

2010

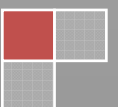
# Gulu Workshop on Conflict Resolution and Peace Monitoring

SUNSET HOTEL, GULU  
27 - 28 MAY 2010

## ACCOUNTABILITY REPORT TO UNIFEM

FIDA-UGANDA

29 AUGUST 2010



## Table of Contents

Executive Summary	1
<b>1. Introduction</b>	<b>2</b>
<b>2. Opening of the Workshop</b>	<b>5</b>
2.1 <i>Introductions</i>	5
2.2 <i>Workshop Expectations, Roles and Responsibilities</i>	5
2.3 <i>Icebreaker</i>	5
<b>3. Concepts Explored During the Workshop</b>	<b>6</b>
3.1 <i>Overview</i>	6
3.2 <i>Definitions</i>	6
3.3 <i>Conflict Resolution</i>	6
3.3.1 Introduction: The Human Knot Game	6
3.3.2 Stages of Conflict: The Conflict Life Cycle	7
3.3.3 Responding to Conflict	8
3.3.3.1 The Three F's – Flee, Fight or Flow	8
3.3.3.2 Negative and Positive Responses to Conflict	9
3.3.4 Cooperation	10
3.3.5 The Spectrum of Conflict Handling Mechanisms	11
3.3.6 Early Warning and Early Response (EWER)	11
3.4 <i>Peace Monitoring</i>	12
3.4.1 Introduction of Key Concepts in Monitoring	12
3.4.2 Indicators	13
3.4.2.1 Introductory Example of Indicators	13
3.4.2.2 Types of Indicators	13
3.4.2.3 Characteristics of Good Indicators	14
3.4.2.4 Examples of Indicators in Community Peace Building	14
3.4.2.5 Gender Sensitive Indicators	15
3.4.3 How to Monitor	15
3.4.3.1 Example: What Do We Monitor?	15
3.4.3.2 The Rights-Based Approach to Monitoring: PANEL Principle	16
3.4.3.3 The Needs-Based Approach versus The Rights-Based Approach	17
3.4.4 Communication: The Mind-Reading Game	17
3.4.5 Preparation: The Application of Training within Participants' Communities	18
3.5 <i>Human Rights</i>	19
3.5.1 An Introduction to Human Rights	19
3.5.2 The Legal Framework	19
3.5.3 Discussion: Gender and Human Rights	19
3.5.4 Discussion: Domestic Violence	21
3.5.5 Closing	21
<b>4. Key Outcomes of the Workshop</b>	<b>22</b>
4.1 <i>Impact on Participants: Knowledge and Skills</i>	22
4.1.1 Conflict Resolution	22
4.1.2 Peace Monitoring	22
4.1.3 Human Rights	23
4.1.4 Gender Perspective	23
4.2 <i>Impact on Post-Conflict Discourse at Community Level in Northern Uganda</i>	23
<b>5. Conclusion</b>	<b>24</b>

## **Executive Summary**

This report provides an account of the two-day workshop on Conflict Resolution and Peace Monitoring, held in May 2010 at the Sunset Hotel, Gulu. The first section of the report introduces the workshop. The second section describes the concepts that were explored during the workshop. The third section summarizes the key outcomes of the workshop. The fourth section concludes the report by providing a brief assessment of the success of the workshop in terms of the degree to which the participants' expectations and the workshops' objectives were met, and the feedback received from participants after the workshop.

The workshop was delivered in three contiguous sections; conflict resolution, peace monitoring, and human rights. Gender perspectives were incorporated into each section. Skilled facilitators delivered material using suitable methods such as illustrations, discussions, question and answer sessions, games, examples and preparatory exercises to ensure that participants were equipped with knowledge, skills and attitudes that would be beneficial to their communities.

The workshop produced a number of key outcomes ranging from a notable impact on its participants' capacities to contribute to post-conflict peace building efforts in their communities, to influencing post-conflict dialogue in participants' communities towards increased prominence of gender perspectives. The most significant impact the workshop had on participants was the impartation of knowledge and skills applicable to their communities. Participants became familiar with the practical application of various concepts in conflict resolution, peace monitoring and human rights. They learned about gender as a social construct, gender-based discrimination, the significance of gender equality, and the significance of including gender perspectives in conflict resolution, peace monitoring, and respecting women's rights as human rights.

The workshop was a success, leaving participants empowered and motivated to make a difference in their communities, and eager to learn more through subsequent workshops.

## 1. Introduction

For twenty years, the people of northern Uganda suffered immensely under the reign of terror and destruction wrought by the Lord's Resistance Army (LRA). During the conflict, women were raped and children were abducted by the LRA; girls were forced to become underage wives, while boys were forced to become child soldiers. It is believed that the LRA is no longer operational within the borders of Uganda; Northern Uganda is currently regarded as a post-conflict zone. However, fear and apprehension remain in the hearts of the people of northern Uganda, as evidenced by the reluctance of many internally displaced people to return to their original homes and villages.

It is notoriously challenging for practitioners of post-conflict peace-building to overcome the criminal damage and violence that flourish during conflict. A recurring communal and personal security problem in post-conflict zones has been the protection of returning refugees' and internally displaced people's security and human rights. According to literature, military forces may be effective in responding to military opposition but they are usually not very effective in dealing with riots, threats against individuals, intimidation and attacks on property; necessitating differentiation between military, police and civilian conflict-resolution roles, and the enhancement of complementariness between these roles.<sup>1</sup>

Sadly, the impact of sexual violence persists after conflict has ended; unwanted pregnancies, sexually transmitted infections and stigmatization. Due to insecurity and impunity, sexual violence may continue or increase in the aftermath of conflict. In addition to discrimination and unequal access to justice, sexual violence presents obstacles for women in their attempts at accessing education, gaining financial independence and participating in governance and peace-building. Women are poorly represented in formal peace processes, despite their many informal contributions to conflict resolution; resulting in inadequate attention being given to women's concerns such as sexual and gender based violence, women's rights and post-conflict accountability.<sup>2</sup>

