Second Faculty and Staff Development Seminar on Gender and Peace Building
Kitwe–Zambia. 4 - 7 April 2005

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The Africa Programme of the University for Peace would like to express its sincere appreciation to its donors for the generous funding which has enabled the realization of this important programme activity.
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FOREWORD

On behalf of the Planning Committee, with members from the University for Peace and Mindolo Ecumenical Foundation, we are very pleased to have had the privilege of welcoming to Kitwe, familiar faces of participants for the Second Faculty and Staff Development Seminar on Gender and Peace Building. Last year, in July, we explored possibilities and exchanged ideas about gender and peace building through the sharing of educational teaching material packages. We took those teaching materials and promised to test them in our different institutions all over Africa. During the process of sharing, relationships and commitments towards building a culture for peace were initiated.

This April, we have returned to exchange contextual experiences and feedback on the use of these materials and to evaluate the findings of our research in our respective professional domains. We have come to enrich the network of peace builders that we committed ourselves to last July. It is a blessing to see an active demonstration of your commitment to making a difference in the lives of the people throughout Africa.

Mindolo Ecumenical Foundation has had similar goals to making a difference in the lives of people. Since the 1950s’ we have been a resource for emerging leaders in the church and community through our programme for Peace, Good Governance, and Human Rights and the Women’s Leadership Training. Through our field-based educational programs like the training of Orphans and Vulnerable Children, we are working practically on identifying the causes of conflict and limiting some of the violence associated with poverty and lack of education. Our outreach programmes, such as the Early Childhood Development programme, are looking at educating children, at a very early stage, on the process of resolving issues and disputes. All these activities are done in a Pan-African Context, just like UPEACE is working.

Based on the foregoing we are very proud to be in partnership with the University for Peace as a host of this Second Faculty and Staff Development Seminar on Gender and Peace building. Since, as individual peace builders we will be returning to our respective countries, I would like to take this opportunity to remind all of us that, it is our collective responsibility to contribute towards the implementation of the peace enhancing recommendations that have emerged from this intensive staff and faculty development seminar. I particularly draw your attention to the need to translate the content of these Teaching Packages into appropriate actions and to generate Africa Specific case studies, illustrations, and research reports to accompany the teaching packages.

May God bless you for your commitment and contribution to the global culture for peace.

Father Charley Thomas
DIRECTOR,
MINDOLO ECUMENICAL FOUNDATION
EXECUTIVE SUMMARY

From 3 – 7 April 2005, the University for Peace (UPEACE) Africa Programme, in conjunction with the Mindolo Ecumenical Foundation (MEF), convened participants from thirteen countries from across the African continent and from partner institutions of the UPEACE Africa Programme, for the Second Faculty and Staff Development Seminar on Gender and Peace Building in Kitwe, Zambia. This event was organized as a follow-up to the 26 – 30 July 2004 session — at which, these participants were introduced to and given teaching materials based on graduate courses being offered by the UPEACE Department of Gender and Peace Studies at the Main Campus in Costa Rica.

The main objectives of these African partners’ Second Seminar in Kitwe comprised of the following: to receive analysis on the use of UPEACE’s Educational Dissemination Packages and Curricular materials on three courses: “A gender analysis of the Environment and Sustainable Development”, “Peace Studies and Non Violent Transformation of Conflict”, and “Gendered Dimensions of Conflict”, to facilitate debate, analysis and evaluation of the applicability of these Training Material Packages (TMPs) and to include gender conceptions and practices on the African continent.

In accordance with these set objectives, the operational methodology of the seminar was designed to incorporate working groups and plenary sessions oscillating around participant’s presentations, discussions and animations of the vast contextual experiences accrued to the TMPs and key lectures complimented by interactive illustrations on selected themes on Gender and Peace Building, followed by question and answer sessions. A field trip to MEF Vocational Training Farms for youth, orphaned and street children and a press conference offered the participants a unique opportunity to interact with the community.

One of the major products of the above-mentioned activities was the sharing of different teaching experiences based on the use of the TMPs. The participants’ feedback focused on the usefulness, the response from students and professors, the relevance and applicability, complementary materials and experiences that enriched the TMPs, and challenges faced while using these teaching materials.

Although the participants faced difficulties such as:

a) inconsistent accessibility to electricity and limited financial resources to acquire electronic equipments – computers, CD-ROMs, DVDs,
b) lack of African examples, making content adaptability to local audiences a significant obstacle, and
c) participants from Francophone and Lusophone Africa consistently battled with translating the documents from English. They appreciated, however, the invaluable usage of these materials in as far as they provided a glossary of useful definitions and also acted as educational tools in the classroom and in community mobilization projects, for example, SACCORD1, an NGO in Zambia. In addition, the Professor’s guide was used to improve teaching methodologies and in the development of frameworks for government gender training programmes – Ethiopia, Gender and Education Module – Sierra Leone, Policy Making and Gender Mainstreaming – Nigeria, and Coordination of the International Women’s Day in Congo, to mention but a few.

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1 Southern African Centre for Constructive Resolution of Dispute located in Zambia.
As a result of this four-day intensive working session, some of the recommendations forwarded placed heavy emphasis on:

- Constant linkage between UPEACE and the Africa Partner Institutions for strengthened solidarity and collective decision making, for example, through a virtual space.
- Designation of a static staff person concerning feedback from partner institutions.
- Generating Africa specific content to supplement the TMPs for example, topics on gender and elections, incorporation of African heroines and heroes.
- Translating basic texts into appropriate languages (French and Portuguese).
- Supplying additional hard copies of the teaching materials.
- Exploring potential collaborative partner organisations for additional materials for example: Ubuntu for Development, FAWE in Sierra Leone, Akina Mama wa Afrika in Uganda etc.

