UPEACE AFRICA PROGRAMME
WORKSHOP ON, “PEACE RESEARCH CAPACITY BUILDING”

10 – 15 March 2008

ADDIS ABABA, ETHIOPIA

FINAL REPORT

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Acronyms

- APCJ: Africa Peace and Conflict Journal
- CODESRIA: Council for the Development of Social Science Research in Africa
- DDR: Demobilization, Disarmament and Reintegration
- IDRC: International Development Research Centre
- ISS: Institute of Security Studies
- OSSREA: Organization for Social Science Research in Eastern and Southern Africa
- MA: Master of Arts
- SPSS: Statistical Package for Social Sciences
- UNESCO: United Nations Educational, Scientific and Cultural Organization
- UPEACE: University for Peace
I. Executive Summary

The University for Peace (UPEACE) Africa Programme organized a Workshop on “Peace Research Training” which took place in Addis Ababa, Ethiopia from 10 – 15 March 2008. The main objective of the workshop was to build peace research capacity in Africa and it was the first of three consecutive workshops.

This Workshop is part of a project on Peace Research Capacity Building, which is funded by the International Development Research Centre (IDRC). In addition to organizing three consecutive workshops meant to build the African capacity on peace research, the project offers PhD research Awards (for candidates at the final stage of their dissertation) and PhD Fellowships (for candidates just getting enrolled in PhD Programmes). The funds of the project are also used for publishing the *Africa Peace and Conflict Journal*.

The Workshop was attended by 26 participants including 12 Ph.D candidates (two PhD fellows and ten PhD Awardees) and 15 individual researchers drawn from different academic institutions and CSOs. All participants are expected to take part in all three workshops and eventually publish at least one article each on *African Peace and Conflict Journal*- a publication of the UPEACE Africa Programme.

Training on peace research was a dominant feature of the workshop, and some of the topics covered included: Peace and Conflict Research; History of Peace and Conflict Research; Theory Building; Contemporary Regional and Global issues in Peace and Conflict Research; Research Process; Writing a Research Paper; Gender Perspective in Peace Research; Designing, Planning and Managing Peace Research; Sources and Selection of Data; Ethical and Methodological Challenges of Conducting Peace and Conflict Research; and Effective Presentations and Web-based Research.

There were also sessions for group presentations on research simulations designed to test participants’ grasp of the substance of the training, particularly, in practically applying the theories and principles of peace research. During these sessions, the participants formed four different groups, and each group worked on a simulation research proposal and made separate presentations. Each presentation benefited from feedbacks given in the form of questions and suggestions by the participants. Based on the feedbacks given, the groups amended their research proposals and made another presentation to which a second round of feedbacks were given.

In addition to the group presentations, each individual participant also made presentation about their respective research works, which they are intending to publish in the *African Peace and Conflict Journal*. 
II. Introduction

University for Peace (UPEACE) was established in December 1980 as a treaty organization by the United Nations General Assembly resolution 35/55. Based in Costa Rica, UPEACE offers eight Master of Arts (MA) Degree Programmes in peace and conflict studies. The University also implements global initiatives aimed at building the capacity of international institutions to educate, train, and undertake research on critical matters of peace and security around the world. UPEACE has regional Programmes in different parts of the World.

One of these programmes is the Africa Programme, which is based in Addis Ababa, Ethiopia. The Programme was officially launched in January 2002 after extensive, continent-wide consultations that aimed to develop a programme that would respond to the true needs, aspirations and obstacles in building peace in Africa. From its inception, the Programme has focused on stimulating and strengthening the capacity in Africa to teach, train and conduct research in areas of peace and conflict studies. The current focus of the Programme is Teaching Training and Learning; Research and Outreach.

To support the Programme’s effort in building peace research capacity in Africa, the International Development Research Centre (IDRC) extended financial support to run a Project on Peace Research Capacity Building for three years (2008 – 2010). Planned activities of this project include offering PhD Research Awards (for candidates at the final stage of their dissertation), PhD Fellowships (for candidates who are at the beginning stage in PhD Programmes), organizing three consecutive Peace Research Capacity Building Workshops and publishing a dedicated Journal, called “Africa Peace and Conflict Journal”

The objective of the Project is to build capacity and develop a network of expert researchers from academic and research institutions as well as civil society organizations who will contribute to efforts toward building peaceful and secure communities, inform policy, mediate political conflicts and prevent the initiation and escalation of violent conflicts through research, information dissemination and dialogue.

III. Welcome Remarks

The six-day Workshop on “Peace Research Training” was opened by Dr. Jean-Bosco Butera, Director of the Africa Programme. He started his remarks by thanking the International Development Research Centre (IDRC) for extending financial support for the Peace Research Project. He also stated that the Workshop is part of UPEACE’s endeavor to build peace research in Africa with the belief that quality education and training should be based on sound research.

He noted that this Workshop was the third to be organized on this theme, after those organized in Dakar in 2005, in collaboration with the Council for the Development of Social Science Research in Africa (CODESRIA) and in Addis Ababa in 2007, in collaboration with the Organization for Social Science Research in Eastern and Southern Africa (OSSREA). He stressed that the aim of UPEACE is to make the research training a yearly activity of the programme on a sustainable basis.

In her remarks, IDRC Senior Programme Officer, Ms. Njeri Karuru stated that IDRC’s motivation for funding this project is due in part to the realization that few people can write professional research papers in the area of peace and conflict in Africa; IDRC’s core mandate of building capacity in Africa. Particularly, she pointed out that IDRC is interested in building capacity in the area of research management to make institutions more sustainable. In addition,
she indicated that IDRC supports the undertaking to build research capacity with the view of strengthening informed policies. She further indicated that one of the expected outcomes of the exercise was to develop a database of peace researchers in Africa. Ms. Karuru also emphasized her hope to see the trainees finalize the three years programme and publish articles on the Africa Peace and Conflict Journal (APCJ).

Ms. Njeri Karuru’s remarks were followed by participant introductions. A total of twenty six participants, academics, civil society workers from seven African countries participated in the workshop.

