



University for Peace
Université pour la Paix



PEACE RESEARCH CAPACITY BUILDING WORKSHOP

Sheraton Hotel, Addis Ababa, Ethiopia

May 02 - 06, 2011

Final Report



Prepared by: Grace Atim & Catherine Nelson

Contents

Executive Summary	4
Welcoming Remarks	5
Summary of Sessions	7
<i>Day One: Monday, 02 May 2011</i>	7
Presentation: Qualitative Methods focusing on Content, Discourse and Narrative....	7
Presentation: Application of CR SIPABIO	8
<i>Day Two: Tuesday, 03 May 2011 (Morning Session)</i>	10
Discussion: Qualitative Analysis Practice and Goals for Group Work	10
<i>Day Three: Wednesday, 04 May 2011(Afternoon Session)</i>	11
Group Work: Presentation and discussion	11
Day Four: Thursday, 05 May 2011.....	15
Discussion: “Must Do” for Publication”	15
Presentation: Four Stages of the Writing Process	16
Day Four: Thursday, 05 May 2011.....	19
Discussion: Challenges in the Process of Publication: Real life experience sharing by facilitators and Supervisors	19
<i>DAY Five: Friday, 06 May 2011</i>	21
Presentation: Group peer review of participants’ papers submitted for publication in <i>APCJ</i>	21
Closing remarks	21
Annex 1: List of Participants.....	23
Annex 2: C.R. SIPABIO: A Conflict Analysis Model	30
Annex 3: Plan of Group Work.....	31
Annex 4: Group Presentations.....	32

List of Acronyms

APCJ	<i>Africa Peace and Conflict Journal</i>
AU	African Union
CR SIPABIO	Context, Relationship, Source, Issues, Parties, Attitudes, Behaviors, Intervention and Outcome
FCNI	Forces Nouvelles de Cote d'Ivoire
IDP	Internally Displaced Persons
IDRC	International Development Research Centre
IGAD	Intergovernmental Authority for Development
JEM	Justice and Equality Movement
JSTOR	Journal Storage
NATO	North Atlantic Treaty Organization
NGO	Non Governmental Organisation
SLM/A	Sudan Liberation Movement/Army
UPEACE	University for Peace
ICC	International Criminal Court
UNAMID	United Nations Mission in Darfur

Executive Summary

The Africa Programme of the University for Peace (UPEACE) organized a workshop on “Peace Research Capacity Building” from 02 to 06 May 2011 at the Sheraton Hotel in Addis Ababa, Ethiopia. The workshop is one of the activities of a project on Peace Research Capacity Building, financed by the International Development Research Center (IDRC). Thirteen participants, who are PhD candidates at various universities in Sub Saharan Africa, attended the workshop. All participants have been granted the UPEACE-IDRC Doctoral Researchers/ PhD Fellowship.

The workshop training focused on two broad thematic areas: qualitative research and academic publication. The qualitative aspect of the training focused on analyzing and applying three major types of qualitative analysis; Content Analysis, Critical Discourse Analysis and Narrative Analysis. On the other hand, the later part dealt with an overview of ‘Must Dos’ for publication, challenges in the process of publication supported by experience sharing session of facilitators and supervisors.

Final workshop activities focused on group peer review of participants’ papers submitted for publication in the Africa Peace and Conflict Journal (APCJ). The trainees were divided into three groups to review the publications and offered extensive feedbacks to strengthen the presented papers. This session also had the objective of learning from each other.

Since 2007, different activities have been carried out under the Peace Research Capacity Building Project including offering 22 Doctoral Research Awards (for candidates at the final stage of their dissertation), 4 PhD Fellowships (for candidates at the beginning stage of their PhD Programmes) in two rounds. The PhD candidates are pursuing their PhDs in 13 African Universities in the area of Peace and Conflict studies. In addition, six Peace Research Capacity Building Workshops have been organized, which focused on advanced level peace research training. The purpose of the workshops’ was to build the capacity of the candidates and contribute towards their successful completion of their PhD studies. Moreover, the project has supported the publication of a dedicated Journal, Africa Peace and Conflict Journal (APCJ), which was launched in 2009. So far, 5 editions of the Journal have been published. One of the requirements for the PhD candidates is to publish at least one article in APCJ.

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 towards 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.

Welcoming Remarks

The workshop was opened by welcoming remarks from Dr. Jean Bosco Butera, Director of the UPEACE Africa Programme. He welcomed the participants, and expressed the pleasure of UPEACE Africa programme in organizing and hosting the workshop. He congratulated the three Doctoral Researchers who had so far graduated: Fidelis Allen, Jonathan Madu and Ann Rita Karimi.

Dr. Butera further stated that the Africa Programme was pleased to see some of the students finishing. He mentioned that he recently requested some of the students by asking for updates in relation to their studies. Based on reports received, he said, he was optimistic that more would be finishing in 2011 and the remaining in 2012. He also reiterated to the participants that the workshop was designed based on themes suggested by them.

The Director finally thanked Professor Amr Abdalla, Vice Rector of UPEACE for his willingness to train amidst his tight schedules and also welcomed Professor Geoff Harris for his participation in the workshop. He wished the participants a productive and a pleasant stay in Addis Ababa. He concluded by paying tribute to the late Dr. Elias Cheboud, former Research Coordinator of the Project for his tireless efforts and hard work.

Remarks were also made by Ms. Njeri Karuru, Senior Program Specialist, IDRC Peace, Conflict and Development Program. She welcomed everyone to the last workshop of the Peace Research Capacity Building Project. Ms. Karuru further stated that a recently held evaluation of the project by IDRC indicates that there is low rate of completion of PhD studies within expected time and limited number of journal article publication by IDRC fellows in APCJ. Thus, she urged the trainees to put more efforts to finish their PhDs and publish their articles. In addition, she stated that IDRC program has changed its focus from Peace, Conflict and Development to Governance, Security and Justice.

The last remarks in the opening ceremony were made by Professor Amr Abdalla, who welcomed all the participants and expressed his delight in participating in the last workshop. He further commended the students for their interest and needs as articulated in the information and reports received from them, and indicated that the workshop was framed according to their needs. He went ahead to state that most students asked to be provided with training on qualitative research analysis and how to publish in academic journals. Accordingly, he explained that the training would focus on three major types of qualitative analysis: Content, Critical Discourse and Narrative Analyses. Besides, the training would cover how to write publishable articles. In this session, facilitators and supervisors would share real life experiences and challenges in publishing.

He finally stated that the success of the workshop depended on the active engagement and participation of the trainees. He also stressed that he will welcome feedback to make the workshop and other UPEACE projects and activities the best that they can be for the sake of Peace in Africa. Tribute was also made by Prof. Abdalla to Dr. Elias

Cheboud, whom he stated had championed the project for 3 years with professionalism, enthusiasm and passion, and his great work should be carried on. He called upon all to carry on with the commitment and complete the work Dr. Elias had begun.

The remarks were followed by self introductions of the participants and an introduction on the evaluation of the workshop by Dr. Phoebe Nyawalo.

Summary of Sessions

Day One: Monday, 02 May 2011

Presentation: Qualitative Methods focusing on Content, Discourse and Narrative

Presentation by: Professor Amr Abdalla, Ph.D, UPEACE Vice-Rector

The session focused on the application of qualitative methods in peace and conflict research. Professor Amr Abdalla used the CR SIPABIO Conflict Analysis Model for analysis of qualitative methodologies in peace and conflict research. Please refer to annex 1 for CR SIPABIO.