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<sup>1</sup> Berghof Handbook for Conflict Transformation: Hawks and Doves – Peacekeeping and Conflict Resolution. W. Hansen, O. Ramsbotham & T. Woodhouse

<sup>2</sup> Women, War and Peace – Gender Issues – UNIFEM ([http://www.unifem.org/gender\\_issues/women\\_war\\_peace/](http://www.unifem.org/gender_issues/women_war_peace/))

Fortunately, the women of northern Uganda are not without helpers. Over the years, both UNIFEM and FIDA-Uganda have made a significant difference in the lives of the women of northern Uganda. FIDA-Uganda has been assisting the women of northern Uganda through four of its five program areas, namely: access to justice; economic justice; conflict resolution, peace building and transitional justice; and sexual and reproductive health rights. For many years, UNIFEM has been supporting women's capacities to engage in peace building and prevent conflict at the community level. UNIFEM has also been supporting women at the community level to prevent sexual gender based violence (SGBV) and respond adequately to the needs of conflict survivors.<sup>3</sup> UNIFEM supports projects that focus on increasing women's participation in decision making, promoting the use of gender perspectives in policy development, strengthening the protection of women affected by conflict, countering conflict-related sexual violence, amplifying calls for accountability and advancing the status of women in post-conflict settings.<sup>2</sup> In May 2010, FIDA-Uganda organized a two-day workshop on conflict resolution and peace monitoring at the Sunset Hotel in Gulu, northern Uganda. This workshop was made possible through UNIFEM's support.

The two-day workshop started on 27 May 2010, drawing thirty female participants and thirty one male participants from six districts in northern Uganda; Amuru, Gulu, Kitgum, Lira, Oyam and Pader. The participants were of diverse backgrounds including police, community-based organizations, probation and social welfare, women's groups such as fish mongers and micro financiers, school teachers, sub-county community development officers, paralegals and peer educators, non-governmental organizations, individual peace monitors and Lango female clan leaders.

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<sup>3</sup> Uganda – Supporting Women's Engagement in Peace Building and Preventing Sexual Violence: Community-led Approaches - UNIFEM (<http://www.unifem.org/afghanistan/docs/pubs/07/DFID/uganda.pdf>)

The objectives of the workshop were stated as:

1. *To build the capacity of participants in the monitoring of peace and human rights, and to increase community awareness of human rights at the sub-county level.*
2. *To offer training in: human rights monitoring in the context of post-conflict reconstruction and development; sexual and gender based violence; and basic literacy in legal procedures.*

The expectations of the workshop as stated by participants included:

- New knowledge
- Certificates
- New ideas
- New friends
- Legal proceedings
- Hand outs
- Allowances
- New skills
- Experience
- Different strategies for monitoring
- Support from FIDA-Uganda

This report gives an account of the workshop, and assesses the degree to which the stated objectives and expectations were met.

## **2. Opening of the Workshop**

### *2.1 Introductions*

The workshop opened early on 27 May 2010 with introductions by FIDA-Uganda's project coordinator, Ms. Brenda Ataro. She introduced herself and the FIDA-Uganda staff before inviting participants to introduce themselves. Ms. Ataro then gave a brief description of FIDA-Uganda's work and introduced the workshop's facilitators, namely: Ms. Rose Othieno from the Center for Conflict Resolution (CECORE); Mr. Patrick Bwire also from the CECORE; and Ms. Helen Edimu, an advocate.

### *2.2 Workshop Expectations, Roles and Responsibilities*

Ms. Rose Othieno elicited participants' expectations, fears, and do's and don'ts. She then invited participants to volunteer for the various roles and responsibilities identified as being necessary for the workshop to proceed smoothly, such as course leader and time keeper.

### *2.3 Icebreaker*

Participants were requested to find partners with whom they would participate in the icebreaker. The icebreaker required participants to draw images of their partners using a pen and an open book placed on top of the drawer's head. The participants then showed their partners the images they had drawn.

### 3. Concepts Explored During the Workshop

#### 3.1 Overview

During the workshop, the three facilitators presented various concepts under three main categories; Ms. Rose Othieno presented material on conflict resolution, Mr. Patrick Bwire presented material on peace monitoring, and Ms. Helen Edimu presented material on human rights. A gender perspective was incorporated into the concepts presented during the workshop. Each of the facilitators encouraged participation to ensure the participants grasped the concepts presented.

#### 3.2 Definitions

Ms. Rose Othieno invited participants to give reasons for monitoring peace. Participants' responses included preventive reasons such as avoiding violence, problems, stress, trauma and the identification of hindrances to peace; the preservation of desirable circumstances; and the advancement of positive growth such as enhancing harmonious relationships, effective development, and promoting systematic development of the mind. Ms. Othieno then invited participants to define the terms "conflict", "violence" and "peace". The definitions given by participants were noted before Ms. Othieno offered more formal definitions of "conflict", "peace", "violence", and "human rights".

#### 3.3 Conflict Resolution

##### 3.3.1 Introduction: The Human Knot Game

Participants were introduced to the concept of conflict resolution through a game known as the human knot game. Ms. Othieno requested participants to form a circle, and asked four participants to leave the circle. The participants in the circle had their hands tied together, so that the participants were joined together to form one large circle. They were requested to intermingle while they were tied to each other, eventually resulting in a deadlock in which none of the participants were able to move. The four participants who left the circle were then invited to restore the circle without loosening the participants' hands. A discussion of the human knot game followed. Some participants drew parallels between the human knot game and the twenty years of war in northern Uganda; during the war, people were tied to so many violations and were unable to escape. Other participants noted that their movements were easier at the beginning of the game but became more difficult as the game progressed until movement

became almost impossible. One participant noted that in every conflict, there are always observers. Another participant noted the despair when movement became restricted. The four participants who restored the circle were likened to intervening parties during the war. Participants noted that in every conflict there is a solution and that dialogue is necessary.