IV. Workshop Objectives: -

The workshop had the following objectives:

• Get a critical mass of peace and conflict researchers through a capacity building course;
• Strengthen the understanding and practice of participants in peace research;
• Have a firm and robust theoretical and practical understanding of peace and conflict thematic issues;
• Relate Peace and Conflict Research to Policy-oriented frameworks;
• Explore prospective understandings, claims, applications and limitations of both qualitative and quantitative research design with regard to Peace Research;
• Develop data collection and data analysis skills using both manual and computer aided package relevant for peace research, and
• Explore issues of ethics, accountability and gender sensitivity in peace research.

V. Expected Outcomes: -

The envisaged outcomes of the Workshop are as follows:

• Develop a better understanding of social science and peace research methodologies;
• Learn how to tackle methodological challenges such as developing interdisciplinary approaches and conducting rigorous interviews; and,
• Learn the art of preparing articles for publications in academic journals.
VI. Participants’ Expectations

Subsequent to the explanations of the objectives and outcomes of the Workshop, the participants were requested to form groups and list down their expectations. Their expectations fall into four main categories:

- Access to Resources;
- Enhanced Skills/Skill building;
- Networking and sharing; and,
- Learning and gaining better understanding of peace research methodologies.

VII. The PhD Award & PhD Fellowship Programme:

Dr. Butera explained the two different kinds of awards (UPEACE-IDRC PhD Fellowship and UPEACE-IDRC PhD Studies Award). He said that in the first category, candidates, who are just starting their PhD Studies, will be considered and the second scholarship is designed for PhD candidates, who are at the final stage of their research work (thesis). The Director stated that one of the prerequisites for these awards is the submission of a peer-reviewed article for publication in the “Africa Peace and Conflict Journal.”

VIII. Course Evaluation:

The introductory session was followed by a review of course evaluation procedures. In their remarks, Dr. Phoebe Nyawalo and Dr. Carolyn Ashton explained that the evaluators will focus on all of the sessions and the process will be ongoing throughout the training programme. They also said that they would be happy to accept feedback on sessions at any time. This was followed by a request for participants to fill out pre-workshop evaluations forms.
IX. **Summary of Workshop Session**

1. **Day One (Monday, 10 March 2008)**

1.1 **Ongoing Researches of Trainees**

Upon request by Dr. Tony Karbo, Programme Officer at UPEACE Africa Programme, two of the trainees-Tunde Akanni and Fidellis Allen-made brief presentations on their ongoing research works. Their works are entitled, respectively, “The Nigerian Press and the Niger Delta Crises (1995-2005)” and “Oil companies and the Implementation of Government Environmental Policy in the Niger Delta”. Following the presentations, questions and suggestions were forwarded to the researchers.

1.2 **Peace and Conflict Research by Dr. Tony Karbo**

There is a distinction between Peace and Conflict Research and Social Science Research. The later looks at research in a general way, however, Peace and Conflict Research is looking through both Peace and Conflict lenses. The aim of Peace and Conflict Research is to understand the fundamental causes and conditions of violence, which seeks ways to mitigate, reduce and resolve conflicts, and promote peace. Furthermore, it attempts to produce a body of propositions that satisfy the double requirements of quality and relevance. In this case, Quality means where research is concerned and Relevance is where peace is concerned, which impact on policy and practice.

Peace and Conflict Research is also a method of getting knowledge and information. It informs and fosters local people’s understandings about conflict situations in their areas. Peace Research has a policy objective because it has to be translated into general lessons that inform governments, international organizations, policy makers and the public. In designing policy recommendations, it is important to consider existing knowledge system and practices.

According to Johan Gultang, Peace and Conflict Research can be done in the presence of either Negative Peace or Positive Peace. Negative Peace means the outright absence of physical violence (War) but a presence of other forms of violence like Cultural and Structural violence. On the other hand, Positive Peace means a relative absence of all sorts of violence and the existence of justice, democracy, access to resources…etc.

In order to build Positive Peace, Gultang said that there are two major processes, which are Decoupling and Segmentation. Decoupling means separating those areas of society’s system that fight to achieve peace. On the other hand, segmentation means while separating the society’s system picks the segment of the society, which is the most critical and easy to handle and start integrating. Achieving this stage indicates that you are moving from Negative Peace to Transcendence in the society, where people start working together for the common good.

1.2.1 **History of Peace and Conflict Research**

The history of Peace and Conflict Studies can be traced back to the 1920’s – 1930’s. Subsequently, it started becoming organized since the 1950s. Especially during World War I, Peace Research started to take shape because of the League of Nations, which was established to bring security in the world. Another important period for this Research is World War II, in
which dominant topics of discussion were strategic study versus peace research. Moreover, this period is important because issues like disarmament and arms control and non-violent movements have emerged. Besides, the United Nations was established right after the World War II.

In the late 1960s, a study commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) found out that there are organizations that are working in the area of Peace. Some of the disciplines that came out to be dominant are the Political Science, International Relations, Sociology, Economics, Social Psychology, History and International Law. Further more, the study indicated that the organizations involved focused on different aspects of Peace, which include General Conflict Theory, the Decision Making Process, Arms Control and Disarmament, Public Opinion on Foreign Affairs and Balance of Power. Therefore, the study signifies that there was interest in the area in the 1960.

In the 1960’s and 70’s, Peace and Conflict Research moved from theories to analysis. The analytical aspect is distinct because of the following reasons: challenges existing methods; critiques research approaches that tend to be overly traditional and disconnected from the modern social development; opens itself to new methodologies and bears a lot of skepticism about established methodologies.

Since Peace Research is about relevance (which is positive social change), there are issues it considers differently from other disciplines. These issues include: (How can social science inquires that are undertaken for human improvement be so ineffective in interpreting the roots of violence in society?) and (If such approaches cannot capture such fundamental tendencies towards violence, are they worth society’s research tools?). To respond to such issues, Peace Researchers developed the ability to incorporate methodological challenges, took new questions and turned them into researchable proportions and considered the appropriate unit of analysis.