Conclusively, this Second Seminar was a rich forum for constructive debate and analysis on the usefulness, relevance and applicability of UPEACE’s Educational Dissemination Packages and Curricular materials and their evaluation for improved use, particularly within the African Context. Participants also benefited by updating their working knowledge on the Theoretical State of the Art in Gender and Peace Building.
1.0 INTRODUCTION

1.1 Background

With support from the Government of Finland, the Government of the Netherlands, the Canadian International Development Agency, the Swedish International Development Agency, and the Swiss Agency for Development and Cooperation, the University for Peace (UPEACE) Africa Programme and the Department for Gender and Peace Studies in conjunction with the Mindolo Ecumenical Foundation (MEF) convened, from the 3 – 7 April 2005, the Second Faculty and Staff Development Seminar on Gender and Peace Building in Kitwe, Zambia. This activity brought together participants from fifteen African countries including Botswana, the Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Uganda, Tanzania, Zambia, and Zimbabwe. Seminar facilitators came from Iraq, Egypt, Kenya, Peru, Uganda, the United States, and Zimbabwe. All of the participants to the Seminar had attended the July 2004 Seminar on Gender and Peace Building. Selection for this follow-up Seminar was based on the quality of their responses to the Feedback Survey Form on the educational dissemination packages they had utilized as instructors or trainers in gender and peace building in universities, non governmental organisations or policy-making bodies.

During the Kitwe I Seminar, held from the 26 – 30 July 2004, backbone to the Kitwe II meeting, participants were introduced to and given a portfolio of curricular resources in the form of a package of educational teaching materials containing DVD, CD-ROM and related literature based on graduate courses offered by the UPEACE Department of Gender and Peace Studies at the UPEACE Campus in Costa Rica. This forum also provided the participants with a unique opportunity to bridge the gap between patriarchal and feminist perspectives on peace in terms of theory, practice, and teaching materials; to provide a large number of students in Africa with access to the most advanced teaching materials in the field of gender and peace building; to affirm African endogenous sources of knowledge from communities, organisations, and educational institutions; and to strengthen institutional linkages in the teaching, training, and research on gender, peace building, and development in the African context.

Based on the methodologies of the UPEACE-GPB International Dissemination Programme and the recommendation for a follow-up to the July 2004 activity, the April 2005 Seminar was organized to provide a forum for monitoring and evaluating the impact of the TMPs on the African continent after having used the materials for one semester.

1.2 Objectives

The second Faculty and Staff Development Seminar on Gender and Peace Building was thus organized to solicit constructive critical thinking discussions based on feedback reports from the participants’ experiences and experiments on the use of the materials in their specific regions, academic institutions and civil society organisations. The activities of this seminar were guided by three major objectives;

- To facilitate debate, analysis and evaluation of the applicability of these Training Material Packages (TMPs).
- To reflect on the gendered conceptions and practices on the African continent.
2.0 BACKGROUND TO THE ORGANIZING INSTITUTIONS

2.1 University for Peace

The University for Peace was established as a Treaty Organization under an International Agreement specifically approved by the United Nations General Assembly in 1980. It was established with “a clear determination to provide humanity with an international institution of higher education for peace and with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate co-operation among peoples and to help lessen obstacles and threats to world peace and progress, in keeping with the noble aspirations proclaimed in the Charter of the United Nations.” In 1999, within the context of UN reform, Secretary-General Kofi Annan expanded the role of the University for Peace to support the Peace and Security objectives of the UN through teaching and research in the areas of defence and promotion of human rights, the prevention and mitigation of conflict in regard to natural resources, the strengthening of civil society, the democratization of the military and civil police, and the training of civic leaders in the techniques of mediation in support of peace processes world-wide.

2.2 UPEACE Africa Programme

The overall goal of the UPEACE Africa Programme is to strengthen African capacity for education, training and research on issues of peace and security, including the prevention, management and resolution of conflict. It is hoped that the University will act as a catalyst in mobilizing an international network on the definition and implementation of cooperative activities in the fields of education and research for peace in Africa. The linking of African scholars into a knowledge network is imperative and as such, a programme that facilitates linkages between institutions of higher learning is of high priority. Added value brought to this initiative by UPEACE lies in the unique advantage it holds in offering a genuinely international, multicultural and multidisciplinary orientation of its academic programme, which builds on perspectives from other regions of the world.

Following intensive consultative missions held across Africa between 2001 and 2003, a plan of action for the UPEACE Africa Programme was developed and initiated. The five-year plan of action seeks to address specific problems identified by participants of the consultative meetings, including the student demand for courses in peace studies and conflict resolution, as deficits in the availability of materials and trained professionals have limited the ability of academicians and practitioners to respond to this demand. Moreover, although there are many instances of effective, noble work in peace and conflict being accomplished throughout the continent, the work is often done in isolation and without resources. In addition to identifying possible solutions to the above obstacles, the UPEACE Africa Programme received specific requests for staff training, which have led to the programme’s emphasis on staff and faculty development seminars.

2.3 UPEACE Department for Gender and Peace Studies

The Department for Gender and Peace Studies was established in January 2001 and is one of the central academic departments at the University for Peace. Through formal education, research, formation of networks and publication of materials, the Department for Gender and Peace Studies aims to mainstream the gender perspective as a strategic means of reducing inequalities and inequities between men and women, and establishing peaceful societies. The department
believes that this strategy can make substantial contributions to development, to strengthen democratic institutions, and to instil full respect for human rights.

The Department for Gender and Peace Studies is responsible for a variety of programmes, including the Master’s Degree in Gender and Peace Building and the Department’s Knowledge Dissemination Project. After Master’s degree classes were initiated in September 2003, the Department began an effort to significantly increase the number of students with access to the material and courses taught at the UPEACE campus in Costa Rica by developing dissemination materials. These educational packages provide users with sample lectures, readings, and syllabuses, as well as a catalogue of international human rights instruments, study guides, professor’s guides and a term-relevant glossary. The prototypes of the first two dissemination packages were distributed during the first Staff and Faculty Development Seminar to solicit feedback from an international group of professionals regarding the cultural and educational appropriateness of the information compiled.