Professor Amr Abdalla opened the session by stating that the process of conducting qualitative research is challenging, which researchers should use in a creative way in the field of peace and conflict studies. In this way, researchers get to know the reality on ground and what happens to people. He also shared a video clip showing two individuals passing across messages. Then, the participants discussed focusing on interpretation of the messages.

The facilitator explained that qualitative analysis utilizes specific types of information to make inferences including conversations, textual analysis, and social analysis. By nature, the information is gathered in a natural environment and influenced by behaviors or ideas. Examples would be newspapers, journals, television and other media. Due to the fact that qualitative analysis is used to reach conclusions based on inference, the researcher plays a bigger role in the interpretation of data.

Since researchers come from different backgrounds, they might interpret data differently. Due to this, the validity and reliability of data can be influenced by the researcher. For that reason, the researcher must conduct and analyze research with the use of a legitimate model or framework based on a coding or inter-rater system to ensure credibility in the quality of analysis.

While there are many frameworks and models used within the field of peace and conflict studies, such as CR SIPABIO, which stands for: Context, Relationship, Source, Issues, Parties, Attitudes, Behaviors, Intervention and Outcome. Prof. Abdalla explained each of them as follows: -

Context: Context relates to the social, economic and political setting including cultural perspectives of a conflict that may be influenced by gender, religion, ethnicity, geography or social status.

Relationship: Any conflict could really fit into the CR SIPABIO conflict model, whether between individuals or communities. The form of the relationship is critical in understanding the conflict as it will influence reactions of stakeholders. Factors that influence the form of the relationship are power, authority, and social affiliation.

SIPABIO (Sources, Interests, Parties, Attitudes, Behaviors, Intervention, Outcome): SIPABIO relates to the conflict itself, its management and its resolution. *Sources* of conflict related to the relationship may be miscommunication or social behaviors. Other factors are the *interests* of the *parties*. The *attitudes* and *behaviors* used by the parties in interaction will factor into a conflict. The manner of *intervention* also plays a role in the *outcome*.

Discourse Analysis: Discourse Analysis, according to Prof. Abdalla, can be the greatest resource in qualitative analysis. Two methods of discourse analysis are *narrative analysis* and *critical discourse analysis*. Critical discourse analysis considers aspects of the context in the words and conversations, including the roles of the speakers. Narrative analysis uses the words used by the speaker attempting to understand the experience of the individual.

After presenting the CR SIPABIO framework and discussing the methods for discourse analysis, application of the qualitative methods was illustrated by Prof. Abdalla using anecdotes and media sources.

Presentation: Application of CR SIPABIO

Presentation by: Prof. Amr Abdalla, Ph. D

Pros and cons to using qualitative analysis were discussed. On the positive side, it allows researchers to understand situations that are not quantifiable. However, due to the type of information that might be used to glean qualitative data, interpretation can be at times tricky and influenced by subjectivity.

To illustrate the application of CR SIPABIO, Prof. Abdalla used two sets of examples. The first regarded how relationships should be analyzed, using examples of individual and international conflicts. The second utilized media that would be utilized by the researchers in their group work. To illustrate how researchers can evaluate relationships in order to resolve conflicts, Prof. Abdalla used two examples for CR SIPABIO analysis, at the interpersonal level and the international level. Respectively two examples were used, a couple trying to evaluate whether extra money should be used to buy a car or paint the house, and the relationship between Pakistan and Bangladesh (Previously West Pakistan).

To illustrate how to utilize discourse analysis, Prof. Abdalla used two examples, one at the community level in analysis of Liberian conflict and the second at the individual level in analysis of a domestic dispute. He also introduced students to two different examples of conflict: to show party analysis, an example was used from the conflict in Côte d'Ivoire and for behavioral analysis; an example was used of a Darfurian woman. Using the examples, he explained how to analyze the conflict situations using the CR SIPABIO model.

Professor Abdalla noted that using media in content analysis is not the same as a personal interview as the media has to be understood as an independent variable. Media sources could have been purposefully created with an agenda.

Day Two: Tuesday, 03 May 2011 (Morning Session)

Discussion: Qualitative Analysis Practice and Goals for Group Work

Discussion by: Prof. Amr Abdalla, Ph.D

Professor Abdalla thanked the group for the lively discussion of previous day. He introduced the agenda for the group work sessions which took place later that day. The intent of the group work was to utilize the qualitative methods learned from CR SIPABIO and Discourse Analysis to analyse conflict situations. To conduct the group work, the trainees were formed into three groups to work on the following case studies: Côte d' Ivoire, Sudan and Liberia.

Students were requested to prepare half an hour presentation that included primary and secondary parties and suggestions of conflict intervention mechanisms.

Each group was provided with an electronic file of a collection of media pieces on the conflict, including YouTube videos, news clippings, radio and other sources of information. The electronic files for the groups were distributed and students went into group work for the rest of the day.

For specific group work guidelines, please refer to annex 2.

Day Two: Tuesday, 03 May 2011 (Afternoon Session)

During the afternoon session, the trainees met within their teams to prepare presentations on the case studies for the following day. Details of the activities are presented in the section, "Group Work: Presentation and discussion" on page 37.

Day Three: Wednesday, 04 May 2011(Afternoon Session)

Group Work: Presentation and discussion

Facilitator: Prof. Amr Abdalla, Ph.D

The three groups shared their findings, analysis and recommendation about the case studies. Below, brief descriptions of the presentations are highlighted:

Conflict in Darfur:

The conflict in Darfur begun in February 2003, though hostilities between the belligerents had occurred in the previous year. The conflict is characterised by massive displacement and violence, claimed to be carried out by the government against the non-Arab Four tribes in the Darfur region of Sudan. Darfur is a western province which borders Chad, a nation which became involved in later stages of the conflict.

During the war, the Sudanese government was accused of carrying out genocide due to the fact that non-Arab villages were attacked whilst Arab villages in the same region, sometimes as close as 500 meters away, were not attacked¹. In this war, the Sudanese government recruited assistance from the Janjaweed, a militia group, largely of Arab Abbala people. The Sudanese government and Janjaweed joint force fought against the rebel groups Sudan Liberation Movement/Army (SLM/A) and the Justice and Equality Movement (JEM). The SLM/A and JEM accused the Sudanese government of oppressing non-Arab Sudanese in Darfur.

Peace agreements between the forces have, over the period between 2003 and 2011, been largely unsuccessful. The most recent attempts to forge an agreement were through a fresh round of discussions called the Doha negotiations. No Peace Agreement has yet been signed.

The group shared two video clips that justified the explanation of their findings. They came up with assumptions, themes, context of the conflict, sources/ causes of the conflict, issues, parties in the conflict, attitudes, behaviour, outcome of the conflict.

The assumptions identified by the group are: Religious/ ethnic war; Independence from Khartoum. The themes are: Oppression; Marginalisation and Inequality; Ethnicity; Violence by both government and the rebels; Culture; Inequitable distribution of resources; Victimisation; Displacement; Dialogue and Negotiation. The context of the conflict include, Historical and Colonial impact; Culture; Identity i.e. religion and ethnicity; Governance; Environmental factors such as climate and international influence; Media and Gender. The sources/ causes of conflict are: Lack of basic needs; Prolonged drought leading to water scarcity and pasture. The issues/ interests for the group are: Marginalisation which was categorised into political and economic; Secession

¹ United Nations Inter-Agency Fact Finding and Rapid Assessment Mission: Kailek Town, South Darfur, United Nations Resident Coordinator, 25 April 2004.

which called for independence. The attitudes/ feelings included: Frustration; A feeling of hopelessness; Superiority or Inferiority; Denial and Ambivalence. The behaviour in such a situation include: Violence; Displacement. The interventions for this scenario are: UN-ICC/ UNAMID, under this, the group came up with African Union High Panel on Darfur i.e. Darfur Dialogue led by Mbeki; Doha Peace Talks in Qatar. The outcomes of war for the group members can either be positive such as: Peace accords; Ceasefire agreements; ICC indictments of Bashir; or it can be negative, the examples given are: Crimes against humanity; population's displacement; ICC indictments on Bashir; ongoing suppression of protests by the state.