Peace Research is not only interdisciplinary but also trans-disciplinary research because it has borrowed different perspectives from different disciplines and used these methodologies to analyze data. For example, in Peace Research different issues like democracy, leadership, participation and governance are involved. In this aspect, some of the issues highlighted are contemporary to Africa like Poverty, Globalization, Violence, Regional integration and Peace, Structural Adjustment Programme, Post conflict, theory of greed and grievance.

With regards to the African writers in the area of Peace and Conflict Studies the following names were mentioned: Tim Murithi, Hizkias Assefa, Francis Den and Hussein Solomon.

1.2.2 Theory Building

Theories are assumptions about how something works or what will happen as a result of some type of action. To build a theory, one needs certain skills – be descriptive, inquisitive, predictive, systematic, comparative, and wild. Furthermore, it is important to keep asking why, keep listening for ‘because’, learn from failure, and watch for the unexpected. Discussing projects with different people is also an important element because it will help build learning communities.

In the process of Building a Theory, the importance of reflecting was emphasized. Reflective Practitioners reflect on how things work regularly. For example, it can be how programme
implementation is going on in Peace Research. Doing so facilitates learning from unexpected happenings. Some of the tools a Reflective Practitioner requires are keeping a journal, keeping a small notebook of theories, start collecting popular sayings, and a new section of your trip or monthly reports, add a theory tester to your team (let people discuss about it) and create monthly or yearly theory sessions with members of your team…etc

As to the issue of whether there are African theories and mechanisms that address the issue of Peace and Conflict, it was explained that there is an African Peace Building process; however, the challenge is how to systematize it. In the absence of well designed theories, it was highlighted that it was alright to borrow from others but the crucial point is picking the applicable element in the case to be used.
2. Day Two (Tuesday, 11 March 2008)

2.1 Contemporary Regional & Global Issues in Peace & Conflict Research by Dr. Pamela Machakanja

In exploring global politics/issues, perception plays a significant role in influencing our understanding of Peace and Conflict issues. In this connection, it is important to critically examine the extent to which perceptions influence images of a given reality. For example, current perceptions about Africa portray images of poverty, disease, violent wars and other problems. Such negative representations have an impact on our understanding of issues and how we respond to those issues. Hence as researchers, it is imperative that we critically examine the influence of perceptions on our understanding of the different challenges that confront the world today.

2.1.1 Analyzing Systemic Peace

There are three different levels of analysis in Systemic Peace: Individual, State and Global. At the individual level, issues including quality of peace, human security and level of violence can be considered. At the state level, analysis focuses on how the state as a system contributes to foreign policy decisions that influence national and global peace and stability. At the global level the focus is on the impact of global decisions on the practices of global foreign policy behavior and human welfare.

In measuring systemic peace, there are challenges including methods of measuring systemic peace in the global system; identifying indicators for measuring systemic peace and how to respond to questions relating to progress toward the achievement of global peace in the context of challenges of climate change, global warming, poverty and disease.

Some thematic areas for peace research were mentioned including Traditional Healing Processes and Traditional Dispute Resolution and The Role of Traditional Leadership and Governance Systems in promoting Peace and Security and co-existence. As part of the last area of research, the Clan System of governance in promoting peace and the Gacaca Traditional Justice and Reconciliation system can be considered.

2.1.2 Research Process

The process of conducting peace and conflict research involves a number of interrelated stages: Choosing a research topic, Research Objectives, Research Questions; making a decision about the Type of Research, and Writing the Research Paper.

The first step in this process is Choosing a research topic. This step can be influenced by three factors namely: Personal, Academic or Social Contribution. The Personal motive is based on satisfying personal interests and curiosity, seeking credentials, pursuing career goals and meeting personal commitments. Academic motive can be triggered by a desire to contribute to knowledge in a particular field, participating in intellectual debates or developing social theory. Social Contribution is based on motives aimed at contributing to society in general; helping some group, community or organization achieve its goals; and/or contributing to public or private sector decision-making.
However, there are restrictions that also influence one’s choice of a Research Topic. One of the restrictions is the target audience to which the research findings will be presented. The second is political, which includes how one negotiates access to research sites through research authorities, governments, university, officials and community leaders. The third such factor is funding bodies, who might attach conditionalities on how the research should be conducted and disseminated. Such conditionalities might also determine the topics to be researched, who should conduct the research and how research funds should be used. The biggest challenge for peace and conflict researchers is knowing how to strike a balance in carrying out research that has relevance for the local communities or intended beneficiaries and satisfying the interests of those who fund research.

Another important component of a Research Project is Research Objectives, which maps out the type of knowledge that should be produced from the research. They vary from simple to complex in both Basic and Applied research. Research Objectives in Basic research usually focus on exploration, description, explanation, understanding and prediction. On the other hand, research objectives in Applied Research aim at bringing about change, evaluation and assessment of social phenomena. Such research also enhances our understanding and skills in searching for solutions to everyday social problems and challenges. In both kinds of research, it is important to make a link between objectives and research questions.

Research Questions are the other vital element of a Research project. These questions focus on providing answers to issues that the research project is expected to address. Research questions provide a basis for answering puzzling questions. In peace research, research questions define the nature and scope of a research project. Research questions can be grouped into three main types: “What”, “How” and “Why”. However, research questions can be formulated in more complex ways to address issues at different levels of understanding. Examples of research questions ranging from simple to complex can be formulated as follows:

- What is the nature and cause of the conflict?
- How is the conflict understood and represented by different groups of people in society X?
- Why are people responding to the conflict in violent ways?
- To what extent are women and children affected by the political violence?

In order to develop a good research question, it is important to consider the following elements:

- Write down every question that comes to your mind;
- Separate ‘What’, ‘Why’ and ‘How’ questions;
- Review the list of questions and strategies;

2.1.3 Types of Research

There are two kinds of Research: Basic Research and Applied Research. The first type of the research is based on a driving goal of contributing to theoretical knowledge. Its primary concern is with the internal logic and rigor of research design. In the case of the second kind of research, the driving goal is to have practical payoffs or use of research results to bring about social change with regards to policy formulation or to respond to challenging situations in a particular setting. Both kinds of research may lead to theory development to understand social phenomena.
2.2 Social Science Research

Social Science Research is research conducted by social scientists to understand social phenomena. It is derived from the interdisciplinary fields of sociology, social psychology, social policy, political science, social anthropology, and education. Foundations of Social Science Research are searching for inductive and deductive logic through empirical observations; exploration, description and explanation of social phenomena and; interaction between ideas and evidence. In Social Science Research, there are two major kinds of research methods, which are Quantitative and Qualitative methods.