2.4 Dag Hammarskjöld Centre for Peace, Good Governance and Human Rights of the Mindolo Ecumenical Foundation (Local Partner Organization)

The Mindolo Ecumenical Foundation was established in 1958 with the mandate to serve Africa by training and equipping individuals for positions of leadership. The Foundation celebrates its broad ecumenical character with representation from numerous Protestant denominations and Christian Councils across the continent, coupled with strong input from the Catholic Church. Since its inception, Mindolo has trained more than 2,000 individuals to the certificate and diploma levels, as well as countless participants for short courses, seminars and specialized workshops. The Foundation currently runs five pan-African diploma courses: Women's Training Programme, Youth Leadership Programme, Ecumenical Leadership Development Programme, Early Childhood Development and Education Trainers’ Course and Peace Building and Conflict Transformation. Additionally, the Foundation offers campus-based certificate programmes in Peace Building and Conflict Transformation, Industry and Commerce, Community Development, Appropriate Technology and English as a Foreign Language. Mobile Schools extend leadership development and skills training into rural and peri-urban areas.

Nestled in the heart of Mindolo Ecumenical Foundation, the Dag Hammarskjöld Peace Centre offers 9 month, 12 week, and 3 week courses in Non-violence, Good Governance, Leadership, and Peace. Two years ago, UPEACE approached Mindolo as a potential partner in its newly established Africa Programme. Noting the central African location, the Pan African connection, and Mindolo’s connection to the grassroots peace movement, UPEACE decided to jointly host the two seminars focusing on Gender and Peace building at this location.

3.0 METHODOLOGIES AND FORMAT

The seminar sought to acquire feedback from participants concerning the material (both physical and intellectual) that was provided during the 2004 Seminar and to provoke discussion and debate amongst participants concerning the use of the educational dissemination packages and curricular materials. In terms of the general design, the seminar format was based on three main parts: - the key lectures, group sessions and participants’ plenary presentations, offsite visit and press conference. These main parts were supplemented with plenary sessions of the official opening, evaluation of the July 2004 Seminar, the rapporteurs’ synthesis and the recommendations, as well as the way forward finale. An offsite visit to MEF Vocational Training Farms and a Press Conference were also activities of this Seminar’s schedule.
3.1 Evaluation Results 2004

The seminar began with a cumulative report from last year’s evaluators concerning the feedback from the 2004 conference and the mandatory report forms turned in by participants between the time of July 2004 and January 2005. The main points highlighted by the participants during the evaluation report included:

a. The education materials developed and introduced were of outstanding quality,

b. The interactive and dialogue-oriented working methodology demonstrated an excellent degree of openness and sharing,

c. Pedagogical approaches were applauded,

d. Women were more likely to be knowledgeable of gender issues as compared to their male counterparts, and

e. There was need to allow more time for detailed review of the educational materials.

Resulting from this evaluative process, the following recommendations were forwarded:

a. Maintain interactive methodologies with all Africa Programme activities,

b. Organize events that bring together African professionals,

c. Use presentations as model pedagogical approaches to education in peace building issues in general

d. Ensure inclusion of elements of cultural diversity and African focus in the review of segments of the educational material,

e. Consider sending copies of educational materials to the participants in advance,

f. Establish an ongoing forum for communication and contact among participants,

gh. Explore ways to assist women participants in communicating with their organizations on how to implement the curriculum, and

h. Ensure that the follow-up evaluation process described in the evaluation plan takes place in a timely manner.

Throughout the different sessions, space was provided for participants to listen to expert guest lectures on various gender topics and to present relevant research and programmes in which they themselves were involved. Following each presentation or lecture, discussions were opened to participants for questions, answers and comments. The result of this type of interaction was fluidity in participants’ roles as both teachers and as students during the course of the week.

3.2 Off-Site Visit to MEF Farms

Another specificity of the seminar methodology was the time allocated to community interaction. Midway through the seminar, a community visit was organized to the Mindolo training farms. This gave participants a chance to interact with, youth, orphans, and vulnerable children in the Kitwe area.

Participants were taken on a tour of the 100-acre site of three different training programmes in tailoring, carpentry and agriculture, for single or double orphans from the ages of 15 – 23. Through observing classes, interviewing staff, and interacting with students, participants were able to see development in action and incorporate it into the ongoing discussions of the seminar.
3.3 Local Press Conference

Another opportunity to interact with the Community was provided through the press conference at the end of the seminar. This was organized in such way that allowed Kitwe journalists to engage dialogue with representatives of resource persons, the organizing institutions and the participants.

The press conference offered a forum to inform the public, through the media, about the different activities of UPEACE in Africa, its partnership with MEF and the use of its TMPs in diverse contexts on the continent. It also provided the participants with the opportunity to witness and experiment in the use of the media as an alternative methodology in peace building. The press coverage was conducted by, Zambian television, radios, and newspapers.

4.0 FEED BACK ON THE USE OF THE TMPs: RESULTS OF THE SURVEY 2004

Following the 2004 seminar written surveys were sent to participants concerning the use of two TMPs: ‘Peace and Non-Violent Transformation of Conflicts’ and ‘A Gender Analysis of the Environment and Sustainable Development’. During this second seminar, Dina Rodriguez, Director of the Department of Gender and Peace Building presented qualitative information and quantitative statistics created from the results of the surveys. Their analysis led to the following findings:

- Out of the 21 surveys returned, 16 gave feedback concerning the “Peace and Non-Violent Transformation of Conflicts” package and 14 gave feedback concerning the “A Gender Analysis of the Environment and Sustainable Development” package.
- The packages were used in seven different settings including: graduate university classes, undergraduate university classes, NGO training or workshops, staff training or workshops, peer training or workshops, with local community groups, and in other areas.
- Most of the responses were “positive” or “very positive,” with only one “somewhat negative” response. All of the participants agreed that the materials had an impact on the knowledge of the people who used them.
- A number of suggestions came from the surveys including ways in which the materials could be improved and suggestions for additional existing materials to be used with the packages.

4.1 Discussion of Participants’ Experiences with the Resources over the Past Eight Months

During three working group sessions, participants were encouraged to share the most relevant experiences working with the materials. Participants came prepared to do so since upon invitation, they were requested to prepare a short presentation. Videos, PowerPoint presentations, interviews and survey results and specific analogies were utilized by participants to achieve their task of reporting on the following points:
• Usefulness of and inspirations derived from the materials on the part of the students and the professor
• Responses to the materials by students, who were actively engaged in the use of the TMPs in order to promote meaningful learning of themes related to gender and peace building.
• Relevance of materials in your work.