Recommendations for intervention were also drawn and they include; Continued dialogue between the government and the people of Darfur under the DOHA talks; Inclusion in the peace process in particular the Darfur dialogue: traditional leaders or elders in Darfur, Religious leaders in Darfur; Economic development for Darfur.

Conflict in Côte d' Ivoire:

The 2010-2011 conflict in Côte d'Ivoire erupted out of disputed election results. Presidential election was held in November 2010 between the incumbent, Laurent Gbagbo, and Alassane Ouattara. The election was won by Ouattara with a 51% majority. The results were disputed by Gbagbo's party, claiming rigging of voting in provinces controlled by opposition forces, Forces Nouvelles de Côte d'Ivoire (FNCI). The Constitutional Court, of Gbagbo's supporters, claimed the elections were unlawful. International election observers reassessed the situation and held that Ouattara was the winner. The African Union, UN Security Council and ECOWAS all recognized Ouattara as the new president of Cote d'Ivoire.

The aftermath of the elections was characterized by sporadic violence. Meanwhile, both Ouattara and Gbagbo organized their own presidential inaugurations. Severe conflict erupted in early 2011 when Ouattara's military forces seized control of the country, causing Gbagbo to resist in the presidential palace. French and UN troops intervened in support of Ouattara's forces, who captured Gbagbo.

The Group discussed the key elements of the conflict linked to C. R. SIPABIO framework, including; Context; which comprised of, religion, Ethnicity, history, media, geography/ environment, gender and other aspects such as sub-regional & regional politics: ECOWAS & AU position, external dimensions impacting on the local dynamics such as export trade limitations; sanctions regime.

The assumptions identified by the group are: Crisis embedded in factors such as history, identity and politics; Armed parties committed: 'war crimes' and 'war against humanity'; Perpetrators generally unwilling to take responsibility for atrocities; Capture of strategic areas and assets such as national TV, airport which are crucial to gaining and maintaining supremacy and eventual victory; Access to resources and logistical support influenced the dynamics of crisis and outcomes. Themes identified by the group include: Power; Sovereignty; Nationalism and Patriotism; Imperialism; Violence; Mercenaries; Victimhood; Retribution; Impunity and Humanitarianism. The group also

came up with parties to the conflict which was divided into Primary: Laurent Gbagbo, Alassane Ouattara; Secondary: National army, ex-rebels, militias, mercenaries, Ibrahim Coulibaly (commander – invisible commandos) and Tertiary: French troops; United Nations. The attitudes/ feelings are: frustration and anger; resentment and demonization; empathy or compassion. The behaviors in such a scenario are: Aggression; Intimidation; Humanitarian service. The Intervention include: ECOWAS, AU, UN resolutions; AU mediation; Use of force. The outcomes are: International recognition of Ouattara; shifting alliances or allegiances; Gbagbo's capture. Issues for the group are: Democracy; Good governance and Sources or Causes are: Sense of Identity; Quest for power and prestige; Security for personal and regime survival.

The recommendation for intervention for the group were; Addressing impunity; National dialogue; Inclusive politics; Peace education (responsive curriculum); Repatriation & Resettlement; Social healing; Disarmament, demobilization & reintegration; Justice & Security Sector reform.

Conflict in Libya:

The conflict in Libya began in February 2011, when government forces reacted with violence against nonviolent protests. Libyan citizens were demanding President Muammar Ghaddafi, who had ruled since 1969, to step down. These events were largely influenced by similar protests against dictatorial rules in neighboring Tunisia and Egypt, both which resulted in the Tunisian and Egyptian presidents' abdication of power.

The government forces reacted with violence and anti-government rebels also took up arms against government forces. Rebel forces took control of Benghazi and war erupted throughout the country. NATO forces joined the conflict on the side of rebels, attempting to overtake Ghaddafi forces.

The assumptions identified by the group in this conflict are: Ghaddafi is a defiant dictator who would not want to relinquish power voluntarily; The revolution that took place in other parts of North Africa influenced the rebellion in Libya; Ghaddafi assumed that his close ties with the west would be to his advantage. The context are: Religious belief; Economic interest; Strong family bond relationship which has made family members to unite in support of Ghaddafi. The causes and sources of the conflict are: Quest for democracy by the people; Ghaddafi's perception of himself as God sent and the only one to ensure peace and avert civil war; Domination of Ghaddafi. The themes for the group were: Power and domination; Perceptions; Legitimacy; Freedom and Reforms. Parties of the conflict were divided into 2: Primary which includes Pro-Ghaddafi and Anti-Ghaddafi; Secondary includes NATO, China, Russia, US, Arab League, Mercenaries. Issues/Interest in Libya conflict are: Need for political and economic reforms in Libya; the interest of the parties is to remain in power for the Pro-Ghaddafi; Rebels quest for a change of government; Promotion of human rights, stability and democratization needed by coalition forces; Mercenaries fighting for money. The attitude/ feelings are: Strong nationalistic sentiments on both sides of the primary parties of the fighting to save the country from chaos; Ghaddafi's perception of himself as a leader from God thus ready to die as a martyr rather than give up power or leave Libya. The group further

stated that the attitude and perceptions of the parties influenced their behavior, such that there is strong hatred, Not ready to dialogue; Violent actions. Interventions given by the group are: United Nations Resolution 1973 for a No Fly Zone in Libya; US military intervention under Operation Odyssey Dawn; NATO's intervention to enforce 'No Fly Zone'; Suspension of Libya from Arab League; Mediation mission undertaken by the African Union; International Summit on Libya held in London; US engagement with the anti Gaddafi forces through Senator John McCain using shuttle diplomacy. The outcome of the conflict are: Defection of some Gaddafi's officials in support of the anti-Gaddafi forces; Weakening of Gaddafi's military power by NATO; Huge humanitarian concerns in form of loss of lives, refugees, economic and social ruins; A change of mind by Gaddafi by calling for truce and talks.

The group finally evaluated the conflict and came up with recommendation for intervention which were; there should be an intensification of dialogue by the United Nations and Africa Union for a cease fire and an end to the violence and instability in Libya; The AU should be more assertive in settling African problems rather than allowing external parties such as the North Atlantic Treaty Organization (NATO). The AU should enforce peace through the AU Stand by Force; The International Criminal Court (ICC) should investigate issues of crime against humanity in Libya for possible prosecution. There should be a speedy implementation of political and economic reforms in Libya to address the issue of discontent by Libyans; Concerted efforts should be placed by the international community and interested parties with emphasis on partnership rather than competition.

Remarks

Professor Abdalla thanked all the groups for the contribution they made which clearly indicated their level of grasping the key components of Conflict analysis using the C. R. SIPABIO framework.

Day Four: Thursday, 05 May 2011 (Morning Session)

Discussion: “Must Do” for Publication”

Discussion by: Dr. Tony Karbo, PhD, Associate Professor at UPEACE and Senior Programme Officer, Africa Programme

Dr. Tony Karbo, who is also Editor of the Africa Peace and Conflict Journal (APCJ) presented on publications and the steps to publication for those who want to publish.