There are also three basic principles which guide Social Science Research. The Variability Principle, states that difference is the very essence of gaining a better understanding social phenomenon or social reality. The second principle is the Social Grouping Principle, which states that social grouping reduce variability in search of a common ground or in forming collective of common values and beliefs. The third principle is the Social Context Principle which states that differences reflect expectations in different social contexts.

2.3 Writing A Research Paper by Bertha Amisi

A Research Paper is any written document that requires making a claim, and offers the best approach to understand the claim made. To write a Research Paper, some academic skills are required, which include reading comprehension, analytical, conceptual, descriptive, composition, argumentation, communication, critical thinking, and presentation. Other professional skills required are: determination, endurance, organization, and discipline in structuring literature. Further to the skills, writing such a paper involves a number of tasks such as:-

- **Identifying research questions** – what is it that I want to research on? how do we get to researching that social phenomenon?
- **Finding scholarly answers to the researcher's questions**, which is identifying, classifying, explaining scholarly works that speak directly to the research issues to be investigated. It also involves suggesting a tentative thesis to the issues under investigation.
- **Evaluation** – is replying to the question of how appropriate is or are the scholarly answers in explaining the researcher’s questions. Basically, researchers are testing their tentative hypothesis at this stage.
- **Conclusion** – presents research findings and explanations on why research findings turned out the way they did and identifying other avenues for further research.
- **Revising** - a level at which researchers reflect, rethink and rewrite their research work. In addition, they check for errors in proofs (evidence) and logical reasoning.
- **Editing** - involves checking for grammatical errors, spelling, format, word choice, avoiding plagiarism and ensuring proper citation.

When writing a research paper, it is advisable to split the process into small definable tasks and assign adequate time to each task. This will enable researchers to give the research work necessary attention and care. Finally, put all the different sections together. This process demands time, effort and skill to compose a piece of work that reads well and captures the readers attention.

2.4 Africa Peace and Conflict Journal (APCJ)

The Africa Peace and Conflict Journal (APCJ) is a refereed journal. In the call for papers for any issue of the journal, you will find guidelines for submission, of abstractions and articles;
information about the kind of topics to be covered and other details like length and format. In the Journal, original articles, which have not been published elsewhere, will be considered. In addition, briefings, book reviews, notices of new books, upcoming conferences and workshops will be part of the publication.
3. Day Three (Wednesday 13 March 2008)

3.1 Group Presentations

Most of the third day session was devoted to group presentations. Participants formed four different groups and made presentations about their respective research proposals. Group Four happened to be the first to present their work which went under the topic “Effectiveness of Peace Agreements in Africa: The Case of the Democratic Republic of Congo and the Sudan”. This was followed by a series of feedback which took the forms of questions for further explanation, proposals, suggestions, etc... Some of these included: a question on researchability of topic; a comment that the main objective was broad; a suggestion to make the research a comparative study; a recommendation to make the study a comparative one; a recommendation to change the methodology and identify appropriate criteria for comparison; a comment to be clear first about the successful and failed Peace Agreements they would be undertaking a comparative study on; suggestion to narrow down the scope of the study because DRC alone has many peace agreements; and a question on methods of measuring the effectiveness of Peace Agreements.

Group Two presented next and the title of their presentation was, “Child Soldiers and Reintegration Challenges in Northern Uganda”. Following the presentation, the feedbacks given include the following: - Suggestion to include the reintegration process because there are so many ex-child soldiers who had already been integrated; Suggestion to be clear about Rehabilitation and Reintegration because they mean different things to different organizations and contexts; Comment that their last objective is not clear; and Suggestion to be clear about the challenges they are going to study- is that for the children or the stakeholders?

Group Three then presented under the topic, “The Role of Traditional Institutions in Conflict Resolution in Africa: A Study of Darfur Region, Sudan”. The feedbacks given to this group include the following: - Question on whether they are trying to compare the traditional institutions in the different parts of the Sudan or with the ones in the Western world; Question on reliability of a work that looks at one country and concludes about Africa in general; Suggestion to replace traditional institutions with traditional mechanisms; Comment that there is no need to study about traditional institutions at all; Comment that the first objective gives a forgone conclusion about the role of traditional institutions in Darfur, putting the need to study in question mark; Question on why the interest to study the role of traditional institutions in Darfur; and Recommendation to include a section that deals with points for improvements in the objectives.

The last group- Group One- followed with a topic entitled, “The African Union Intervention in the Darfur Conflict (2004 – 2007). The feedbacks given to this particular presentation include the following: comment to explain more the first two objectives; Question if there is anything new about their research; Question if they are going to do an action research; comment to look at the objectives of the African Union (AU), the reason why the United Nations is coming in? and the challenges facing the AU in the Darfur crisis; Suggestion to look into the challenges for the AU to achieve its plans in the Darfur; Question on what aspect of the AU intervention the research will be looking into because intervention can take different forms (facilitation, mediation ..etc).
3.2 Gender Perspective in Peace Research: Presented by Dr. Pamela Machakanja

Gender refers to socially constructed roles assigned to men and women. As socially constructed phenomenon gender is acquired through learning and socialization as opposed to being purely innate. In peace and conflict research, gender denotes gaining a deeper understanding on how political, economic, social and cultural issues impact on men and women in the same way and differently. Gender in peace research is also associated with the rights of women and men. A gender perspective to understanding men and women’s experiences starts from the premise that the two are not a homogenous group, just as much as all women do not always share same perspectives.