### *3.3.2 Stages of Conflict: The Conflict Life Cycle*

Ms. Othieno used a graph depicting the conflict life cycle to familiarize participants with the stages of conflict; latent, escalation, impasse, decline and post-conflict. She described a conflict that has reached the crisis level as being extremely difficult to resolve. Participants were asked to consider domestic violence as an example of conflict before being prompted to identify possible causes of domestic violence. Some of the causes of poverty identified by participants included poverty, drunkenness, promiscuity, control of authority and barrenness. Ms. Othieno then drew comparisons between participants' responses and the conflict life cycle. She noted that being aware of the causes of domestic violence can allow the identification of suitable measures to solve domestic violence, and that the post-conflict stage is a sensitive period requiring special attention.

Participants were then engaged in a discussion on the stages of conflict. During the discussion, one participant acknowledged the benefits of external intervention, while another felt that some external interveners entering at the later stages of a conflict may have preconceptions about the conflict which could lead to the mismanagement of efforts to end the conflict. Another participant felt that conflicts may reach a crisis state because certain parties may be benefiting from the conflict and would act to protect their interests in the conflict. One participant described a situation where a woman faced with impending domestic violence reports the matter to the police, only to be sent away with instructions to address domestic issues on her own, resulting in the matter escalating to death. Another participant felt that attempting to intervene at the escalation stage of a conflict may be futile and that chances of successful intervention were higher at the end of a conflict; the participant used a tribal stereotype to describe people who openly give the impression that they have responded positively to intervention, while secretly harboring the intention of reverting to conflict in the absence of the interveners. One participant responded, saying that it is necessary to intervene while a conflict is in escalation to avoid lost opportunities and the permanent damage that would be incurred if the conflict was left to reach crisis level.

Ms. Othieno showed participants a drawing of a dung beetle, and asked if they were familiar with the dung beetle and what the beetle does as it rolls the dung backwards. One participant responded, identifying the dung beetle as being found in cow dung, adding that as the beetle rolls the ball of dung backwards, the dung changes from the original piece of dung; alluding to the dynamics of post-conflict intervention.

Participants were then shown two images of a tree, each labeled to illustrate the relationships between the causes, effects, enablers, outcomes and consequences of conflict.

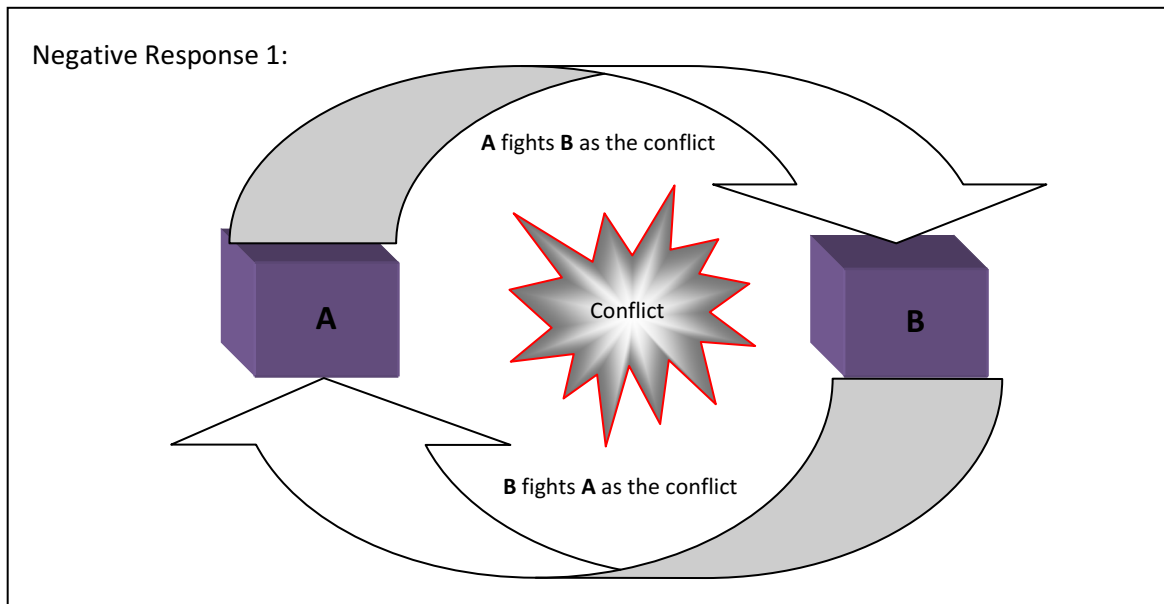
### *3.3.3 Responding to Conflict*

#### **3.3.3.1 The Three F's – Flee, Fight or Flow**

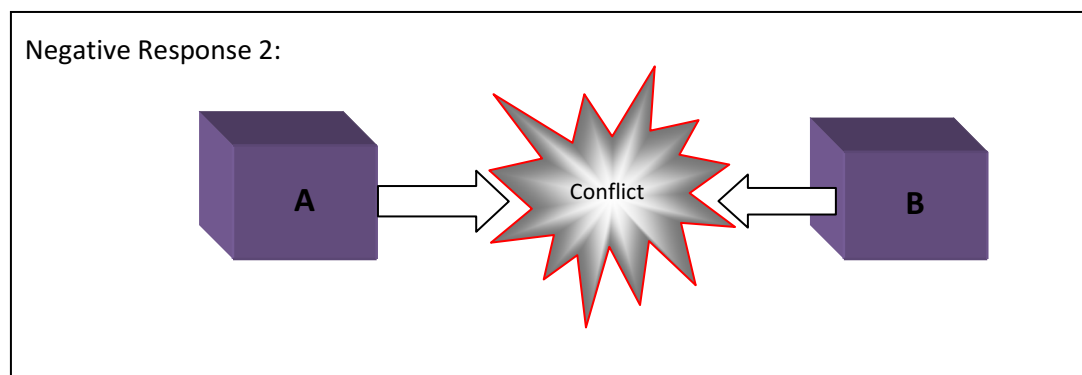
Ms. Othieno asked participants how they had responded to conflict. Participants responded by saying they either reacted violently, or silently ignored the conflict. Ms. Othieno informed participants that individual perceptions, backgrounds and attitudes could influence responses to conflict, and that training in conflict resolution could teach individuals how to respond to conflict without resorting to violence. She then presented three possible responses to conflict, known as *The Three F's*; Flee, Fight or Flow. "Flee" refers to avoidance responses to conflict, illustrated by an ostrich hiding its head in the sand in order to escape reality; "Fight" refers to reciprocal responses to conflict, illustrated by a charging lion or a charging buffalo; "Flow" refers to positive engagement as a corrective response to conflict. Ms. Othieno discouraged participants from emulating the way an ostrich (flee), a lion or a buffalo (fight) would respond to conflict.