First, he requested the trainees the reasons for their article submissions to APCJ, offering the following three options: -

- 1) Passion for writing
- 2) To fulfill requirements of the UPEACE-IDRC Grant
- 3) To meet PhD Programme requirements

Close to one third answered that it was because they had a passion for writing, while the others were doing it as a requirement for either the grant or their PhD Programme.

In the first section of his lecture, he gave a background about publication in social sciences in Africa. During the 1950s and 1960s, there were many scholarships offered within Africa for higher education and the university system was strengthening. However, during the 1980s and 1990s the initiatives of major donors shifted to primary education, expecting there was more payoff in using development dollars for primary education. This led to less funding into higher education and universities' research, which caused dropping of teaching capacities. This contributed to brain drain, where PhD holders' leave for abroad and those attending PhDs not going back to their home countries. Similarly, there was a decline in the amount of research produced by African scholars.

Therefore, one of the current IDRC/UPEACE project objectives is to counteract this and produce more research. Along this line, the major intent of the APCJ is to publish African scholars and have them recognized.

In relation to submission of articles to journals, he discussed the following points: -

Knowing the Market

Students were guided on how to assess a journal to which they would like to submit, not only the *APCJ* but others as well. As scholars in academic fields, the PhD researchers should keep abreast of the journals in their area and know who does what.

When to Submit and Why

When submitting a journal article, it is important that the writer heed the requirements and desires of the journal and not submit something arbitrarily, as

this would be unprofessional. For instance, if there is a special issue on governance, not to submit on gender.

When writing, researchers should also know the relevance or significance of their work. When creating new information or new research, and to make a concrete contribution on the debate, one must know what the debates are and who has contributed to the discourse.

Dr. Karbo reminded the students that the goal of the IDRC Programme and the goal of the APCJ is to help the students publish. He explained further that the UPEACE Africa Programme encourages publishing with supervisors too.

The Editorial Process

He also discussed that the editorial process including the internal screening. First, submissions are screened by editorial staff. From data, about fifty percent of submissions are rejected at this stage either for being irrelevant or not following submission guidelines. Those passing this process are sent to two anonymous peer reviewers in a double-blind review process. These reviewers provide feedback to the author on how to improve the quality of the article.

Dr. Karbo emphasized that feedback should be taken constructively. The author should take the changes as simple feedback. Oftentimes, reviewers' remarks might be taken as negative feedback when it is not intended as such. Sometimes, the author will be disheartened, not make the requested changes and not resubmit. Such an instance decreases the possibilities of publishing the article.

Once the recommended changes by reviewers are made by the author, it will be resubmitted and published if deemed worthy.

Presentation: Four Stages of the Writing Process

Presentation by: Dr. Tony Karbo, PhD

The Writing Process

Dr. Karbo discussed the importance of relevance of information in the writing process. First, the content has to be relevant and take into account what is already in the field and how the author can contribute to the field. In shaping this, he addressed:

- 1) What is the framework that will be used?
- 2) What are the theories?
- 3) How are you going to frame the research in order to present and argue the data?

Relatedly, it was pointed out that writing is often the best route to understanding the research process. By writing the information down, the researcher learns the route of how to achieve the research goals.

Theoretical vs. Conceptual Frameworks

There is a difference between conceptual framework and theoretical framework. Theoretical framework refers to the body of knowledge that informs the study and relates to the broader issues of a topic. On the other hand, Conceptual framework is more to be considered as a research design. It addressed by what method the data will be collected and how it will be linked to the broader issues we are looking at. One of the trainees asked if it were acceptable to modify a theory in the way that will help you do the research. He cited an example, in the process of collecting data, what if a researcher realizes that he/she needs to change the process of data collection or design. Dr. Karbo responded that researchers should not discredit a theory or method for convenience because it would compromise the validity of the research results.

Dr. Karbo also covered four Stages in the Writing Process: Prewriting, Text development, Revising, Editing as follows: -

1. Prewriting

Prewriting has to do with finding ideas, reviewing literature, brainstorming with colleagues, and thinking about daily work. Researchers are encouraged to analyze prospective periodicals and understand their stylistic requirements. Before writing they should also determine the audience, know who they're writing to.

2. Text development

A good idea is not a good idea until it is written down. Many of the researchers may have brilliant ideas in their head that would help promote fields of study, but unless it is voiced, no one will know of it. If you want an idea spread, it has to be written. If the idea is to develop an article, one must write. Write in paragraphs and in sections. Determine a good introduction or lead work on the body of the article.

3. Revising

The stage of revising is critical because it may have an impact on whether or not your paper is even considered. Sometimes for the students, it may be a question of language mastery, as English may be a first or second or tenth language. It was emphasized that students can make use of editing tools within their computer to proof read their writing. They should also think about how important it is to be clear in order to communicate with the reader accurately and precisely. Students are encouraged to seek critiques from colleagues before sending. Secondly, the students should heed the stylistic guidelines of the journals to which they are submitting, as they are not arbitrary guidelines, but will often impact whether or not the article is even considered.

4. Editing

The step of final editing is critical to the presentation of the article and the professional quality of the composition. It is important to be consistent throughout the text, to make sure that the ideas flow, and that it is the best possible presentation of the ideas. Brevity and clarity were focused on. Dr. Karbo discussed the common problems that editors will find including in final drafts such as sentences with incorrect grammar, punctuation, overly complex sentences and confusing heading styles. He stressed that these should all be addressed before sending.

Trainees' Comments and Closing Session's Remarks

After the presentation Dr. Karbo recapped on the discussions. He also introduced that in the afternoon there would be anecdotes shared on the process of submission and the difficulties of publication. Students posed questions about how to choose the key phrases, as for example, when writing an academic article that is searched for JSTOR² or a similar online library. Key phrases should relate to the content of the article and the relevance to the field. Students raised questions about how to work with the editor in terms of co-authorship. Writing papers with colleagues is just as hard as managing your supervisor because unless you have the same commitment it's difficult to manage.

Dr. Jean-Bosco Butera followed Dr. Karbo and reemphasized that the goal is to get the researchers published. Even if the goal of the programme is to encourage publishing by the researchers, he highlighted that only few have so far managed to publish. He indicated that a recently conducted external evaluation of the project by IDRC also raised the issue as one area of concern.

Efforts have been made to counter the difficulties that had been in the previous process and efforts made to augment the number of students published. The *APCJ* and Africa Programme staffs have designed two steps of handling the journals. First, papers go to research coordinator. If they fulfill the criteria, the papers will be submitted to the *APCJ* Editorial staff. If not, they will be rerouted to the student for rewriting. Once submitted to *APCJ*, they will be dealt as normal submissions and feedback is sent through the *APCJ*.

² **JSTOR** (short for *Journal Storage*) is an online system for archiving academic journals.

Day Four: Thursday, 05 May 2011 (Afternoon Session)

Discussion: Challenges in the Process of Publication: Real life experience sharing by facilitators and Supervisors

Discussion by: Prof. Amr Abdalla, Ph.D, UPEACE and Prof. Geoff Harris, PhD, University of KwaZulu Natal

Prof. Geoff Harris began the afternoon session with a discussion on the importance of the relationship between the doctoral researcher and his/her supervisor. He emphasized that it is an important relationship in which the doctoral supervisor ideally work with the student as a critic, a guide, and a friend. He further stated that each supervisor student relationship differs in different contexts, and this calls for interpersonal relationship to be built.

Challenges in Dissertation Writing

Addressing common concerns of students that supervisors are not always ready with ample time to support the research of the students, Prof. Harris discussed the importance of doctoral students to be proactive in reaching their supervisors and demanding attention.

