 14:30</td>
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<td>14:30 – 15:00</td>
<td>African Experiences and Challenges in Peace Research, Policy and Practice</td>
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<td>15:00 – 15:35</td>
<td>Discussion</td>
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<td>16:05 -</td>
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<td>The Creation of Knowledge for Peace in Africa</td>
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<td>10:45 – 12:35</td>
<td>Enhancing Policy and Research Interface in Peace and Conflict Studies</td>
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<td>Dr. Meshesha Shewarega</td>
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<td>12:35 – 14:00</td>
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<td>14:05 – 15:35</td>
<td>General Discussion &amp; Evaluation</td>
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<td>15:35 – 16:05</td>
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<td>16:05 – 17:30</td>
<td>Presentation of Certificates &amp; Closing</td>
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<td>Dr. Jean-Bosco Butera, UPEACE Africa</td>
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<td>Programme Director</td>
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<td>Dr. Alfred G. Nhema, Executive Secretary, OSSREA</td>
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### Annex 3: Participants Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Position and Organization</th>
<th>Contact Information</th>
<th>Website</th>
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<tr>
<td>Name</td>
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<tr>
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<tr>
<td>Mr. Kasimu Yuma</td>
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