In addition, after having reported on the use of the materials, during their working groups participants were asked to reflect on ten different questions relating to specific examples and suggestions for the future, petitioning for the sharing of student projects or creations resulting from exposure to the materials, additional pedagogical exercises utilized by facilitators, which can be officially incorporated by UPEACE, and reflections on the overall effectiveness of the materials.

5.0 ANALYSIS, DEBATE AND EVALUATION OF PARTICIPANT'S EXPERIENCES WITH TEACHING MATERIAL PACKAGES

A large component of the 2005 seminar was focused on obtaining feedback from the participants concerning their uses of the TMPs during the eight-month period between Kitwe I and Kitwe II. To facilitate this, the participants were split into three working groups and given a total of five working group sessions to summarize their experiences. To facilitate the discussions participants were asked to discuss the following: usefulness of materials; general response to the materials; relevance and applicability of the materials; additional materials and experiences that supplemented the TMPs; and challenges faced.

• Usefulness

After reviewing the materials, the participants from all three working groups reported that the TMPs were useful in a variety of ways and in many different realms of influence and in different localities. Specifically the participants gave tangible examples of which parts of the TMPs were most useful. Many cited a positive response by students to the chapter on “Non-violence and Gandhi.” It was also felt that the definitions given in the glossaries provided in both packages were useful. These were used as educational tools in the classroom and in community mobilization projects. The Professors Guide was helpful in developing policies, and the lectures shown on the DVDs exposed the participants to different styles and new examples of teaching. The document on gender sensitive indicators was particularly useful for governmental training which took place in Ethiopia. Finally, the use of advanced technology gave credibility to the organizations promoting the materials and encouraged technological developments in the hosting institutions of the participants.

Although there was agreement between the items particularly useful in the TMPs, there were multiple opinions in how the materials were useful. For instance, some argued that the new materials were great as a “framework” for developing gender training. Others (particularly educators) emphasized the usefulness of the materials to supplement resources already utilized. At the University of Sierra Leone, for example, the materials were used to further the existing “Gender and Education” Module. Participants involved in community mobilization mentioned their use in coordinating community activities such as the International Women’s Day in Congo.
At the University of Jos, they were used in policy making and gender mainstreaming. Agreement was reached that the materials aided greatly in developing methods for conveying ideas. As stated by Dr. Medard Rugyendo, “It diversifies your teaching methodology.”

Owing to their diverse backgrounds, the participants were able to sample the TMPs in a number of different settings. It was revealed by the participants that the materials were useful in many realms of influence including: educational, civic, political, and social. As tools in educational institutions, the materials were also used as resources for community training, certificates in peace building as well as in undergraduate, and graduate courses. In the civil society, they were used particularly by SACCORD in training employees and volunteers. To challenge political issues in peace and development as well as comprise training for local politicians, the TMPs were used in Mozambique and Ethiopia as training in the political realm. A number of NGOs used the material for training and as a general resource in places such as the West African Network for Peace building (WANEP).

The materials proved to be beneficial in a number of different localities including local, national and regional settings. In places such as the Rural Women’s Peace Initiative in Nigeria, the materials were used to train local women. At a national level, they were used in a number of national universities, such as the University of Jos in Nigeria, and with certain governments, such as the governments of Zambia and Mozambique. At the regional level in southern Africa, ECOWAS used it as background and reference for the compilation of gender policy framework for peace building.

- General Response to the Materials

The general response to the materials was positive. When reviewing these in their working groups, participants focussed on two areas of responses: that of the facilitators and that of the students. The former found the materials helped them to change and develop their teaching methodologies and encouraged those in the field to continue with their efforts to bring awareness to the issues addressed in the TMPs. The students responded positively as well and displayed this by choosing research topics geared towards gender topics. In addition the format of the TMPs encouraged the students to use technology and encouraged NGOs to utilize both the materials and the advanced technology in various development projects.

- Relevance and Applicability of the Materials

When answering questions relating to the relevance and applicability of the materials, participants indicated that materials were relevant both as a framework for creating initiatives and for existing initiatives. As stated by Dr. Medard Rugyendo, “The course content looked as though it was specifically made to fit their (the students’) needs, and it was very appropriate.” Two issues concerning applicability arose during the course of the group sessions: the lack of examples set in an African context and the lack of a male perspective to gender. These both are explained further in the suggestions made by participants.

- Additional Materials and Experiences that Supplemented the TMPs
When using the TMPs in their respective settings, participants often utilized a number of existing materials to supplement the content of the TMP. These included training materials in the NGO context, specifically reference materials taken from the UNDP for governmental training; popular media and film in the form of Nigerian films to look at gender roles in popular media; in class role-plays and re-enactments of local gender roles, and African statistical examples, such as the notable absence of women in politics, yet the positive example of women in Rwanda, with 50% of women in prominent positions, the role of women in Cote D’Ivoire in Peace building meeting with rebels in November 2004, the Liberian Women confronting Charles Taylor and the experiences of women in the Mozambiquan Struggle.

5.1 FEEDBACK ON THE CD-ROM “GENDERED DIMENSIONS OF CONFLICT”

This discussion aimed at; questioning the definition of ‘gender’, ‘gender roles’ and at the same time expose the conflicts that arise out of these definitions. During this segment of the Seminar, a section of the CD-Rom was re-screened revealing several images that portrayed; women with pronounced masculine features as women handling instruments of violence that are usually associated with men; e.g. an AK 7 and hand grenade. The facilitator also re-screened another section of the CD-Rom dealing with the definition of gender and masculinity in the context of war. The participants then forwarded a feedback on the use of this particular TMP as indicated below:

- At a regional level, this material was used as a demonstration-training package in a regional meeting organized by UNU-CRIS, UPEACE and COMESA. In her commentary, the Dean of African Studies, noted that the CD-Rom availed possibilities for self-training and self testing since it has provisions for engaging in ‘online question and answer sessions’ on pertinent issues.