There is a general curve in the nature of the attention a supervisor is able to give to a student during the doctoral research period. Often, the attention a supervisor gives to a student is strong at the beginning in order to help establish research goals and routes to research results. Once these are set in place, the research and writing must be conducted by the student, and therefore, the supervisor often loses attention on the particular student. The attention on the student rises again at the end of the candidate's doctoral students when the final dissertation is being written and before submission.

In some cases, doctoral supervisors may be quite busy and unable to attend to students. Under such circumstances, the doctoral researcher should put more effort to reach the supervisor by demanding attention and bringing up topics. This situation is juxtaposed with that of the research candidate's interest also falling short. If chapters are to be submitted, then it is the responsibility of the student to get the research done. Since it is the student that wishes to achieve the PhD, he/she must put effort on it.

Publication Difficulty

Prof. Harris discussed the importance of not giving up when submitting to academic journals. A work may be rejected ten times before being accepted by a journal. Researchers should not be discouraged. Furthermore, they should not be discouraged by negative feedback as it is meant to help them.

Prof. Amr Abdalla also discussed the difficulties with publication, one of which had been working with editors. He shared a situation in which his intent was to spread light on non-violence within the history of Egypt. One of the chapters in a book he was working on discussed the 1805 demonstrations of the Egyptians against Ottoman ruler. Believing

in the relevance of the information, he was dedicated to this part of the publication and argued with the editor the importance of the mention, whilst the editor disagreed, based on conceptions that Western scholars hold. The editor, after realizing their error, did finally agree that it was relevant to the discourse.

These examples were used to show the trainees that their research and perspectives are important and should not be discouraged, if their submission is not accepted. African perspectives on peace and conflict issues are particularly relevant in the field of African conflict studies; therefore, the students should not give up when they have convictions about issues. Africa perspectives must be promoted as much as those of Western scholars. This can only be achieved through dispersal of information, such as through publication.

Closing Remarks

Prof. Abdalla and Prof. Harris thanked the students for the session and encouraged them to keep researching and writing with the aim of publication.

DAY Five: Friday, 06 May 2011

Presentation: Group peer review of participants' papers submitted for publication in APCJ

**Presentation by: All Trainees
Group Presentations**

In order to work on writing skills, researchers' articles, which had previously been submitted to the APCJ, were made anonymous and copied for distribution to other students. Students therefore, exchanged papers, and working in groups of three, reviewed each other's works. The areas they were asked to critique were: Structure, Content, Results and Relevance, and Conclusion.

For the peer review worksheet, please refer to annex 3

The intent of the exercise was twofold. First, it would allow the author of the article to get critical feedback on their work to make changes and resubmit. Second, the peer reviewers, having critiqued three other papers, would later be able to proofread and revise their own articles, having realized common mistakes that they themselves may have made.

Each of three groups presented a short summary of the research papers 'strengths and weaknesses. Each group reviewed three anonymous papers. These notes were compiled with feedback from APCJ and the facilitators and sent to the trainees after the workshop. Based on the changes suggested, candidates were requested to revise their articles and resubmit.

Then, the workshop was evaluated by the external evaluator.

Closing remarks

Professor Amr Abdalla thanked all participants for the active participation and productive comments and contribution during the workshop sessions. He stated that the workshop was beneficial and there was a wealth of knowledge among the participants and encouraged them to keep up with the good work. He also said that he is looking forward to more collaboration.

Prof. Harris also thanked the students for their participation in the different sessions and encouraged them to keep up with research and writing with the aim of publication.

The final remarks were made by Dr. Jean Bosco Butera, who stated that the workshop should not be seen as the end but rather as a continuation of the relationship between UPEACE Africa Programme, the participants and their institutions. He also called for strengthening possible ways they could work together to contribute to peace and conflict resolution. He further stated that the Programme's vision is to have a number of researchers in the area of Peace, Conflict and Security across the continent in order to make contribution in this field and also come up with a number recommendation for





policy makers. In terms of deliverables, he indicated, the students will continue working on their dissertation to ensure they meet the set time frame of 2011/ 2012.


The director further urged the trainees to view the journal as theirs and some of them would be called upon to serve as reviewers and hence continue to contribute to the endeavour to build capacity in peace and conflict studies on the continent. Then, he thanked Prof Abdalla for participating as a lead facilitator and sharing his rich knowledge in the field of Peace and Conflict despite his busy schedules. He also said that having a senior colleague from UPEACE headquarters with such a wealth of knowledge strengthen the confidence of the participants in the institution.




He also thanked Dr. Tony Karbo, Senior Programme Officer, UPEACE Africa Programme, who has been involved in other assignments and had to travel amidst his teaching programmes. Appreciation was also made to Dr. Phoebe Nyawalo, whom the director stated had a good working relation with UPEACE Africa Programme. She has participated as evaluator of different workshops and meetings over the last 6 years. He finally thanked Prof. Geoff Harris, for his participation in the workshop and offering his feedback in the last part of the workshop.

He concluded by thanking all UPEACE staff, who contributed to the success of the workshop and all participants for their work and called upon all to work together in bringing peace to the continent.

Annex 1: List of Participants


1.	<p>Mr. Alex Namu Kamwaria Kenya P. O. Box 62157-00200 Nairobi, Kenya Mobile: +254-715-453990 E-Mail: akamwaria@yahoo.com</p>	
2.	<p>Mr. Ayo Whetho Nigeria School of Politics University of KwaZulu-Natal Private Bag X01 Scottsville 3209 Pietermaritzburg, South Africa. Tel: +27 33 260 5004 Fax: +27 33 260 6479 Mob: +27 82 220 5456 E-Mail: ayowhetho@yahoo.co.uk</p>	
3.	<p>Mr. Chris, M.A. Kwaja Nigeria International Relations & Strategic Studies University of Jos, Department of Political Sciences P.M.B.2084 Jos, Nigeria. Tel: +234-803-6054165 Mob: +234-803-6054165 E-Mail: kwajac@unijos.edu.ng, kwajaamc@yahoo.com</p>	
4.	<p>Ms. Daisy Owomugasho Uganda Makerere University P.O. Box: 7062 Kampala, Uganda Tel: +256-772-472 064 Fax: +256 414 532 355 E-Mail: dowomugasho@yahoo.com, dowomugasho@fema.mak.ac.ug</p>	


5.	<p>Mr. Jephias Mapuva Zimbabwe African Centre for Citizenship & Democracy University of the Western Cape B52 Hector Peterson Residence Private Bag X17 Bellville ,7535 Cape Town, South Africa Mob: 076 252 3393 E-Mail: mapuva@coolgoose.com</p>	
6.	<p>Mr. Kizito Sabala Kenya University of Nairobi PO Box 56557, 00200, Nairobi-Kenya Tel: +254-2-3742240, 3752539, Dir line 3743884 Fax:+254 3742267 Mob : +254-722 850282, E-Mail: kizito.sabala@igad.int, Sabala1996@gmail.com</p>	
7.	<p>Mrs. Umurerwa Rosemarie Aurore Rwanda University of KwaZulu-Natal P.O. Box 100979 Scottsville- Pietermaritzburg, 3201 Mob: 00250 788501752(Rwa)/0027 839 470 267 (SA) E-Mail: umurerwarosemary@yahoo.fr</p>	
8.	<p>Mr. Sadiki Maeresera Zimbabwe University of KwaZulu-Natal C05 Chapters Flats 33 ST Patrick's' Road Scottsville, Pietermaritzburg, South Africa Fax:+27 33 260 6479 Mob:+27 79 5664467 E-Mail: sadikimm@yahoo.com, 207528091@ukzn.ac.za</p>	

