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# **GENDER INTEGRATION IN EARLY WARNING -**

## **ECOWAS Gender Training Module for Practitioners**

**2020**



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## INTRODUCTION

“As a background, it is assumed that participants using this module would have read the ECOWAS Gender Integration Manual from which the training modules were developed. The training manual is intended for ECOWAS’ Early Warning and response mechanism including actors in the Member States, as well as stakeholders involved at various stages of early warning and response. It provides insights and tools for getting the perspectives of women, men, boys and girls in data collection, analyses and reporting. Also, the training modules aim at enhancing the capacity of all stakeholders across the conflict prevention continuum spanning from monitoring to response”.

Module one is a foundational module for training to be used as an introductory module. As a background, it is assumed that participants using this module would have read the ECOWAS Gender Integration Manual from which the training modules were developed. The training manual is intended for ECOWAS’ Early Warning and Response Mechanism including actors in the Member States, as well as stakeholders involved at various stages of early warning and response. It provides insights and tools for including the perspectives of women, men, boys and girls in data collection, analyses and reporting. Also, the training modules aim at enhancing the capacity of all stakeholders across the conflict prevention continuum spanning from monitoring to response.

Module one is designed primarily as the foundational module that provides conceptual clarity about gender integration and early warning and must be completed before advancing to the subsequent modules. For instance, the ECOWARN Field Monitors who are mandated to monitor, collect and report on early warning indicators at the community level to facilitate effective integration of gender in their work are required to complete module one before taking the second module that is specific to their work. The same applies for the other modules for the other early warning stakeholders (analysts, national centers and responders, etc.).

While the target for the training modules are the early warning and response stakeholders in ECOWAS, the training modules could be adopted by the ECOWAS Gender Directorate, the Gender Development Center, training institutions, individuals and organizations working in human security.



# Chapter One

## Why Gender Integration is Important in Early Warning

### MODULE ONE

<b>1</b>	<b>Introduction to Module</b>	<b>1 hour 30 minutes</b>
	Welcome and Introductions	50 minutes
	Objectives and Pre-Workshop Assessment	40 minutes
<b>2</b>	<b>Why Gender Integration is Important for Early Warning</b>	<b>2 hours 35 minutes</b>
	Introduction of Concepts for Gender Integration and Early Warning	35 minutes
	Gendered Impacts Across the Early Warning Thematic Areas	1 hour 30 minutes
	Overview of International and Regional Instruments on Gender	20 minutes
	Overview of ECOWAS Gender Architecture	10 minutes
<b>4</b>	<b>Close of Module</b>	<b>1 hour 15 minutes</b>
	Review of Module	10 minutes
	Individual Action Plans	20 minutes
	Evaluations	25 minutes
	Closing Exercise	20 minutes

## Welcome and Introductions

This session opens the training and includes introductions, review of objectives and guiding principles.

**Materials Needed:** PowerPoint presentation (optional); name tags or name tents; and Gender and Early Warning handout

**Time:** 50 minutes

**Learning Objectives:** To introduce and begin to build rapport with participants and facilitators; and to set ground rules for creating a safe and productive learning environment

### Instructions – Facilitator Presentation (5 minutes)

- ☐ Facilitator or representative from ECOWAS EWD welcomes participants.
- ☐ Introduce facilitator(s).

### Instructions – Icebreaker Exercise (20 minutes)

Distribute Gender and Early Warning handout to participants (see annex). Explain that participants should get up and walk around the room, asking each other whether any of the boxes on the handout's bingo card apply to them. If a participant meets someone who can fill in a box, the person's name should be written in the corresponding box. Note that each person that participants talk to can only appear once on their bingo card (i.e., they cannot have a person's name appear in multiple boxes on the same bingo card). The goal of the exercise is to fill in as many boxes as possible in the time allotted (10-15 minutes). If time is limited, participants can focus on getting names in the boxes to form three in a row horizontally, vertically or diagonally.

After 10-15 minutes, tell participants to return to their seats and ask who has the most boxes completed. Ask the participant with the most boxes filled in to read the names and the corresponding boxes on the participant's card. For each box, ask the person listed to give the appropriate answer. For example, if Mary's name is written in the center box (Can describe what 'gender integration' means), ask Mary to stand up and describe what 'gender integration' means.

### Instructions – Plenary Discussion on Ground Rules (20 minutes)

- ☐ Ask participants to share ideas for ground rules or guiding principles that will help to make this an effective training. Write the ideas on a flip chart. Ground rules could include:
  - Actively listening to the facilitator and other participants;
  - Limiting non-training cell phone and laptop use;
  - Being aware of how much you're speaking;
  - Showing respect, understanding and patience for one another, especially during disagreements;
  - Arriving on time;
  - Providing constructive criticism; and
  - Maintaining confidentiality of what is said in the room.