- Jos University in Nigeria found this material beneficial during the designing of their policy on gender. From Mbarara University of Science and Technology, it was reported that the pictorial images were very captivating in the introduction of definitions of gender. This was done through the use of role-plays. First year students who had viewed the relevant portions of the CD were requested to dramatize a scene on interchanged male and female roles – in order to expose how society constructs gender roles. They were then requested to present this before the third year students who had a lecture on gender definitions. The students found this learning approach very attractive since it enabled the lecturer to relate gender theories to a practical and interactive situation. It was also emphasized that the CD-Rom allowed exploring the use of the “heart and the mind”. In Ethiopia, this material was instrumental as a reference for theories in curriculum design on gender mainstreaming.

- Outside the academic arena, in Zambia, the material was used by SACCORD in designing projects on gender and sustainable environment, and gender and HIV/AIDS.
The Director of the Gender and Peace Studies Department, UPEACE Costa Rica shared an experience in which the material was used in a popular Television Soap Opera in Columbia to introduce awareness in the prevention of the exploitation of women and children. This revealed the importance of media in reaching the community on gender sensitivity and peace building.

Following their presentations, Professor Mary King encouraged the participants to acknowledge the TMPs whenever cited since they carry a UPEACE copyright. Participants appreciated the positive impact that this material had on their different contexts and expressed the need for more copies of the CD-ROM, plus a users’ guide.

- **Challenges Faced**

Some challenges were faced by the participants when using the TMPs. These coincide with the specific recommendations made below and fall generally under three categories: technology, African examples, and language issues. All of the groups emphasized that although the technology was a resource, it also presented a challenge to African countries and institutions with inconsistent accessibility to electricity, electronic equipment, and funding for this equipment. In addition, due to the lack of African examples in some contexts it was a challenge to adapt the content to the audience addressed. Finally, because the TMPs are currently only offered in English, for the participants from Francophone and Lusophone Africa (Congo and Mozambique) there was a translation issue, which needs attention.

### 5.2 Suggestions of Follow-Up Actions on the TMPs

Participants were given various opportunities to suggest follow up actions concerning the TMPs. Because the materials were utilized in a number of different settings, the participants’ suggestions have been broadly separated into three categories: those from an African perspective, those concerning technology, and those concerning translations. The rest of the follow-up actions have been indicated under the overall seminar recommendations.

- **Recommendations From an African Perspective**

Group Three summed up the request for African examples by stating, “Additional materials like CD ROMs, writings and publications, research reports and case studies relating to African experiences can enrich the packages further and reach wider audiences.” In addition, all of the groups would appreciate civic society and political references from Africa. Specifically, a section concerning gender and elections in Africa would be helpful, according to the participants.

- **Recommendations Concerning Technology**

Due to the challenges faced with technological difficulties, participants from Sierra Leone suggested that UPEACE supply generators to institutions to help with the issue of electricity. In addition, a general call for assistance in acquiring the necessary technology, i.e. computers, DVD players, and internet connection was headed by Ugandan participants, but supported by the participants overall. There was general agreement that more hard copies of the materials would be helpful when the technology is not available.

- **Recommendations Concerning Translations**
The lack of French, Portuguese, and local language translations of the materials was a challenge consistently pointed out by participants from non-English speaking Africa. Thus, Francisco de A. Joao stated a “need to translate materials into Portuguese for dissemination to other NGOs working on gender in Mozambique and Angola.” Stany Ntaka supported him from a Francophone perspective stating, “We want UPEACE to come to French-speaking Africa to work with universities to make the movement of researching and implanting peace…. There is a disparity between the development of Francophone and English-speaking countries concerning peace research.”

6.0 UPDATING THEORIES AND CONCEPTS IN GENDER AND PEACE BUILDING

One major juncture of the seminar was a ‘State of the Art’ update on the theories and concepts in gender and peace building. This session was aimed at improving the knowledge and thus deepening the participant’s intellectual understanding of the thematic focus of the seminar. This section of the report contains a comprehensive discussion of the four key lectures as well as miscellaneous sharing from some of the participants that supplemented the seminar programme.

6.1 Pedagogical Approaches for Training in Gender and Conflict Resolution by Dr. Amr Abdalla

In suggesting the pedagogical approaches for training in gender and conflict resolution, Dr. Amr Abdalla’s framework for the presentation adopted two role-plays, the first one centred on a formal mediation of a marital dispute. The second one illustrated non-formal intervention in the same type of dispute. In both disputes, the major cause seemed to be the question of power struggles and financial security, between a husband and his wife, who had been awarded a scholarship to pursue graduate studies at the University for Peace in Costa Rica. This animated lecture aimed at demonstrating the invaluable benefits and effectiveness of simulations and dramatizations as interactive approaches in peace and conflict education. It was stressed that the multidisciplinary nature of peace education necessitated the need to develop, through simulations and role-plays, students’ understanding of conflict dynamics and their impact on conflict behaviour, as well as students’ practical skills towards peace building and peace making.

The drama presentations and the ensuing discussion session raised the following issues with the participants, who noted them as factors that contribute to the successful use of simulations for pedagogical purposes.

- The indispensable connection between the role-plays and the theoretical frameworks in order to enhance students’ ability to recognise how concepts and theories present themselves in real life situations. In order to make the role-play an active learning entertainment, the power of laughter should never be underestimated.
• The relevance of the selected topics to particular audiences: undergraduate or graduate students, NGO communities of influence, and professionals in various fields, as well as their direct sensitive linkage to the cultural values and norms of the concerned audiences.

• The need to reflect realistic life situations while avoiding stereotyping and labelling across groups, and the use of comparative simulations as a necessary channel to highlight different conflict elements and peace building/mediation approaches. For example, two scenarios could be set up to reveal how conflict intervention, such as mediation, varies from one context to another.

A participant currently working in South Africa reminded the audience that some communities were unaware about the availability of mediating institutions and their role in the society. This exposed the need to inform local communities about the availability of such forums. Conversely, another participant from Ghana emphasised that contextual traditional approaches could also be adopted in the resolution of modern conflict, the case in point being, ECOWAS, “Gacaca”, “Obushinga tayi” and “Obunwanyi”, to mention but a few. With reference to conflict management, the participants also highlighted the very crucial role played by women in the history of resolution practices in the Great Lakes Region.