9.	<p>Mr. Shimelis Tsegaye Tesemma Ethiopia P.O. Box: 1179 Addis Ababa, Ethiopia Mob: 251-911-614386 E- Mail: stsegaye@africanchildforum.org, shimelistsegaye@yahoo.com</p>	
10.	<p>Mrs. Sidonia Angom Uganda University of KwaZulu-Natal P.O. Box:7646 Kampala, Uganda Tel:+ 256 772 414391 Fax:+256 41 342903 Mob: +256 772 654 784 E-Mail: sidoniaa@yahoo.co.uk</p>	
11.	<p>Mr. Ronald Kalyango PhD Student School of Women and Gender Studies P.O Box 7062, Kampala Email: kalyango@ss.mak.ac.ug Tel: +256 772 458 022</p>	
12.	<p>Mr. Tom Ogwang Department of Political Science and Public Administration Makerere University P.O Box 29735 Email: ogwangtom@gmail.com togwang@umu.ac.ug Tel: +256 774 199 334 +256 712 831 116</p>	
13.	<p>Mr. Jonathan Madu Nigeria Executive Director Centre for Promotion of Peace and Development B 8. No.33 Ogui Road, P.O Box 780</p>	

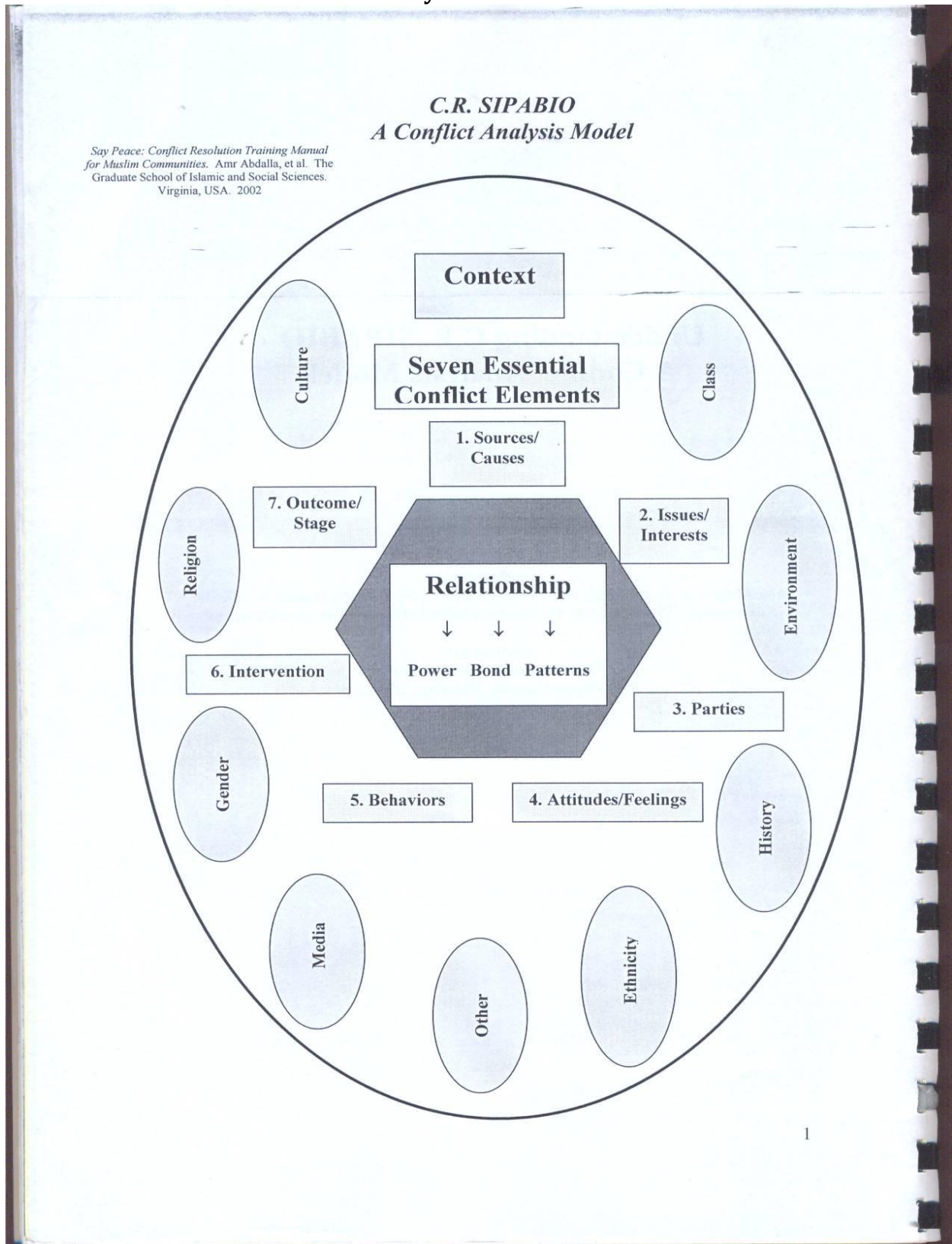
	<p>Enugu, Nigeria Tel: 234 (0)42-256644 Fax: 234 (0)42- 256035 Mobile: +234 (0)8038129140 Email: eppd.nigeria@gmail.com</p>	
<p>14.</p>	<p>Mrs. Njeri Karuru Kenya Senior Program Specialist-PCD IDRC-ESARO Tel: +254 20 2713160/1 Fax: +254 20 2711063 Mobile: +254 733 731 693 E-Mail: nkaruru@idrc.or.ke Website: www.idrc.ca</p>	
<p>15.</p>	<p>Dr. Phoebe Nyawalo Evaluator Workshop Bondo University College Private Bag, Bondo, Kenya Email: phoebedar@gmail.com Tel: +254 737 539 185</p>	
<p>16.</p>	<p>Prof. Geff Harris School of Economics University of Kwazulu – Natal Private Bag *54001 Durban 4000, South Africa Email: harrisg1@ukzu.ac.za Tel: +2731 260 1186 + 2731 260 7871</p>	
<p>17.</p>	<p>Prof. Amr Abdalla Egypt Vice Rector, UPEACE</p>	

		
18.	<p>Dr. Jean Bosco Butera Ethiopia Director University for Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0992 Fax: +251 11 618-0993 Mobile:+251 911 681080 E- Mail: jbbutera@upeace.org Website: www.africa.upeace.org</p>	
19.	<p>Mr. Tony Karbo Senior Programme Officer University of Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0992 Fax: +251 11 618-0993 Mobile:+251 911 05 25 130 E- Mail: tkarbo@upeace.org Website: www.africa.upeace.org</p>	
20.	<p>Mrs. Tsion Tadesse Ethiopia Programme Officer University for Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0992 Fax: +251 11 618-0993 Mobile:+ 251 911 964658 Email: tabebe@upeace.org Website: www.africa.upeace.org</p>	

21.	<p>Mr. Bealem Amdissa Ethiopia Workshop Assistant University for Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0992 Fax: +251 11 618-0993 Mobile : +251 911 692 929 Website: www.africa.upeace.org</p>	
22.	<p>Mr. Tewodros Assefa Ethiopia Assistant Research Coordinator University for Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0992 Fax: +251 11 618-0993 Mobile:+251 911 428790 E-Mail: tedylishes@yahoo.com/tassefa@upeace.org Website: www.africa.upeace.org</p>	
23.	<p>Mrs. Rahel Getachew Ethiopia Finance Officer University for Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0992 Fax: +251 11 618-0993 Mobile:+251 911 899550 E-Mail: rgetachew@upeace.org Website: www.africa.upeace.org</p>	
24.	<p>Mrs. Samrawit Tesfaye Ethiopia Administrative and Finance Assistant University for Peace (UPEACE) Africa Programme Tel: +251 11 618-0991/251 11 618 0993 Fax: +251 11 618-0993 Mobile: +251 911 899826 E-Mail: Stesfaye@upeace.org Website: www.africa.upeace.org</p>	