### 3.3.3.2 Negative and Positive Responses to Conflict

Ms. Othieno illustrated two negative responses to conflict and one positive response to conflict.

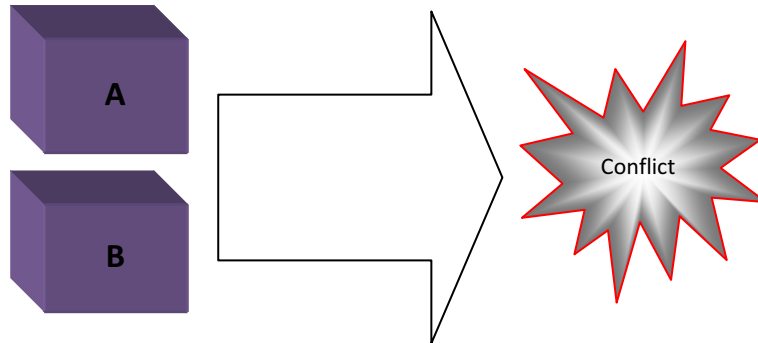


In the above illustrated response to conflict each party fails to isolate the conflict from the other party, resulting in failure to resolve the conflict.



In the above illustrated response to conflict, both parties attempt to fight the conflict without combining their efforts towards ending the conflict. This approach results in self-blame among the parties.

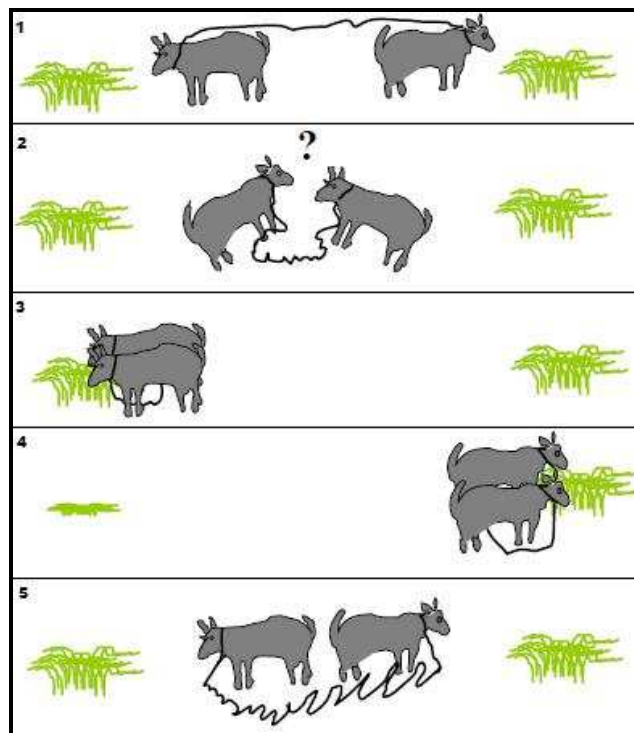
Positive Response:



In the above illustrated response to conflict, both parties cooperate in an effort to understand the conflict's causes and to formulate joint solutions to the conflict.

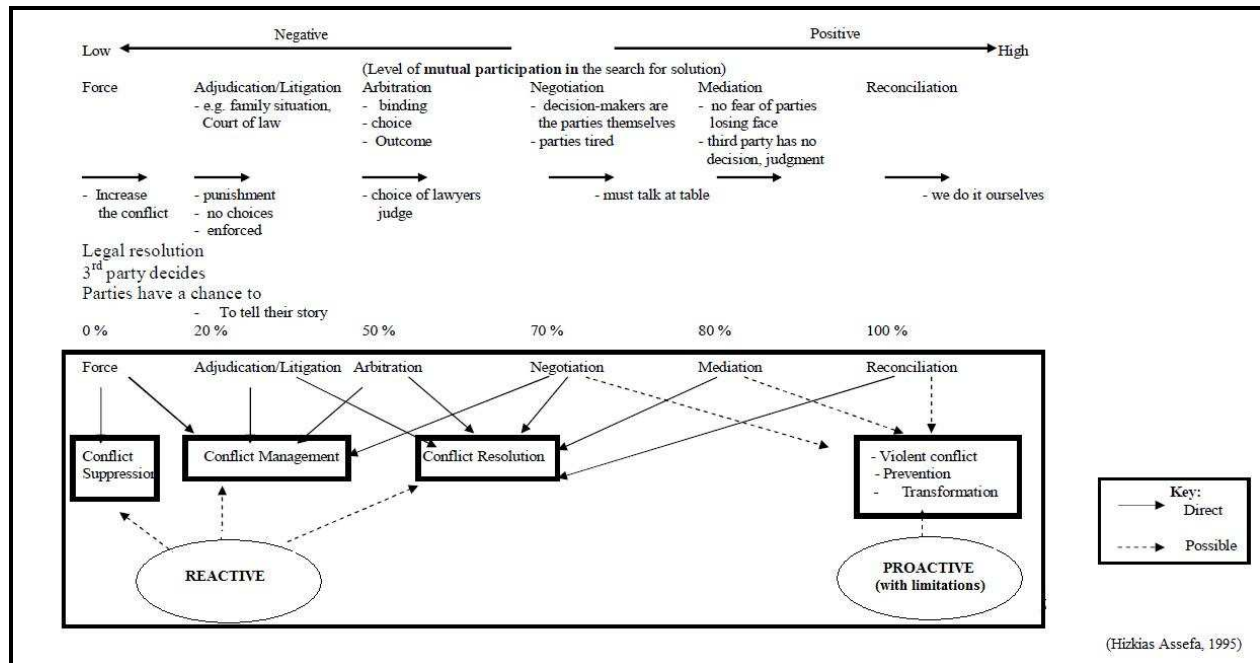
#### 3.3.4 Cooperation

Using the diagram below, Ms. Othieno illustrated the concept of cooperation and its benefits.