Understanding the importance of such differences allows the researcher to be highly sensitivities when choosing research methodologies to address the issues under investigation. Other factors to be considered in understanding frameworks of gender in peace research are contested concepts like class, identity, economic status, power and power relations between men and women. Due to these variabilities both men and women do not share the same perspectives on many issues. Therefore, we need to be sensitive to the representation of women and men in peace and conflict related situations.

Thus, a gender perspective in Peace and Conflict Research is about addressing the issues that affect men and women with caution and with a lot of sensitivities which recognize and acknowledge the role of emotions and emotional feelings in how we collect and interpret data. It is also about avoiding biases based on Gender. It is imperative that researchers are aware of the existence of gender biases. Because of these biases, it is important to be conscious about the relationship that exists between women and men and the challenges that impact on their interactive experiences and relationships. For example, when gathering data from women informants affected by violent conflict or human rights abuses particular attention and sensitivities should be given to interviewing techniques such as individual or group, where the interviews take place, the questions to be asked and how they are asked, who is carrying out the interview whether male or female, and how one needs to pay attention to messages conveyed through body language and posture.

Therefore, using a Gender perspective in Peace Research is justified on the fact that human rights principles at the global level recognize that women’s rights are human rights. In this regard, we need to be aware of the Conventions that guide how we respond to men and women in conflict situations. In this connection, the United Nations Security Council Resolution 1325, which was adopted in 2000, is considered very important because it directly deals with the Gendered nature of women’s experiences in Peace and Security contexts.

3.3 Designing, Planning and Managing Peace Research

Research Design is a plan, structure and strategy of investigation aimed at guiding the researcher in searching for answers to research questions. The plan is the overall scheme or programme of action in research. It is the outline, the scheme, operationalisation of the research. It includes an outline of what the researcher will do from writing the research objectives, research questions and the operational implications of hypothesis, data collection to the final analysis of data. The research design gives structure to the research in a more specific ways.

A research paper at PhD level is expected to have different chapters. These chapters are Introduction, Literature Review, Research Methodology, Research design, Data analysis,
Findings, Conclusion and Recommendations or Reflections. In writing a research study, it is very important to create a link between the chapters. Core elements that need to be included in each of these chapters are briefly discussed as follows: -

- The first chapter comprises the **Introduction**, which includes the statement of the problem, research objectives, research questions (which are informed by research objectives and research topic), justification/significance of the study and thesis structure.
- The second chapter, **Literature Review** presents previous research done in the area. This chapter is expected to have analytical and conceptual frameworks based on a critical review of conceptual issues in study topic. It needs to clearly identify gaps upon which the proposed research will be based.
- The third chapter, **Research Methodology** defines the research design. Important elements in this chapter are research population, sampling techniques (random, stratified, purposive, cluster), and data collection tools (In-depth interviews, Focus group discussions, diaries, field notes) and data analysis tools and procedures.
- The fourth Chapter, **Findings**, presents a detailed analysis and interpretation of the data either in quantitative or qualitative form or both. The chapter presents full details on the research findings based on emerging issues, narrative stories or statistical representation of data.
- The Fifth Chapter, **Conclusions and Recommendations**, includes major points in the research project - restating the purpose of the study, reminding the problem of the study, and explaining the impact of the research results on existing knowledge of the subjects. This chapter highlights key points that emerged from the study, provides recommendations, and indicates further study/research areas.

To track the progress of a research paper, it is recommended to have a checklist, which includes the following: -

- Is the problem/question clear?
- Is the research well written? Check tenses, grammar, spelling, punctuation, overlapping passages, jargon...etc.
- Is the referencing done properly according to recommended style? Are there any omissions?
- Does the abstract give the reader a clear idea of what the research is about?
- Does the title indicate the nature and scope of the study?
- Are the objectives and research questions of the study stated clearly?
- Can the objectives be fulfilled within the research time frame?
- Has sufficient literature related to the study been reviewed?
- Does the Literature Review provide an indication of the state of knowledge in the subject and are gaps in knowledge identified to justify the proposed study?
- Is the topic placed in the context of the field of study?
- Are the limitations of the study clearly presented?
- Is the research design clearly stated and does it give clarity to the structure of the study?
- Are methods and tools of data collection and data analysis clearly stated and justified?
- Are data analyzed and interpreted or merely described? Are tables, diagrams and figures well presented?
- Are conclusions based on evidence?
- Did the research represent what the researcher intended to do based on stated research objectives and research questions?
4. **Day Four (Thursday, 13 March 2008)**

4.1 **Sources and Selection of Data by Dr. Pamela Machakanja**

In Research, data is divided into three types: Primary (which is generated by the researcher), Secondary (which is generated by another researcher in literature review sources) and Tertiary (which is analyzed by another researcher). This data can be presented in two forms, which is in terms of Words or Numbers or both. Words give a narrative or qualitative representation of data. The second form of data representation is in the form of Numbers expressed as statistical numerical summaries in table and graphs.

Similarly, there are also three kinds of sources of data. The first kind is found at **Natural Social settings**, which has three different levels: Micro, Meso and Macro. The Micro level includes individuals, small groups and social episodes. Whereas, the Meso level encompasses organizations, communities, crowds and social movements. The Macro level comprises social institutions, social structures, nations and multinational bodies at national or global levels. The second source of data is derived from **Semi-natural settings**, which encompass case study situations that characterize individuals as informants, their histories and identities in different social settings. The third source of data is from **Artificial Settings** such as laboratory settings where experiments are carried out.

In conducting research, **Population** is one of the fundamental elements, which is an aggregate of all cases that confirm to some designated set of criteria. Population elements are single members or units of a people, social actions, events, or places. A population can represent, for example, citizens of a country at a particular time; first-year university students at a particular university; telephone subscribers in a particular city; people of a particular age; all the issues in a newspaper published over a twelve-month period; or only articles in these newspapers that report on domestic or political violence.

4.2 **Sample**

A sample is a selection of subjects or informants from a population. An ideal sample is one that provides a perfect representation of the whole population. The relationship between the size of a sample and the size of a population is called Sampling Ratio. With given limited research resources sampling reduces costs. It can also increase the breath of study coverage. The aim of having a sample is to draw a sample in which the value of sample characteristics are similar to those represented by the population.