25.	<p>Ms. Catherine Nelson Workshop Rapporteur Assistant Managing Editor Africa Peace and Conflict Journal University for Peace (UPEACE) Africa Programme, Addis Ababa, Ethiopia Tel: +251 11 618-0991/251 11 618 0993 Fax: +251 11 618-0993 E-Mail: cnelson@upeace.org Website: www.africa.upeace.org</p>	
26.	<p>Ms. Grace Atim Workshop Rapporteur Research Department University for Peace (UPEACE) Africa Programme, Addis Ababa, Ethiopia Mobile: +251 922 11 46 93 E-Mail: openygrace@yahoo.com Website: www.africa.upeace.org</p>	

Annex 2: C.R. SIPABIO: A Conflict Analysis Model



Annex 3: Plan of Group Work

Plan of Work Groups

1. Review the first item without assumptions, and in the process start discussing:
 - a. Possible assumptions
 - b. Themes that reflect the discourses and interactions (both spoken and non-spoken)
 - c. Connection of themes to specific Context, Relationship factors, and Conflict elements in CR SIPABIO
2. Review the next item, and update items 1-3 above accordingly
3. Continue with reviewing more items, and search for additional information on the internet in order to make sure to cover as many views
4. Prepare a presentation of the main findings
5. Present findings, using clips from what you watched and reviewed as necessary
 - a. Presentation should be about no more than 30 minutes
 - b. Explain the various views
 - c. Explain the relation to CR SIPABIO
 - d. Make recommendations for interventions

Annex 4: Group Presentations

A conflict analysis of Darfur: Using the C. R. SIPABIO framework

Group One presentation

Assumptions

- Religious / ethnic war
- Independence from Khartoum (secession)

Video Clip

Themes

- Oppression
- Marginalisation and inequality
- Ethnicity
- Violence by both government, Janjaweed and 'rebels'
- Culture
- Inequitable distribution of resources
- Victimisation-rape, looting of property, victimisation of children, scorched earth policy
- Displacement
- Dialogue and negotiation

Themes

- | MAJOR | Secondary themes |
|---|---|
| <ul style="list-style-type: none">• Marginalisation and neglect• Violence<ul style="list-style-type: none">– Government sponsored– Rebels• Denials :<ul style="list-style-type: none">– El Bashir of conflict– Rebels on child soldiers• ICC, UNAMID intervention. | <ul style="list-style-type: none">• Victimisation• Rape• Displacement• Violence• UNAMID |

Context of the conflict in Darfur

- Historical and Colonial
- Culture
- Identity – religion and ethnicity
- Governance
- Environment (Climate and international)
- Media
- Gender

Sources/ Causes

- Lack of basic needs
- Prolonged drought leading to water scarcity and pasture

Issues/ Interests

- Marginalisation
 - Political
 - Economic
- Secession – a call for independence

Parties in the conflict

- Government
- Rebels-JEM; SLA and others
- Janjaweed- a militia group
- Chad-proxy war?
- Darfurian Community-Women, men and children
- United Nations / African Union

Attitudes / feelings

- Frustration
- Hopelessness
- Superiority / Inferiority
- Denial and ambivalence
 - Bashir over conflict
 - Rebels over child soldiers.

Video Clip-Bashir

Behaviour

- Violence
 - Killings
 - Rape
 - Looting
 - Burning
- Displacement Refugees and IDPs

Interventions

- UN- ICC / UNAMID
 - African Union High Panel on Darfur (Darfur Dialogue led by Mbeki)
 - Doha Peace Talks in Qatar

Outcomes

- | Positive | Negative |
|--|---|
| <ul style="list-style-type: none">• Peace accords• Ceasefire agreements• ICC indictments of Bashir | <ul style="list-style-type: none">• Crimes against humanity• Population displacement• ICC indictments of Bashir• On going suppression of protests by the state |

Recommendations for Intervention

- Continued dialogue between the government and the people of Darfur under the DOHA talks
- Inclusion in the peace process in particular the Darfur dialogue of:
 - Traditional leaders / elders in Darfur
 - Religious leaders in Darfur
- Economic development for Darfur

Group Members

- Tom Ogwang
- Jephias Mapuva
- Ronald Kalyango
- Geoff Harris
- Kizito Sabala

Group 2: Côte d'Ivoire



The crisis in Côte d'Ivoire: contending views

Different views on:

- Causes of the crisis.
- The roles of actors.
- Solutions.



Causes

- Historical factors (the ideology of "Ivoirité" [Ivoirianness]; failure of disarmament, demobilisation).
- Electoral crisis.
- The international context (French involvement, UN).

Roles of actors: principles & rationale

- Local pro-Gbagbo actors: nationalist, defence of country's sovereignty, struggle against imperialism/neo-colonialism.
- Local pro-Ouattara actors: defence of democracy, electoral integrity.
- Regional actors: support for either party based on interpretations of crisis, expectations around involvement (financial incentives), notion of "bad neighbourhood".
- Global actors: humanitarian issues, legitimacy, democratic imperative, UN mandate.

Solutions (actors' perspectives)

- Local pro-Gbagbo actors: recourse to Constitutional Council's verdict – Gbagbo as elected president; vote recount; complete disarmament of former rebel forces; total withdrawal of foreign forces – UN & French troops.
- Local pro-Ouattara actors: recourse to election results declared by the electoral commission; Gbagbo's resignation & hand over of power to Ouattara.

Solutions (actors' perspectives) cont'd

- Regional actors: depending on respective positions on the crisis:
 - ECOWAS: Gbagbo's resignation; Ouattara's ascension to power.
 - AU: endorsed ECOWAS' position.
 - Angola: Gbagbo's.
 - South Africa: ambivalence at first (dialogue, new elections), but later endorsed ECOWAS' position.
- Global actors (United Nations, France): generally favoured Gbagbo's resignation; Ouattara's ascension to power.

Review of sources/materials

- A. Possible assumptions
- Crisis embedded in several factors: history, identity & politics.
 - Armed parties committed “war crimes” & “crimes against humanity”.
 - Perpetrators generally unwilling to take responsibility for atrocities.
 - Capture of strategic areas/assets (e.g. national TV, airport) crucial to gaining & maintaining supremacy & eventual victory.
 - Access to resources, & (external) logistical support influenced the dynamics of crisis & outcomes.

Review of sources/materials (cont'd)

- B. Themes (in the discourses & interactions)
- power
 - sovereignty
 - nationalism & patriotism
 - imperialism (neo-colonialism)
 - violence
 - mercenarism
 - victimhood
 - retribution
 - impunity
 - humanitarianism

Findings (in relation to CR SIPABIO)

- A. Context
- **Religion:** predominantly Muslim north (pro-Ouattara) vs largely Christian south (pro-Gbagbo).
 - **Ethnicity** [e.g. ethnic clashes in Duekoue (Western Côte d'Ivoire)].
 - **History:** Houphouët-Boigny's (legacy of) inclusiveness; supplanted by the ideology of “Ivoirité” (“Ivorianness”).
 - **Media:** relevance to power dynamics; images of war & atrocities. [e.g. battle for control of State TV; media networks' coverage of battles & humanitarian catastrophe].