In his concluding remarks, the facilitator pointed out that power struggles among the involved parties usually provoke high and sometimes violent emotions. This then calls for a peace negotiator with reliable communicative competence, who would promote listening skills during the mediation process. S/he should be knowledgeable in the cultural values and norms of the parties, have a neutral integral personality, as well as an unquestionable commitment to non-violence in order to facilitate the active construction of meaningful solutions to the dispute by the parties involved.

6.2 Masculinity as a Gender Issue: Best Practices in Training By Prof. Johna Gokova

Professor Gokova’s presentation coincided with the annual 7th of April Women’s Day Celebrations in Mozambique. Acknowledging this auspicious event, participants observed a one–minute celebration with the slogan of “Viva Las Mujeres Mozambicanas – Long Live African Women, Long Live Mozambican Women”. Following this interjection, the lecture on “Masculinity as a Gender Issue: Best Practices in Training” was introduced under three major themes, which included response to the feminist critique, a triangular illustration on the gender discourse, and a project-oriented gender training response to a real demand.

On the question of the response to feminist critique, it was emphasised that this has been a prevailing trend since the 70’s, through which the feminist theology has advocated for a society that practices respect for gender. Critical writings of women have exposed society to the understanding that the social construction, and not the biological status of the male identity in terms of gender roles in society, has provoked increased exploitation of women and oppression from their male counterparts. Hence, this has called for rethinking the concept of manhood; especially in as far as challenging male monopoly is concerned.

Transformative meaningful gender training programmes like Padare/Enkundleni Men’s Forum on Gender would imperatively take into account issues like the development of excellent listening skills; a deliberate revision of gender stereotypes fuelled by the use of exclusive language; content that calls for a reverse from patriarchal dominion and promotes gender justice and a construction of new gender identities; conceptual critical understandings of male privileges; domestic financial accountability; and the need for formulation of gender policies for diverse social contexts. The result of the training would not be a mere qualification but an
extension of activism in order to work towards the genuine extinction of male subordination of women.

The core of the discourse on training in masculinity as a gender issue was summarized graphically by the illustration below:

This illustration exposes societal perception of the family institution. The attention placed on the need for reconstruction of the family paradigm that does not necessarily insist on compulsory heterosexuality, cannot be over emphasized. This reconstruction would provide an escape from the rigid hierarchical nature of relationships between men, women and children in the family.

The last part of the presentation focused on the demand from boys and men for training on gender issues from the perspective of men and strong activism from women. During the discussion session, participants raised the following concerns:

- The generic references in the use of stereotyped exclusive language and attitudes, for example the use of phrases like manslaughter, mankind, etc
- Questioning whether God is a “she” or a “he”. Noting that since women are life givers – mother Africa and not father Africa, if life came from God, then God should be a woman. Participants were reminded of the fact that the Bible was written in a male dominated religious environment. On the other hand, God could also be referred to as ‘the creator’.
- The appropriate content of the training programmes. In response to this inquiry, the facilitator explained that ‘gender’ has been considered to be a ‘western concept’ that may not directly be applicable in Africa. However, after identification of traditional values on which to build gender definitions in the African society, one notices that the contextual African practices that relate to the term ‘gender’ are not foreign. Therefore, during the training programmes, the first step should be to discuss life and the kind of relationships that characterize African day-to-day living. In this process, one can observe that the growing critical mass of African feminisms seems to be provoking resentment from some members in the African context. Therefore, training programmes need to target approaches that will get men to appreciate the fact that they cannot be ‘real men’ unless they begin to understand their role in gender construction.

- With regard to training in masculinity, participants were encouraged to involve African celebrities, academicians, footballers, musicians, renowned politicians, etc, in order to engage their active participation as role models in challenging the flaws in society by naming them, and in the reconstruction of our understanding and projection of manhood, by providing examples of advocates for a gender just society to the younger generations.

To complete his presentation, Prof Gokova also took time to expound on the African meaning of sexuality and promiscuity in the face of the prevailing AIDS/HIV pandemic. In his explanation, he brought to the attention of the participants the fact that in Africa, manhood has
for long been associated to sexual assault on women. “Manhood is equated to having sex with a
woman. Sexuality is not about communication, mutual engagement in meeting each other’s
needs.” In the context of the HIV/ AIDS pandemic, in disregard of the high risk and the
implications of spreading the infection, the behaviour patterns of boys and men are influenced
by their understanding of what it is to be a man. “To be one, you must be seen to be relating to
the inferior in a dominant way, as well as to be actively sexually engaged. Men are seen to be at
the top making decisions that cannot be challenged by girls, women and children.” Best practice
training in masculinity underscores the vital necessity to pursue a line of societal thinking that
argues that it is possible for men to be men without inflicting pain on others and to effect a
paradigm shift in their relationships with women and children in order to promote a more just
society.

6.3 Unveiling the Myth of Gender Neutrality of Justice: The training of Gender Sensitive
Lawyers by Lady Justice Mary Ang’awa

In her articulation on the myth revolving around gender neutrality of justice and the increasing
need for training gender sensitive lawyers, Justice Ang’awa presented the different Human Rights
Instruments available and how these have been used to deter discrimination in the African
context. Under this section, she stressed and explained Articles 1 and 2 of the Universal
Declaration of Human Rights which specify;

- “All human beings are born free and equal in dignity and rights. They are endowed with
  reason and conscience and should act towards one another in a spirit of brother
  hood.”
- “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without
  distinction of any kind, such as race, colour, sex, language, religion, political or other
  opinion, national or social origin…”

She also made an explicit elaboration of Articles 2 and 3 of the African Charter on Human and
Peoples Rights which provide for;

- “Every individual shall be entitled to the enjoyment of the rights and freedoms
  recognized and guaranteed in the present Charter without distinction of any kind such as
  race, ethnic group, colour, sex, language, religion, political or any other opinion, national
  and social origin, fortune, birth or other status.”
- “Every individual shall be equal before the law. Every individual shall be entitled to equal
  protection of the law.” The protection in the law is provided for the international and
  regional instruments that deal with equal protection. These are rights which call upon
  there to be no discrimination against all people.