There are two major types of sampling procedures, Probability Sample, which gives every element (individual) an equal chance of being selected and Non-Probability Sample, which does not give every individual or subject an equal chance of being selected. In selecting samples, researchers need to consider the following points (1) likely bias of the research method and (2) accuracy of estimates of population parameters. In addition, there are common questions researchers should ask themselves like “How big should my sample be” and “What proportion of the population does the sample represent?”

The degree to which a particular sample is able to estimate the true population parameter is referred to as a concept of accuracy. In some cases, a sample value can be inaccurate to the extent that it deviates from the population value, which is called a sampling error. There is also a systematic error of a particular sampling method, which is called a sampling bias. Errors affect
the capacity of the researcher to estimate population parameters. Sampling errors can influence the research results in different ways. Research should aim at reducing the levels of sampling errors by using more probability sampling techniques.

4.2.1 Methods of Sampling

There are different sampling methods, which include Single-Stage probability sampling (which is done randomly and gives the same chance of selection), Single Stage non-probability (which is accidental, highly unrepresentative of any population, and mainly uses volunteers.), Quota Sampling (which requires researchers to identify a set of criteria relevant to the research topic and decide on numbers to be selected in each category, for example, equal numbers in each category or proportional to incidence in population.) Judgmental or purposive sampling (it is based on strategic judgments and decisions informed by theoretical considerations.) Snowball/network/chain referral/ reputational sampling (it is a system of locating social networks like friendship or organizational networks.)

The other kind of sampling, which was widely discussed, was Theoretical Sampling, which is “a process of data collection for generating theory. The analyst or researcher collects, codes and analyses data and decides what data to collect next and where to find it, in order to develop theory as issues emerge” (Glaser and Strauss, 1967:45). In short, it is a process in which researchers collect codes and analyses data in a continuous process. This kind of sampling is used in qualitative research and is heavily informed by the grounded theory (Glaser and Strauss, 1967). Decisions about sample size are made progressively. Initial cases are selected according to the theoretical purposes they serve-further cases are added on to facilitate development of emerging theory.

4.3 Case Study in Peace Research

Case studies involve the investigation of a relatively small number of naturally occurring (rather than researcher-created) cases. “A case study is not a specific technique. It is a way of organizing social data, so as to present a unitary character of social object being studied. It is an approach which views any social unit as a whole. It includes the development of that unit which may be a person, a family, social group, a set of relationships or processes such as ‘family crisis, friendship formation, ethnic invasion of a neighborhood, social event, a societal or group culture” Goode and Hart (1952:331)

Case Study is traced back to the 1920’s dominant style of social research (social surveys) in the United States. It is also associated with World War II debates on understanding conflict using quantitative and qualitative methods. In 1950s case studies disappeared from social science research. Then, in 1980s interests in qualitative methods-educational and evaluation research revived.

Peace Research draws from a number of disciplines, including: Social anthropology, Political science, Peace and Conflict studies Social Psychology, Sociology and Management. There are different conceptualizations of key terms in Peace Research many of which are informed by the inter-disciplinary nature of the Peace research field. Researchers should ask themselves why they are doing the case study and what are they giving back to the people. A great deal of peace research uses case studies, explicitly or implicitly, therefore, it is important to be aware of critiques about it.
There are some critiques forwarded against Case Studies. The first criticism is based on comparisons with quantitative research methods. It is argued that Case Studies have a possibility of sloppy biased findings because they signify a mistaken belief that numbers are more valid and reliable than just words. The other criticism is - Lack of generalization. It is assumed that in Case Studies, it is not possible to generalize from a single case study. The third criticism argues that Case studies are time consuming and produce un-manageable amount of data. This criticism confuses the case study with specific methods of data collection that are time consuming e.g. participant observation in ethnographic studies. Case studies need not take a long time as they can be conducted in a manageable way (Yin 1989:21)

4.4 Ethical and Methodological Challenges of conducting Peace and Conflict Research by Dr. Tony Karbo

There are different ethical issues a Peace Researcher should consider. One of them is Accountability, which means researchers should be clear about their roles. Here, issues like to whom researchers are accountable (to funding agencies, to themselves as (academicians, researchers and human being?), or to the respondents) are addressed. Treatment of Respondents in Peace Research has to do with treating participants in ethically accepted ways but not using them as objects without treating them as subjects. Respecting the Rights of Participants, means that researchers have a responsibility to uphold the rights of the participants and not engage them in anything that might harm them during the study or after the study. Agreement with Participants requires researchers to get the consent of the participants in their study and take cultural and institutional values and relevant sensitivities into consideration. Finally, researchers should guard against Making Ambitious Promises to informants which they will not be able to fulfill.
5. Day Five, (Friday, 14 March 2008)

5.1 Effective Presentations and Web-based Research by Christine MacAulay

Presentations are resources and opportunities, which researchers can use as a means to advance knowledge, refine research questions, hypotheses, and methods; sharpen main argument, theory, claims; build networks and gain suggestions for future research. To make an effective presentation, it is important to consider points like knowing your audience, knowing the materials used for presentation, organizing your presentation, and revising and practicing presentations. Different tools are used to make presentations. One of the widely used tools is Power Point, which is a very good means that can serve presenters to provide a guide and engage the audience and illustrate presentation content. However, power point can not make a weak presentation strong, bring logic to the illogical and give someone’s presentation by itself.

To make a better power point presentation, it is good to consider the following points: use clear headings for every slide, make slides simple and elegant, reduce visual overload by moving text off screen, remove elements that do not support main idea, use visuals with your words instead of words alone, and know your presentation inside out. While doing a Power Point Presentation, there are common mistakes presenters make, which include – putting irrelevant information, too much text/information, and using inappropriate fonts, texts and graphics. To improve presentation skills, it is recommended to use web sources on effective presentations, such as, Toastmasters International, University forums and Conferences.

5.1.1 Internet-based research

While conducting a web-based research, five basic steps should be considered.