Findings (in relation to CR SIPABIO) cont'd

- Context (cont'd)
- **Geography/Environment:** West African sub-region (conflict-prone) – “bad neighbourhood” syndrome [e.g. mercenaries from Liberia – **see video: “Ouattara loyal rebels have killed and raped hundreds”** (Human Rights Watch)].
 - **Gender** [e.g. women's protest – **see video: “Women Gunned Down by Gbagbo Security forces”**].
 - **Other:**
 - sub-regional & regional politics: ECOWAS & AU position.
 - external dimensions impacting on the local dynamics: export trade limitations; sanctions regime.

Findings (in relation to CR SIPABIO) cont'd

- B. Conflict elements
- **Parties:**
 - primary parties: Laurent Gbagbo, Alassane Ouattara.
 - secondary parties: national army, ex-rebels, militias, mercenaries, Ibrahim Coulibaly (commander – “invisible commandos”).
 - tertiary parties: France (French troops), United Nations (*Opération des Nations Unies en Côte d'Ivoire, UNOCI*) [primary/secondary parties(?) in the wake of fierce battles with Gbagbo's forces].

Findings (in relation to CR SIPABIO) cont'd

- Conflict elements (cont'd)
- **Attitudes/Feelings:**
 - frustration & anger [Gbagbo vs Ouattara & their respective forces/sympathisers].
 - resentment & demonisation (of the other) [as above].
 - empathy/compassion [reflected in Liberian chief's humane treatment of Ivorian refugees].
 - **Behaviours:**
 - aggression/violence/atrocities [**see video: Duekoue massacre**].
 - intimidation.
 - humanitarian service [**see video: Liberian chief**].

Findings (in relation to CR SIPABIO) cont'd

Conflict elements (cont'd)

• **Intervention:**

- ECOWAS, AU, UN resolutions.
- AU mediation: "high-level panel" (5 Heads of State).
- Use of force [UNOCI & French troops].

• **Outcome/Stage:**

- International recognition of Ouattara.
- Shifting alliances/allegiances [defections – Gbagbo's generals, forces].
- Gbagbo's capture.

Findings (in relation to CR SIPABIO) cont'd

Conflict elements (cont'd)

• **Issues/Interests:**

- democracy [disputed elections].
- good governance [economic/resource management].

• **Sources/Causes:**

- Senses of identity [ethnicity, nationality, religion].
- (Quest for) Power & Prestige.
- Security [personal & regime survival].

Recommendations for interventions

- Addressing impunity [Truth, Justice & Reconciliation Commission – South Africa model].
- National dialogue.
- Inclusive politics.
- Peace education [responsive curriculum].
- Repatriation & Resettlement.
- Social healing.
- Disarmament, demobilisation & reintegration.
- Justice & Security Sector reform.

GROUP 3 PRESENTATION

LIBYA CONFLICT

INTRODUCTION

- Muammar Gaddafi's four decades of rule in Libya and present conflict.
- Gaddafi's government suppressing the protest aggressively
- Degeneration into armed rebellion and establishment of NTC in Benghazi.

ASSUMPTIONS

- Gaddafi is a defiant dedicator who would not like to relinquish power voluntarily
- The revolution that took place in other parts of North Africa influenced the rebellion in Libya.
- Gaddafi assumed that his close ties with the West would be to his advantage.

Context and Relationship

- From onset, we need to understand that the conflict in this country is taking place within the context where religious belief and economic interest (oil) have strong influence. There is also strong bond of relationship which has made Gaddafi family members to unite together in their common pursuit to support their father's clinch to power.

CAUSES/SOURCES

- Quest for democracy by the people.
- Gaddafi's perception of himself as God-sent and the only one who could ensure peace and avert civil war.
- Domination of Gaddafi

Major Themes

- Power and domination
- Perceptions
- Legitimacy
- Freedom and Reforms

Parties to the Conflict

- Primary Parties
 1. Pro-Gaddafi forces
 2. Anti-Gaddafi forces
- Secondary Parties
 - NATO, China, Russia, US, Arab League, Mercenaries.

Issues/Interests in Libya Conflict

The issue in this conflict is need for political and economic reforms in Libya.

The interest of the parties:

- To remain in power for the pro-Gaddafi
- Rebel's quest for a change of government
- The promotion of human rights, stability and democratization needed by the coalition forces.
- Mercenaries fighting for money

ATTITUDES/FEELINGS

- Attitudes of the parties have been strong underlying elements shaping this conflict. There are strong nationalistic sentiments on both sides of the primary parties of fighting to save their country from chaos and doom.
- Gaddafi's perception of himself as a leader from God and, as such, ready to die a martyr rather than give up power of leave Libya.

Behaviour

- The attitudes and perceptions of the parties influenced their behaviour. There is also strong hatred on both sides.
 - Rebels considered inferior and not fit to dialogue with (called cockroaches and rats).
 - Rebels took violent action instead of strategic non-violent approach to press their demand.

INTERVENTIONS

- United Nations Resolution 1973 for a No Fly Zone in Libya.
- The US military intervention under Operation Odyssey Dawn.
- NATO's intervention to enforce 'No Fly Zone'.
- Suspension of Libya from Arab League.
- Mediation mission undertaken by the African Union.
- International Summit on Libya held in London.
- US engagement with the anti Gaddafi forces (through Senator John McCain), using shuttle diplomacy.

OUTCOME

- Defection of some of Gaddafi's officials in support of the anti-Gaddafi forces.
- Weakening of Gaddafi's military power by NATO.
- Huge humanitarian concerns in form loss of lives; refugees; economic and social ruins
- A change of mind by Gaddafi by calling for truce and talks.

EVALUATION

- Gaddafi's position
 - Dictatorship, perception of himself and the rebels
- Rebels' action.
- Impact of development in other parts of North Africa.
- Gaddafi and the West.

RECOMMENDATIONS

- There should be an intensification of dialogue by the United Nations and Africa Union for a cease fire and an end to the violence and instability in Libya.
- The AU should be more assertive in settling African problems rather than allowing external parties such as NATO. The AU should enforce peace through the AU Stand by Force.
- The International Criminal Court (ICC) should investigate issues of crime against humanity in Libya for possible prosecution.
- There should be a speedy implementation of political and economic reforms in Libya to address the issue of discontent by Libyans.
- Concerted efforts should be placed by the international community and interested parties with emphasis on partnership rather than competition.

GROUP THREE

Tom,
Chris,
Madu,Shimelis,Sadiki

9/5/2011

1

012:Post Referendum in Sudan

- No title
- Good abstract
- No historical background
- Very relevant paper
- No methodology

9/5/2011

2

012:Post Referendum in Sudan

- Needs to be updated because it has been over taken by events
- Lacks theoretical basis/framework
- No references, only endnotes

9/5/2011

3

010:DDR of Ex-combatants in Rwanda

- No title
- Clear abstract
- Coherent introduction
- Long background
- Scanty theoretical framework and methodology
- Relevant paper

9/5/2011

4

008:The Critical Role of Women in Peace Making and Peace Building in Northern Uganda

- Need to improve the title to: Women and Peace Building in Northern Uganda
- Vague abstract
- Who are the women being referred to?
- Introduction missing
- It lacks conceptual model in gender terms to compliment the conflict model

9/5/2011

5

008:The Critical Role ctd

- Lederach's model is not well linked to the issues in the article
- Mixed issues; IDPs, end of the war which are misleading
- Literature review is not critical ie actors in the conflict leaves out USA

9/5/2011

6

008:The Critical Role Played ctd

- Role of women over stated i.e. Alice Lakwena started the war then Bigombe initiated the peace talks
- Methodology sounds like the dissertation work
- Too many names in the work
- No/scanty recommendation
- Relevant topic/paper

9/5/2011

7

General Comments

- Language editing
- Formatting
- Rationale

9/5/2011

8