The main aim of presenting a detailed explanation of these Articles was to bring to the attention
of the participants the fact that these definitions have been understood to be gender specific
placing emphasis on the eradication of laws and practices that hinder women from exercising
human rights. Lady Justice Mary Ang’awa also revealed that, “Lawyers and judicial officers who
are the users of the law of the land are instrumental in ensuring that justice and the rule of law is
upheld. It has transpired that many are not aware of the international and regional human rights
instruments. Where they are aware of the international laws, these are not applicable unless they
are domesticated into the national laws.” In this respect, she quoted for illustration the Unity
Dow from Botswana which had a landmark impact on decisions made on children’s
nationalities.
The definition of instruments of human rights was complimented by a historical background to the legal systems prevailing in Africa and how these systems adopt these instruments differently. The dualistic system of the commonwealth countries that require adaptation of international laws into domestic laws before application, and the monolistic system which applies them directly, were made explicit.

With regards to the training of gender sensitive lawyers, Justice Ang’awa presented to the participants, the approach of the International Association of Women Judges: Jurisprudence and Equity Programme (JEP). This programme is aimed at preparing judges to apply international regional and national human rights norms to cases coming before them in their national and local courts including gender based discrimination and violence.

The training process was comprised of an initial regional training of two task force members (a judge, a legal academic, or an NGO advocate) for each country of Eastern Africa, and national training of trainers workshops and follow-up sessions at lower levels. The result of the JEP has been a production of a critical mass of trained judges, magistrates, and lawyers who apply gender analysis and equity to cases coming before them. The facilitator illustrated the impact of this programme in Kenya with a newspaper clipping on Civil Cause No.30 of May 2003 in the High Court at Nairobi. A medical student who had attained the age of majority was granted her claim to tertiary school fees from the parent based on the definition that “basic education is more than just learning how to read, write and calculate”.

In the final analysis, Justice Ang’awa expressed the need for documentation of jurisprudence from the subordinate courts in Africa in order to provide the basis for precedents. In the case of Kenya, the Kenya Women Lawyers Association is in the process of compiling case laws to be placed on the web site for easy reference.

In regard to this lecture, the following main points emerged:

a) An observation was made concerning the need for a more elaborate incorporation of human rights laws into the Civil Law System followed in Ethiopia and also more clarification on the influence of the common law on the rights of women and children, as well as the enforcement of measures that ensure that the rights of the individual are protected at the community level.

b) Participants were also made aware of the recently passed Child Rights Act in the Federal State of Nigeria through parliamentary and State ratification of laws. Mention was also made of a popular case of a woman who was disinherited. In Sierra Leone, on the other hand, through the Law Reform Commission, conflicts between the customary and civic laws are being managed. The women of Sierra Leone have started an organization to deal with marrying the customary and civil laws in order to deal with issues such as inheritance, marriage, divorce and citizenship.

7.0 RECOMMENDATIONS AND THE WAY FORWARD

General Recommendations and recommendations given during the Reporting Period

A number of other recommendations given by the participants emerged during the reporting period facilitated by the rapporteurs. Generally, the participants desired that UPEACE use its UN connections to incorporate more UN related materials as supplements. In addition,
participants would like more TMPs to use in their contexts. To emphasize this point, a skit entitled “My Mobile Mini Library” was created to show how the different contexts in which these TMPs were presented reacted to the use of this package. Finally as a generic request, the participants petitioned UPEACE to remain in contact with the participants. Participant Primrose Nakazibwe emphasized this by stating, “The UPEACE Africa Programme should keep in touch with our institutions to ensure solidarity and make collective future plans.” Specifically, the participants also gave suggestions concerning incorporating inserts for future packages giving an example of early warning systems and indicators for violence. Booklets specifically for policy makers and electronic information on gender and peace building were also requested.

More specific suggestions made at the culmination of the conference include:

7.1 Explore Potential Collaborative Partner Organizations for Additional Materials

- Conduct a stock-taking exercise and search for collaborative partners in different regions/countries – include NGOs, UN, other educational organizations
- Utilise the recently published UNDP country’s directory for NGO contacts
- Explore the following organizations for African centred materials:
  - Ubuntu for Development
  - COPA
  - FAWE (Forum for Women Educationalists in Sierra Leone)
  - African Women’s Development Fund (Contact - Bici Fayami)
  - Akina Mama wa Afrika in Kampala Uganda.

7.2 UPEACE Community and the Use of Virtual Resources

- Create a link on the UPEACE website for relevant African materials (access and deposit)
- Create a virtual space for dialogue between participants
- Provide an evaluation format so that input can be given during the process of feedback
- Solicit teaching materials used by seminar participants
- Designate a static staff person concerning feedback

7.3 Suggestions concerning Translation

- Basic materials from the packages should be translated into French and Portuguese.

7.4 Designate a static staff person concerning feedback

Participants expressed the need to have a static staff person who would facilitate constant and dynamic communication as well as strengthen established networks between UPEACE and its African partner institutions.

WAY FORWARD

Through some facilitated collective ‘dreaming’, participants also had an opportunity to give visions for the way forward for the TMPs. Establishing a Peace Centre at the University of Zambia was suggested. Additional testing of material in NGO training and the use of local radio and television programmes to discuss peace, gender, and sustainable development were also
suggestions made as follow-up steps to the TMPs. To sum up the reflections that the participants had on the materials, Dr. Kale Ewusi from South Africa stated, “By and large the dissemination of this package is a step in the right direction by UPEACE. The quality of content, presentations, and methodology is unrivalled. We look forward to a globalization of the examples to fit all contexts.”