1. The first step is Making a Plan, which encompasses determining timeframe, identifying what the researcher knows and what he/she needs to know, developing a researchable question, broadening and narrowing search terms and making a grid to keep track of progress.

2. The following step is Determine Research Sources, like Databases (e.g. JSTOR, Ebsco), Abstracts & indexes (e.g. PAIS, PCI), Google Scholar, Journal websites and Peace and conflict list servs.

3. The third step is Manage Sources, which is knowing how to use bibliography programs like EndNote, BibTeX, Zotero, Use Excel or Word. Utilize key words and Maintain electronic files of articles.

4. Cite Sources, is the fourth step, in which the following elements are included: direct citations as one writes, adding citations manually, using summarizing techniques, to avoid plagiarism.

5. The last step is Revise and Reflect, which involves determining the effectiveness of a search strategy and how to improve, maintain ongoing database of sources and updating bibliography regularly.
5.2 Group Presentations

In this part of the session, the four groups incorporated the suggestions made during their presentation on 12 March and presented their amended research proposals. Group Three was the first to present its amended proposal entitled, *The AU Peacekeeping Mission in the Darfur Region (2004-2007): A Critical Evaluation*. The presentation was followed by another round of feedback including a question on why African Union Officials are not included in the sample; a suggestion to select two or three schools of thought and discuss in depth in their literature review; and a recommendation to put argument in stead of description in their conceptual framework to make their research proposal stronger.

The second group that made its presentation was Group Four. The topic of their research proposal was, *Effectiveness of Peace Agreements in Africa: The Case of the Democratic Republic of Congo (DRC)*. Following the presentation, the feedbacks given to the group include the following a question on how they determine if the agreements are successful or not; a recommendation to employ indicators to measure the effectiveness/failure informed by the conceptual framework; and to indicate only key players in their Sampling.

The next group that presented was Group One. Their research proposal entitled, *The Role of Traditional systems in Conflict Resolution in Africa: A Study of Darfur Region, Sudan*. Some of the feedbacks given after the presentation consist of a recommendation to make their objectives more specific in their objectives more specific; advised to explain what they mean by Decentralization in the Operational Definition; Explain Methodology in detail. A comment was also given saying the research is descriptive and at the surface level (shallow) despite the fact that study involves researching the dynamics of the conflict.

The last group that presented was Group Two. The topic of their research proposal is *Child Soldiers and Reintegration Challenges in Northern Uganda*. This presentation was followed by feedbacks, which include a comment to include children running from Integration Centers too; a recommendation to define child sliders using references from the international perspectives like the UN Charter; a suggestion to give details on population and sampling procedures; a comment to use simple language to help readers understand the research study.

5.3 Individual Presentations:

On Friday afternoon and on Saturday, the Workshop Participants made individual presentations about their respective research works, which they are intending to publish in the African Peace and Conflict Journal. The topics of the presentations are found in Annex 3, 4 and 5.
6. Day Six (Saturday, 15 March 2008)

6.1 Conclusion and Way Forward

Following the individual presentations, Dr. Butera, the Director of the UPEACE Africa Programme made closing remarks. In his remarks, he indicated that he is delighted to see how the trainees have started the journey to joining the camp of Peace and Conflict researchers in the continent. In this regard, he emphasized his expectation to see all the participants continued engagement with the three-year Peace Research Capacity Building programme. Once again, he extended his gratitude to IDRC for the financial support. The Director also took an opportunity to thank the people who took part in making this workshop possible: the facilitators, the evaluators, UPEACE Africa Programme staff, and interns.

The Workshop on Peace Research Capacity Building was concluded with the distribution of certificates to the trainees.
## ANNEXES

### Annex 1: Participants Profile

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Annex Two: Agenda

UPEACE – Africa Programme:
PEACE RESEARCH CAPACITY BUILDING WORKSHOP
MARCH 10 – 15, 2008

DRAFT PROGRAMME
Saturday March 8 and Sunday, March 9, 2008: Arrival of Resource Persons and Participants

DAY 1: MONDAY, MARCH 10, 2008

07:00 – 8:00 – Breakfast

08:00 – 8:15 – Participant Pick-up from Hilton Hotel to ECA

08:20 – 9:30 - Registration

09:30 – 9:50 - Welcome Remarks – Dr. Jean Bosco Butera
Director, UPEACE Africa Programme

09:50 – 10:10 - Remarks by IDRC Representative, Njeri Karuru

10:10– 10:30 - Introduction to Course Evaluation Methodology
– Dr. Phoebe Nyawalo and Dr. Carolyn Ashton

10:30 – 11:00 – GROUP PHOTO AND TEA BREAK

11:00 – 13:00
• Awards, Fellowships and Peace Research Orientation – Jean-Bosco Butera and Tony Karbo

13:00 – 14:00 – LUNCH

14:00 – 14:30
• Introductions, Course Objectives and Participant Expectations
  – Pamela Machakanja, Bertha Amisi and Tony Karbo

14:30 – 15:30
• The Evolution of Peace Research – Peace Research as a Social Science:
  Emerging Thinking about Peace Research – Tony Karbo
15:30 – 16:00 TEA BREAK

16:00 – 17:00
• Linking Peace Theory and Reflective Practice: The Reflective Practitioner and Peace and Conflict Research – Bertha Amisi and Tony Karbo
• Day One Check-out

DAY 2: TUESDAY, MARCH 11, 2008

9:00 – 9:30
• Check-in: Reflections on Day I.