- Throughout the discussion, encourage participants to apply a gender lens to the guiding principles. For example, gender norms around who is speaking, the amount of time the person speaks, and the weight of the speaker's comments. Adhering to principles including confidentiality and "Do no harm" may be important when discussing personal trauma (or the stories of others' trauma); it is important to maintain the dignity of that person and to see the speaker as an agent as well as a victim. Participants should also be prepared for difficult conversations or disagreements; for example, how to respond if another participant says something that is sexist or offensive.
- Post the flip chart on a wall, making sure it is visible to all participants. Plan on revisiting the rules throughout the training.

### Objectives and Pre-Workshop Evaluation

Materials Needed: PowerPoint presentation; agenda; flip chart; markers; and Pre-Workshop Assessment handout

Time: 40 minutes

Learning Objectives: To describe the purpose and goals of the module; and to understand participants' expectations for the training

### Instructions – Facilitator Presentation (40 minutes)

- Ask participants to share their expectations of the training and capture their responses on a flip chart.
- Provide an overview of the module, including the purpose and overall learning objectives (see table below), as well as a quick review of the agenda (see sample agenda). Make sure to note sessions that address participants' expectations. Also note expectations that may not be covered by the training and suggest that these can be revisited at the end of the training.
- In addition to the introduction and conclusion, the training is organized into two parts:
  - Why is Gender Integration Important for Early Warning? This session introduces concepts and framing that provide the foundation for later sessions. Participants must first understand why gender integration is important before exploring avenues for implementation. This session will help participants build their familiarity with gender norms, etc., and how these can have an impact on early warning.
  - Overview of International and Regional Instruments on Gender: This session includes an overview of the regional, national and international instruments related to gender and early warning. The content covered in this session is designed to generate thinking around gender integration, which will feed directly into Session 3, during which participants will put that thinking into action.
- After discussing the objectives, ask participants to complete the Pre-Workshop Assessment handout (see annex). (15 minutes)

## WHY GENDER INTEGRATION IN EARLY WARNING?

This session introduces concepts and framing that provide the foundation for later sessions. Participants must first understand why gender integration is important before exploring avenues for implementation. This session will help participants build their familiarity with gender norms and roles, etc., and how these can have an impact on early warning. This session includes an overview of the regional, national and international instruments related to gender and early warning. The content covered in this session is designed to generate thinking around gender integration, which will feed directly into Session 3 during which participants will put that thinking into action.

### Introduction of Concepts for Gender Integration and Early Warning

Materials Needed: PowerPoint presentation; flip chart; markers; and Gender Concepts Quiz handout

Time: 35 minutes

Learning Objectives: To define concepts related to gender integration and early warning; and to understand that gender and gender norms and roles, etc. are socially constructed

Instructions – Pairs/Triads Exercise on Defining Concepts Related to Gender Integration and Early Warning (35 minutes)

- ☐ Introduce the session by recognizing that some participants might previously have undergone gender training. This workshop will build on what was covered in former gender trainings for those who participated in them and push participants to think further about how they can take gender into account in their work on early warning.
- ☐ Note that gender is often used interchangeably with ‘women.’ But gender is not just about women; ‘gender’ refers to the “socially and politically constructed roles, behaviors, and attributes that a given society considers most appropriate and valuable for men and women.”<sup>1</sup> To understand gender, one must assess how power is wielded in both the public and private spheres, as well as the roles that women, men, girls and boys play that dictate how men and women relate to one another.
- ☐ Explain that participants will work in pairs or triads to complete a short quiz on gender-related concepts. Participants should be familiar with these concepts from their gender training. Participants must have a common understanding of these concepts in order to take part in this training.
- ☐ Organize participants into pairs or triads and distribute the Gender Concepts Quiz handout (see annex). Give participants 15 minutes to complete the quiz and then discuss the answers in the plenary (answers are included below in a different font color). Ask participants if they can give examples when sharing their answers.

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<sup>1</sup> Saferworld. 2014. Gender Analysis of Conflict Toolkit. London, UK.