### 3.3.5 The Spectrum of Conflict Handling Mechanisms

Ms. Othieno presented the Spectrum of Conflict Handling Mechanisms as illustrated below:



### 3.3.6 Early Warning and Early Response (EWER)

Ms. Othieno stressed the importance of being alert when monitoring peace; warnings must receive early responses. She explained that avoidant attitudes result in delayed responses to warning. Participants were invited to discuss EWER. During the discussion, participants gave reasons for adopting EWER; to prevent conflict, to gather information and analyze it, to approach potential perpetrators, to inform potential victims. She concluded by emphasizing the need to understand the parties involved and their positions.

### 3.4 Peace Monitoring

#### 3.4.1 Introduction of Key Concepts in Monitoring

Mr. Bwire started the session on peace monitoring by using six participants to represent different categories of people; an army commander, a political leader, a woman activist, a landless widow, a 70 year old widow with seven children, and a 10 year old orphan. Using an illustration, Mr. Bwire pointed out the varying levels of poverty, power and agency among the different categories of people. He then posed questions to ensure participants were prepared to grasp key concepts in peace monitoring. After engaging participants, Mr. Bwire presented some key concepts in monitoring by responding to the questions he had posed. The following table summarizes the questions posed and the responses given.

Question	Participants' Responses	Mr. Bwire's Responses
<b>What is monitoring?</b>	Continuous assessment to ensure that the program is going according to schedule; Checking something daily; Clarification; Data collection; Tracking progress; Ongoing collection of information.	The ongoing collection of information about the activities and operation of peace programs to track program performance over time; Monitoring is an ongoing assessment of the progress of a project or peace processes.
<b>Why monitor?</b>	To improve performance; To ensure plans are executed; To identify mistakes for correction; To achieve a goal and identify loopholes in the process.	To determine whether the peace program is actually going as intended; To assess whether programs are on track to achieving sustainable peace.
<b>What are the basic tasks involved in monitoring?</b>	Selecting data collection tools and techniques such as questionnaires, checklists, interviews, observation, and meetings; Data collection; Data analysis; Reporting and dissemination of information for use by colleagues in the organization.	Describe the program; Determine the data requirements and how data will be used for decision making; Select data collection methods; Collect data; Manage and analyze data; Report and use the information.
<b>What are indicators?</b>	A sign post; A guide; Evidence; Physical ingredients.	Concrete, specific descriptions of what will be measured to determine whether there is peace; Visible or audible things that signify the achievement of an outcome; May be described in terms of numbers or percentages.

### 3.4.2 Indicators

#### 3.4.2.1 Introductory Example of Indicators

Mr. Bwire posed a question as an example to familiarize participants with the concept of indicators; “Supposing one of your outcomes is ‘Participants make their home child-safe’, what would you see or hear that would tell you that a participant has a child-safe home?”

Possible indicators identified in response to the question included: participants procuring supplies necessary for a child-safe home; participants removing household hazards; and participants making a list of emergency numbers available for all family members.

Mr. Bwire refined the responses to the question by re-phrasing them as percentages; 85% of participants procure supplies necessary for a child-safe home; 85% of participants remove household hazards; and 100% of participants make a list of emergency numbers available for all family members.

#### 3.4.2.2 Types of Indicators

Mr. Bwire described two main types of indicators as summarized in the table below:

Type of Indicator	Description
Process Indicators	Indicators that measure change; More linked to the activity; Example: “How many participants were equipped with skills and what were they able to do on acquiring those skills?”
Impact/Outcome Indicators	Indicators that provide a sign of how well one has achieved the changes expected as results of a project.

### 3.4.2.3 Characteristics of Good Indicators

Mr. Bwire listed six characteristics of a good indicator and invited participants' input. The characteristics listed by Mr. Bwire and the participants' input are summarized in the table below:

Characteristic of a Good Indicator	Description (participants' input)
Valid	Up to date; Correct; Still existing; Acceptable; Important; Meets the objective.
Reliable	Can be trusted; Stable.
Precise	Brief; Understandable; Neat; Clear.
Measurable	Has a value; Quantifiable; Estimated.
Time-specific	Achieved within a given time; Clear and brief but within a time frame.
Programmatically important	Within a scheduled plan; Well drawn work plan; Targets beneficiaries.

### 3.4.2.4 Examples of Indicators in Community Peace Building

Mr. Bwire presented examples of indicators that could be used in community peace building. The indicators were categorized as "Outcome", "Output" and "Process". The following table summarizes the indicators as presented by Mr. Bwire.

Type of Indicator	Examples
Outcome	Reduction in reported cases of violence; Community capable of creating structure that resolves conflict; Community continues project activities after project is phased out.
Output	Number of successful dialogue meetings between community and leaders; Number of women peace groups formed; Number of community sensitizations made by participants; Number of recommendations made and implemented.
Process	Percentage of sexually abused women reported; Number of women equipped with peace monitoring skills per sub-county.