9:30 – 10:30
• Social Science and Peace Research: Developing Peace and Conflict Research Skills – Pamela Machakanja

10:30 – 11:00 – TEA BREAK

11:00 – 12:00
• Contemporary Regional and Global Issues in Peace and Conflict Research – Pamela Machakanja

12:00 – 13:00
• African Experiences and Challenges in Peace and Conflict Research – Case Sharing Experiences – Bertha Amisi and Pamela Machakanja

13:00 – 14:00 – LUNCH

14:00 – 15:30
• Writing Skills and the Process of Peace and Conflict Research – Bertha Amisi

15:30 – 16:00 – TEA BREAK

16:00 – 17:30
• Writing Skills and the Process of Peace Research Writing Cont. – Bertha Amisi

17:30 – 18:00
• Check-out: Journal Sharing and Review of Day 2
DAYS 3: WEDNESDAY, MARCH 12, 2008

9:00 – 9:30
• Check-in

9:30 – 10:30
• Introduction of Qualitative and Quantitative Peace and Conflict Research Methodologies – Pamela Machakanja and Tony Karbo

10:30 – 11:00 TEA BREAK

11:00 - 13:00
• Qualitative Peace and Conflict Research – Pamela Machakanja and Tony Karbo
• Quantitative Peace and Conflict Research – Tony Karbo and Pamela Machakanja.

13:00 – 14:00
• LUNCH

14:00 – 15:30
• Designing, Planning and Managing Peace and Conflict Research – Pamela Machakanja and Tony Karbo

15:30 – 16:00 – TEA BREAK

16:00 – 17:30 –
• Group work on Designing, Planning and Managing Peace and Conflict Research Cont. – Pamela Machakanja and Tony Karbo

DAYS 4: THURSDAY, MARCH 13, 2008

9:00 – 10:30
• Group work on Designing, Planning and Managing Research - Pamela Machakanja and Tony Karbo

10:30 – 11:00 TEA BREAK

11:00 – 13:00

• Presentation on Designing, Planning and Managing Research - Pamela Machakanja and Tony Karbo

13:00 – 14:00 – LUNCH

14:30 – 18:00 - EXCURSION

DAY 5: FRIDAY, MARCH 14, 2008

9:00 – 10:30


10:30 – 11:00 TEA BREAK

11:00 – 12:00

• Enhancing Policy in Peace and Conflict Research – Pamela Machakanja

12:00 – 13:00

• Ethics in Peace and Conflict Research – Pamela Machakanja

13:00 – 14:00 – LUNCH

14:00 – 15:00

• Peace and Conflict Research Proposal Writing – Pamela Machakanja and Bertha Amisi

15:00 – 15:30

• Effective Presentations – Christine MacAulay

15:30 – 16:00 – TEA BREAK

16:00 – 17:30
• Group work on Proposal Development - Pamela Machakanja, Bertha Amisi and Tony Karbo

**DAY 6: SATURDAY, MARCH 15, 2008**

9:00 – 10:30

• Group Presentations on Proposal Development - Pamela Machakanja, Bertha Amisi and Tony Karbo

10:30 – 11:00 TEA BREAK

11:00 – 12:30

• Group Presentations on Proposal Development Cont. – Pamela Machakanja, Bertha Amisi and Tony Karbo

12:30 – 13:30

• Course Evaluation – Phoebe Nyawalo and Caroline Ashton
• Presentation of Certificates – Jean Bosco Butera, Director UPAP and Njeri Karuru, IDRC Representative

**13:30 – 14:30 LUNCH AND END OF WORKSHOP**
Annex 3: Individual Presentations by PhD Award Candidates

1. Mohammed Imam.
   Topic: Effects of Ethnic Conflicts on Socio-Economic Relations in Darfur Case of South Darfur

2. Fidellis Allen.
   Topic: Oil companies and the Implementation of Government Environmental Policy in the Niger Delta

3. Olajumoke Yacob-Haliso
   Topic: Gender and the Governance of Refugee Reintegration: The Case of Returnee Refugees in Liberia

4. Anita Kiamba

5. Madu Jonathan Chukwuemeka
   Topic: Peace through Equity: Analysis of Gender Discrimination in Land Property Rights in Enugu State of Nigeria

6. Modupe Oluremi Albert

7. Tunde Akanni: 

8. Mulanda Juma

9. Ganiyu Alade Raji
Annex 4: Individual Presentations by PhD Fellowship Candidates

1. Jacinta Chiamaka Nwaka

   Topic: - The Catholic Church and Conflict Management in Igbo Land, 1966-1976

2. Patrick Magero

   Topic: - Towards an Understanding of the Challenges to Post-Conflict Peacebuilding: A Case of Resource Distribution in Sudan
Annex 5: Individual Presentations by Peace Research Trainees

1. Ester Chelule

Topic: - Implementation of Peace Education Curriculum in the Universities in Kenya

2. Esibo Simon Omaada

Title: - Challenges of Communal Land Ownership: A case study of Uganda

3. Maxie Muwonge

Title: - Prompting Human Security and Sustainable Peace in the Kenyan Rift valley through Systems and Strategies to Mitigate Land Conflicts

4. Cosmas Bhali

Title: - Conditions and limits of Democracy for Sustainable Peace among Member State of East African Community

5. Tumani Minja

Topic: - Transitional Justice without formal trials and truth telling processes for war crimes: Exploring the use of traditional justice mechanisms based on restorative principles in promoting sustainable reconciliation in Southern Sudan

6. Suzan Kilonzo

Title: - The Role Religious Institutions in Ethnic Conflict Management in Kisum District After the 27th December, 2007 Elections

7. Abu Bakar A. Abdel Rahman

Topic: - Admission Policy of Southern Sudan Returnee Students to the Governmental Institutions of Higher Education in Sudan: the Case of Juba University

8. Afag Mohammed Sadig

Title: - The political role of Sudanese Sufi orders - The Burhaniyya order as a case study

9. Nadasario Kiroga

Title: - Causes of Electoral Conflict in Kenya
10. Stephen Langole

**Topic:** Women and Resettlement in Acholi Region: The Question of Land Accessibility, Use, Ownership, Retention and Control

11. Charles Ayai

**Topic:** Local Economic Conditions and Peace Building in Northern Uganda

12. Barasa Edwin

**Topic:** Breeding Militias and Peace makers: Duality in the Roles of Youth in the 2007 Post Elections Conflict in Nairobi, Kenya

13. Penine Uwimbabazi

**Topic:** A proposal for civilian Peacebuilding Brigade

14. Ann Rita

**Topic:** Art Performances for Peace: Assessment of Co-Curricula Educational Activities in Kenya Secondary Schools