Representatives from each of the working groups made the following suggestions in order to move forward:

A. Thematic and Content Supplements to the TMPs

- Mainstreaming gender in early warning mechanisms
- Gender and Elections
- HIV/AIDS and Conflict
- Gender and Post Conflict Reconstruction in the African Context
- Gender, Peace and the Media
- UN Materials from the African Scene
- African Males Perspective of Gender

B. Supplement Versions of the TMP

- Prepare mini hand books and self tutorial kits for policy makers from the existing materials
- Provide the electronic versions of the TMPs online
- Provide more packages in the present format
- Provide hard copy reproducible versions for use in the context where there is no electricity
- Translate existing TMPs into French and Portuguese.
- Create a simplified version in simple language with for community training

C. Additional Contextual Examples

- Elicit more African expert testimonials.
- Include African examples concerning the role of women in peace promotion (Example: Liberian women’s mass action for peace against Charles Taylor)
- Materials from The African Women Development Fund in Ghana and Akina wa mama wa Africa (Uganda)

D. Developing Networks for the use of TMPs

- UPEACE Africa Programme could facilitate the development of networks between the users of TMPs
- UPEACE Africa Programme should organize the collection of creative documentation that will enhance the use of the TMPs.

E. Other Recommendations for UPEACE not pertaining to TMPs
• Include more of the Francophone countries and encourage more peace research in these countries.
• Facilitate the acquisition of the critical audio video equipment necessary for the use of the TMPs (DVD players, overhead projectors.)

CONCLUSION

In the final analysis, the Second Faculty and Staff Development Seminar on Gender and Peace building in 2005 addressed the specific issues set forth by the organizers. Participants were given ample time to give a substantial amount of feedback and suggestions for improvement to the creators of the TMPs. For the most part, the feedback from the use of the materials and the activities of the seminar can be summed up in the words of a Ugandan student studying under Dr. Medard Rugyendo when he gave his stamp of approval stating, “If I was asked to vote if we should use this type of information technology in our university, in this age of information technology – I would vote “yes!”
# Appendix I

## SECOND FACULTY AND STAFF DEVELOPMENT SEMINAR ON GENDER AND PEACE BUILDING

**KITWE, ZAMBIA. 4 - 7 APRIL 2005**

**WORKSHOP PROGRAMME**

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<thead>
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<th>DATE</th>
<th>TIME</th>
<th>ACTIVITIES</th>
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<tr>
<td>Saturday, 2</td>
<td>18:00 – 21:00</td>
<td><strong>Arrival of Participants</strong></td>
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<td>Sunday, 3</td>
<td>08:30 – 10:00</td>
<td><strong>Official Welcome</strong></td>
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<td>Monday, 4</td>
<td>10:30 – 12:00</td>
<td><strong>Plenary Session</strong></td>
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<td>Tuesday, 5</td>
<td>08:30 – 10:00</td>
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<td>15:30 – 17:00</td>
<td><strong>Working Groups</strong></td>
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**ACTIVITIES**

- Registration and distribution of Seminar materials
- Welcome Cocktail Dinner at MEF
- Presentation UPEACE, MEF and Participants
- Edith Natukunda and Father Charley Thomas
- Results of Evaluation of July Seminar. Amr Abdalla
- Chair: Mary King
- Process after the First Seminar, Results of Surveys and Introduction of the Agenda. Dina Rodriguez
- Chair: Edith Natukunda
- Participant’s Presentation of Experiences.
- Chairs: Amr Abdalla, June Muleya, Edith Natukunda, Dina Rodriguez
- Participants Discussion of Experiences.
- Chair: Amr Abdalla
- Pedagogical Approaches for Training in Gender and Conflict Resolution. Amr Abdalla
- Chair: Edith Natukunda
- Participants Preparation of Relevant Experiences and Comments.
- Chair: Amr Abdalla
- Presentation of Relevant Experiences and Comments.
- Chair: Amr Abdalla
15:30 – 17:00  **Plenary Session**  
Discussion on the CD-Rom, “Gendered Dimensions of Conflict”.  
Chair: Mary King  
  
Dina Rodriguez

**Wednesday 6 April**  
09:30 – 13:00  Offsite Visit to Mindolo Training Vocational Farms  
14:00 – 14:30  **Plenary Session**  
Presentation of Relevant Experiences and Comments. Lydia Umar  
Chair: Edith Natukunda

14:30 – 15:30  **Plenary Session**  
Synthesis of Recommendations Presented by the Seminar Rapporteurs: Alicia Verhage and Penninah Nakyeyune  
Chair: Edith Natukunda

15:30 – 17:00  **Lecture**  
Chair: Mary King

**Thursday 7 April**  
08:30 – 10:00  **Lecture**  
Masculinity as a Gender Issue: Best Practices in Training. Jonah GOKOVA  
Chair: Justice Mary Ang’ awa.

10:00 – 10:30  **GROUP PHOTOGRAPH**

10:30 – 12:00  **Plenary Session**  
Supplementary Sharing to the Seminar Programme:  
- Gender Conceptions and Clarifications. Mary King.  
- “Vulnerability of Women and Children in Conflict Situations” Jaon Ugo Mbagwu.  

13:30 – 15:00  Evaluation Results. Amr Abdalla

**WRAP UP**  
Chair: Mary King  
  
Edith Natukunda

15:30 – 17:00  **PRESS CONFERENCE**

17:00 – 18:00  **OFFICIAL CLOSING COCKTAIL: UPEACE, MEF**

**Friday 8 April**  
**Departure**
### Appendix II

**SECOND FACULTY AND STAFF DEVELOPMENT SEMINAR ON GENDER AND PEACE BUILDING KITWE–ZAMBIA. 4 - 7 APRIL 2005. PARTICIPANTS LIST**

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|   | Ms. Emebet |          |                                               |                                                                  |

**BOTSWANA**

**MOZAMBIQUE**

**SIERRA LEONE**

**ETHIOPIA**
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<td>MULUGETA Dr. Emebet</td>
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<td>NAKAZIBWE Ms. Primrose</td>
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<td>NTAKA NSAMALA Mr. Stany</td>
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<td>RUGYENDO Rev. Dr. Medard</td>
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<td>UGANDA</td>
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<td>Participant</td>
<td>Programmes Officer Training &amp; Advocacy</td>
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<td>13.</td>
<td>UMAR</td>
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<td>14.</td>
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**TANZANIA**

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