### 3.4.2.5 Gender Sensitive Indicators

Mr. Bwire provided three examples to highlight the significance of gender sensitive indicators. The first example was the inclusion of women's contributions in the assessment of outputs; *women participating more in decision making in the farmers' association*. The second example was the identification and adoption of project goals and results that allow one to assess whether women are benefiting from the project; *the number of women headed households that are increasing their crop yields by implementing more appropriate crop production methods*. The third example given was the assessment of whether women are carrying additional burdens or responsibilities such as household and community work; *the number of hours that women and men spend on household tasks each week or each day*.

### 3.4.3 How to Monitor

#### 3.4.3.1 Example: What Do We Monitor?

Mr. Bwire described five methods of monitoring; focus group discussions, secondary data, interviews, storytelling, and observation. He explained that monitoring involved observing, recording and reporting.

Mr. Bwire then provided the example summarized in the table below.

Hierarchy	Indicators	Baseline	Target	MOV	Frequency
<b>Goal:</b> Reduction in unwanted pregnancies resulting from sexual violence.	% of women survivors of sexual violence receiving emergency contraception within 72 of assault.	20%	50%	Medical reports.	
<b>Objectives:</b> To increase the availability of emergency contraception to women survivors of sexual violence from 20% to 50% in northern Uganda.	% of women survivors of sexual violence accessing health centers within 72 hours of assault.	20%	50%	Medical reports.	C: Annually R: Annually
<b>Outcome:</b> Increased awareness on emergency contraception; Increased number of health centers providing emergency contraception.	Reduction in the number of pregnancies resulting from sexual violence.	20	5	Community responses.	
<b>Output:</b> Increased availability of emergency contraception; Increased awareness on availability and use of emergency contraception; Increased access to emergency contraception; Stakeholders' issues and needs identified; Medical officials trained; Health center sites identified; Emergency contraception supplied.	3 health centers constructed; Availability and accessibility of emergency contraception.	2	5	Medical reports; Organizational reports.	C: Monthly R: Quarterly
<b>Activities:</b> Build 3 health centers per district to provide emergency contraception; Train 20 medical officials on emergency contraception; Provide 5 boxes of emergency contraception kits to health centers; Conduct 5 awareness sensitization sessions on availability and use of emergency contraception.	Number of health centers offering emergency contraception; Number of emergency contraception kits provided to each health center per month; Number of community awareness sessions conducted.	2	5	Organizational reports.	C: Monthly R: Quarterly

After providing the participants with the example of monitoring, Mr. Bwire shared two community data collection templates shown below.

Community Data Collection Template 1:

Conflict				
Date	Incidence	Stakeholders involved	Action taken	Consequences

Community Data Collection Template 2:

Peace				
Date	Activity	Action Taken	Results	Comment

#### 3.4.3.2 The Rights-Based Approach to Monitoring: PANEL Principle

Since the participants were being trained to monitor peace, Mr. Bwire asked them to be mindful of their focus while monitoring. He described the rights-based approach to monitoring before presenting the PANEL principle. The PANEL principle was then discussed as summarized below.

Rights-Based Principle	Notes from Discussion
Participation	Who is participating? Women only? Are children being included? Everybody should be given the opportunity to participate.
Accountability	Taking responsibility for financial, material or other resources made available; Providing reports on what transpires; Providing feedback.
Non-discrimination	Interest groups such as children, youth, women; Equal treatment regardless of gender, ethnic background, age or social status.
Empowerment	Motivating people; Sharing of power; Involvement in activities; Sensitization; Training; Capacity building; Affirmative action.
Link to rights	Transparency; Sustainability – how the targets are able to sustain themselves.

### 3.4.3.3 The Needs-Based Approach versus The Rights-Based Approach

Mr. Bwire posed questions based on the following statement to highlight the difference between the needs-based approach to monitoring and the rights-based approach to monitoring:

*Government is proud to announce that 85% of all the children were immunized against polio in the recent national immunization program.*

To encourage discussion, Mr. Bwire asked participants whether the immunization of 85% of all children should be regarded as a success; what about the 15% who were not immunized against polio; who were the 15%; were the 15% the most difficult to reach; is that fair? He pointed out that according to the rights-based approach; the immunization program was a failure for the 15% who probably come from the most disadvantaged sectors of the population.

During the discussion, one participant commented that it is the right of every child to be immunized and that 85% is not worth celebrating. Another participant expressed concern over the 15% who were not immunized. Some participants gave speculative responses to the question about why 15% were not immunized: perhaps the 15% represented those who preferred the services of herbalists over immunization; perhaps the 15% had not been sensitized on immunization; perhaps the 15% were in locations inaccessible by available vehicles; perhaps the 15% were the children of working mothers who were unable to take their children for immunization due to time constraints; perhaps the 15% represent the children who were abducted by the LRA rebels and were never returned. The discussion concluded with participants agreeing that the 15% who were not immunized had a right to immunization, and that government should have considered shortcomings and loopholes in the immunization program before issuing the statement.

### 3.4.4 Communication: The Mind-Reading Game

To emphasize the importance of communication, Mr. Bwire used a brief game in which participants were paired. In each pair, the first participant was asked to think of a question and write it down without showing the second participant. The second participant was asked to imagine the answer to the first participant's secret question and write it down. The questions and answers were read out loud; none of them were corresponding.

### 3.4.5 Preparation: The Application of Training within Participants' Communities

To close the section on monitoring, Mr. Bwire gave participants an exercise to complete individually. The objective of the exercise was to learn how to adapt the knowledge acquired during the training for application in participants' communities. Three tasks were given to the participants; identify an activity that you would carry out in your community, identify the results you would hope to get from the activity, and identify the indicators that would show that the results are being achieved. A summary of selected participants' responses is presented in the table below.

Participant	Activity	Results	Indicators
1	Training and sensitizing the community on peace and reconciliation related issues.	Involvement of all the stakeholders in the community in peace building and reconciliation through advocacy and dialogue; Building or enhancing capacity among community members and handling conflict related issues, peace building and reconciliation; Awareness and sustainability of peace and conflict related issues.	Community development activities and investment (schools); Reduction in cases of crime (violence); Formation of synergies – SACCO'S; Change in individual behaviors (values); Economic activities within the community especially at the family level; General welfare or purchasing power of individuals.
2	Community sensitization on human rights.	Reduced cases of forceful marriages; Reduced cases of domestic violence; Peace prevails in community and household; Provision of basic needs; Children return to schools; Peaceful resolution of conflicts in households.	Community involvement in solving conflict; Higher enrolment in schools; Living in harmony; Seeking legal redress; Increased development in society; Shared responsibilities in households.
3	Formation of child rights clubs.	Children are able to report cases of child abuse committed against them.	Children are not abused; Increased level of awareness; Behavioral change.
4	Join the protectoral body so as to reach out to students at school and conduct peace building and ensure fair treatment of students.	Eradicate rampant tribalism and segregation; Freedom of speech and expression by students; Fewer quarrels and fights among students; Voice to the voiceless.	Different tribes associating and living together; Fewer students suspended for fighting; 95% of the students are in peace and harmony.
5	Sensitization program on early marriage via community radio targeting schools.	People would respect the age of the girl; People would send girls to school; Fewer street children.	Girls attending school; Fewer cases of defilement or early marriage.
6	Form an association of both men and women to advocate for equality based on gender balance.	Many men and women joining the association to stop gender based violence, creating harmony in the community.	Gender equality and balance in all aspects of life; Drastic drop in rates of violence, and peace prevailing among community members; Community participating actively and voluntarily in the solving of violence related problems in the community.
7	Organizing community service programs such as sweeping school compounds and mopping classrooms.	Many people participate enthusiastically.	Positive change brought to the community members.
8	Sensitizing the community on the dangers of gender based violence.	A society free from gender based violence.	95% of women participating in politics, decision making and economic activities; Eradication or reduced rates of child neglect; Happy families; Increased rates of school enrolment for children; Fewer cases of domestic violence; Increased productivity within families.
9	Sensitization on domestic violence and home conflict peace monitoring.	Increased number of children who do not fear their fathers at home; Reduction of drunkenness by fathers.	Increased number of women peace committees formed; More women equipped with peace monitoring skills.
10	Community sensitization on legal rights procedures and values of peace, regardless of gender, race, religion, background, disability and age.	Restoration of hope for those who had lost hope; Equality in the community; Punishment of all the offenders reported to police; Peace and unity being maintained.	Client self-report; Fewer criminals; Distribution of properties to women, such as land; Women driving or riding motorcycles; Enjoyment in the community; Increased level of development.

### *3.5 Human Rights*

On the final day of the workshop, Ms. Helen Edimo encouraged participation throughout her presentation on human rights. The gender perspective was given prominence during her presentation.

#### *3.5.1 An Introduction to Human Rights*

Ms. Edimo described human rights as god-given entitlements due to every human being. She gave examples such as the right to life, the right to privacy, the right to education, the right to reproduce, the right to marry, the right to play, the right to be protected, food, and justice. She then described the main categories and basic principles of human rights.

#### *3.5.2 The Legal Framework*

Ms. Edimo talked about the 1945 United Nations Charter and the 1948 Universal Declaration of Human Rights before inviting participants to name related conventions. Participants named the following: the 1976 Convention on Political and Civil Rights; the 1974 Convention on Economic, Social and Cultural Rights; the 1989 Convention on the Rights of Children; the 1979 Convention on the Elimination of all forms of Discrimination Against Women (CEDAW); the 1965 Convention on Elimination of All Racial Discrimination; the 1984 Convention Against Torture and other Cruel, Inhuman or Degrading Treatment. Ms. Edimo then described regional instruments including; the 1981 African Charter on Human Rights and People's Rights, and the Protocol to the African Charter on Human Rights and People's Rights on Women and Children. She also described Article 26 of the Constitution that provides for the right to property, and Article 30 that provides for the right to education. Ms. Edimo prompted a discussion by describing historical gender imbalances in education despite the constitution's inclusion of girls.

#### *3.5.3 Discussion: Gender and Human Rights*

When one participant asked about men's rights, Ms. Edimo responded by explaining that men and women should have equal rights. Participants then debated situations where men consistently return home to their families late; one participant felt that it was not a problem as long as an explanation was given, another participant felt that fathers who act irresponsibly should not have children in the first place. A male participant expressed discomfort with the use of the word "right" for matters such as food and education; he felt that those were necessities and that the word "right" is not strong enough to

describe such necessities. He also commented on the reluctance of internally displaced women to return to their homes and villages where their husbands were waiting for them.

Ms. Edimo explained the difference between the terms “civil” and “criminal” before answering three questions from participants. The questions were based on legal issues and procedures surrounding maintenance (child support), the custody of children who were suffering malnutrition under the care of their mother, and the legal and traditional procedures for divorce.

Bringing the focus back to gender, Ms. Edimo asked participants to describe what the word gender meant to them. One participant responded by describing gender as a socially constructed classification, or disparity between men and women. Another participant described gender as the biological difference between men and women. Other participants’ responses focused on the social and cultural roles given to men and women.

Participants then described some biological differences between men and women, as well as traditional gender-based roles. They noted that traditional gender-based roles are changing because women are becoming more involved in politics and more economically independent than ever before, working in jobs that until recently were considered to be for men only. One participant gave an account of a boy who helped to plaster the walls of his mother’s house; a responsibility traditionally given to women. On learning of the boy’s participation in a role considered to be for women only, the traditional leaders in the area took offense and ordered the boy’s mother to pay a fine as compensation.

Ms. Edimo explained that the differences between men and women are more social than biological in nature. She defined gender as a social construct that differentiates the power, roles, responsibilities and obligations of women from that of men in society. She explained the fluidity of social constructs; they vary according to age, community, culture and tribe; they are perceived and therefore changeable. She then gave examples of differences between men and women in terms of access to power and control: the ownership of land, livestock and other property; labor; money; and households. She noted that gender based discrimination has deprived women of access to land as owners, and that land is an economic resource from which people derive their economic power. Ms. Edimo explained that Article 237 of the Constitution provides that land belongs to the people of Uganda, and she also explained that

there were enabling laws such as the Land Act. She explained that in order for government to achieve its policies' goals, there had to be supporting structures and organs in place.

#### *3.5.4 Discussion: Domestic Violence*

The participants then discussed domestic violence in the context of an extended family experiencing misunderstandings. The extended family's misunderstandings were illustrated on a flip chart. Most of the participants' contributions to the discussion focused on the communication breakdown between the members of the extended family, the lack of leadership shown by the father who they considered to be responsible for managing family affairs as the head of the home, and unfavorable interference from certain family members. Some participants attempted to apply conflict resolution principles to the misunderstanding, others considered counseling as being necessary for the family, while others identified negative influences from the extended family as being the root cause of problems within the nuclear family.

Ms. Edimo defined domestic violence and the legal penalties attracted by domestic violence. She explained the Domestic Violence Act of 2009 and the roles of magistrates and the Family and Children's Court (FCC). On being prompted, participants gave examples of the causes of domestic violence; poverty, drunkenness, laziness, and witchcraft. They noted examples of the effects of domestic violence; death, divorce, and child neglect.

Ms. Edimo then described the various channels through which disputes may be resolved, ranging from informal methods of reconciliation and mediation, to the various courts through which legal redress may be sought. She explained the hierarchy of the courts and answered questions on the procedures surrounding appeals.

#### *3.5.5 Closing*

The workshop ended with Ms. Edimo encouraging participants to network and form alliances for the purposes of monitoring peace and protecting the rights of people within their communities.

## 4. Key Outcomes of the Workshop

### 4.1 Impact on Participants: Knowledge and Skills

#### 4.1.1 Conflict Resolution

After the human knot game, participants were more aware of the nature of conflict resolution; the conditions that create conflict and encourage the escalation of conflict, the difficulties experienced as a result of the escalation of conflict, the limitations experienced by those engaged in conflict, the benefits of external perspectives in conflict resolution intervention efforts, and the importance of dialogue in conflict resolution. On discussing the conflict life cycle, participants became more aware of the importance of early attempts at conflict resolution and the significance of post-conflict interventions. The use of animal responses to conflict as analogies for the three possible responses of conflict (flee, fight or flow) gave participants an easier way to recall and discuss responses to conflict within their communities. Participants learned how to identify negative and positive responses to conflict by examining how conflicting parties respond to the conflict and how they attempt to resolve the conflict. The importance of cooperation in conflict resolution was impressed on participants through the use of the illustration of two goats that mutually benefited from cooperating to end their conflicting interests. The spectrum of conflict handling mechanisms helped participants learn about the significance of participation of all parties in conflict resolution; minimal participation of all stakeholders such as the use of force by one of the parties to end the conflict would produce unsustainable results at the highest political level only, whereas increased participation of all stakeholders would provide more sustainable solutions that meet the needs of the communities affected by conflict. On discussing Early Warning and Early Response (EWER), participants learned about the importance and benefits of remaining alert and responding quickly to early warnings.

#### 4.1.2 Peace Monitoring

Participants learned more formal definitions of key concepts in peace monitoring. The use of several examples ensured that participants had a clear understanding of indicators; the different types of indicators, characteristics of good indicators, gender sensitive indicators, and the use of indicators in community peace building. Through the use of more examples, participants learned about the methods and processes involved in monitoring peace. The PANEL Principle helped participants gain a clearer

understanding of the rights-based approach to monitoring. On discussing a statement that celebrated the immunization of 85% of all children through an immunization program, participants were able to understand the benefits of the rights-based approach to monitoring over the needs-based approach to monitoring. Through the mind-reading game, participants were reminded of the importance of communication in monitoring. After being tasked with a preparatory exercise on peace monitoring, participants demonstrated their capacity to apply the knowledge and skills gained during the training and make a difference within their communities.

#### *4.1.3 Human Rights*

Participants learned about the different categories and basic principles of human rights. They learned about various UN charters on human rights, African charters on human rights, and the Constitution. Through discussions the participants learned about the application of human rights concepts in domestic and community settings, and how human rights may be protected within their communities; informal methods of protecting and restoring human rights, the various courts in the judicial system, and the procedures involved in court appeals.

#### *4.1.4 Gender Perspective*

Through discussions the participants learned about gender as a social construct, gender-based discrimination and its enablers, and the significance of gender equality; the inclusion of gender perspectives and the participation of women in conflict resolution, the value of gender sensitive indicators in peace monitoring, the protection of women's rights as human rights.

#### *4.2 Impact on Post-Conflict Discourse at Community Level in Northern Uganda*

The workshop drew participants from several districts across northern Uganda, promising a broad impact in the region by equipping participants with the knowledge and skills necessary to make significant contributions to peace building efforts within their communities. Through active participation during the workshop, participants improved their confidence and enthusiasm for initiating participation within their communities towards resolving conflicts, monitoring peace and protecting human rights. The participants were taught to give gender perspectives increased prominence in post-conflict discourse within their communities.

## **5. Conclusion**

The workshop was a success, considering the extent to which its objectives and expectations were met. Participants left the workshop with significantly increased capacities in the monitoring of peace and human rights. Community awareness of human rights at the sub-county level is set to increase once participants begin applying the knowledge and skills gained during the workshop. Participants were trained on human rights monitoring in the context of post-conflict reconstruction and development; sexual and gender based violence; and they were equipped with basic literacy in legal procedures.

Participants expressed sincere gratitude towards UNIFEM and FIDA-Uganda for the workshop. They expressed satisfaction and were happy that their work had been simplified after gaining new knowledge and skills. They were excited about applying their new skills within their communities, and were more confident in engaging the formal justice system. Participants requested a follow up workshop of a week's duration in order to learn more.

FIDA-Uganda looks forward to making a bigger difference in the lives of the people of northern Uganda, particularly women, through the continued support of UNIFEM.