- Make sure to capture answers to Question 10: “How do these concepts link to early warning? Why do these concepts matter?” on a flip chart. If participants are struggling to think of answers, consider sharing these examples to start the discussion (this list is not meant to be exhaustive; it is intended to provide some examples to help participants brainstorm): understanding how gender (not sex) shapes people’s experiences and perceptions will help us to know who we should talk to and what questions to ask; recognizing that all women (or all men) are not the same will require us to seek out information from diverse sources; understanding gender roles, norms and relations will help to identify our own biases and how those biases might affect our data collection, reporting, analysis and recommendations on early warning. Be sure to note that subsequent exercises will help them to further explore these questions.
- Explain that gender and early warning is closely linked with the concept of “human security.” Ask participants if they are familiar with the term and if anyone can provide a definition. Explain that human security “represents a movement away from traditional, state-centric conceptions of security (that focused primarily on the safety of states from military aggression) to one that concentrates on the security of the individuals, drawing attention to a multitude of threats that cut across different aspects of human life and thus highlighting linkages between security, development and human rights”<sup>2</sup>. This is, in part, a response to the evolving nature of security threats, which include natural and man-made disasters, conflicts and internal violence, massive displacements, health-related risks, sudden economic and financial downturns, and human trafficking. Thinking about how these threats may manifest is fundamental to early warning and exploring how gender can shape people’s experiences and perceptions of these threats is critical for collecting and analyzing data and making recommendations for early warning. Integrating gender into human security requires exploring and understanding how gender norms and roles, etc. shape the experiences and perceptions of men and women who are exposed to natural and man-made disasters, conflicts and internal violence, displacement, health-related risks, and other threats. This is very similar to, if not the same as, integrating gender into the ECOWAS early warning system.
- Note that participants will be exploring how gender intersects with ECOWAS’ five thematic areas relating to human security and early warning in the next exercise.

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<sup>2</sup> United Nations Trust Fund for Human Security, “Human Security in Theory and Practice,” United Nations, 2009, 5-6.

Table 1: Gender Concepts Quiz

Gender Concepts Quiz <sup>3</sup>	
1.	<b>Difference between “sex” and “gender”:</b> A person’s sex is defined as the biological and physical characteristics that determine if one is male, female or intersex; while gender refers to the roles, behaviors, activities and attributes that a given society considers appropriate for women and men at a given time, which are socially constructed, vary across cultures, and change over time.
2.	<b>Gender roles:</b> Gender roles refer to social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time.
3.	<b>Gender norms:</b> Gender norms are ideas about how men and women should be and act. We internalize and learn these “rules” early in life. Gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at a given point.
4.	<b>Gender relations:</b> Gender relations are the specific subset of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the men and women. Gender relations intersect with all other influences on social relations—age, ethnicity, race and religion, etc.—to determine the position and identity of people in a social group. Like gender itself, gender relations can evolve over time.
5.	<b>Gendered risk and vulnerability:</b> Understanding that men and women may face different risks and vulnerabilities related to their gender and shaped by gender roles, norms and relations.
6.	<b>Masculinity and femininity:</b> A set of characteristics and traits, values, appearances and behaviors related to what it means to be a man (masculinity) and a woman (femininity). The terms are linked to gender norms and relate to perceived notions and ideals about how men and women should or are expected to behave in a given setting. Masculinities are not just about men; women perform and produce the meaning and practices of the masculine as well. In many societies, values tied with masculinity are generally seen as superior to those associated with femininity.
7.	<b>Intersectionality:</b> Recognizing that gender is only one component of a person’s identity and that experiences and perceptions can also be shaped by factors like age, class, race and religion.
8.	<b>Difference between “gender equality” and “gender equity”:</b> Gender equality is the equal valuing by society of the similarities and differences of men and women and the roles they play (i.e., equal conditions, treatment and opportunities); gender equity is the process of being fair and just in recognizing that there have been historical and systemic bias and discrimination against women and girls—therefore,

<sup>3</sup> Most of the definitions are adapted from UN Women, “Gender Equality Glossary,” <https://trainingcentre.unwomen.org/mod/glossary/view.php>.

special temporary measures may be needed to compensate for historical or systemic biases.

9. **Gender integration:** The process of taking into account the gender roles, norms and relations, etc. and gender-based inequalities that shape the experiences and perceptions of men and women. It is the process of assessing the implications for women and men of any planned action; in the case of early warning in ECOWAS, it includes everything from data collection to the drafting and implementation of early warning recommendations. Gender integration is closely linked with gender equity in that it often seeks to take into account and compensate for historical or systemic bias.

## Gendered Impacts Across the Early Warning Thematic Areas

Materials Needed: PowerPoint presentation; flip chart; markers; and Gender Considerations for Early Warning handout

Time: 1 hour 30 minutes

Learning Objectives: To explore how gender intersects with the ECOWAS five thematic areas relating to human security and early warning; to understand that gender norms and roles can impact how men, women, boys and girls experience and perceive events in the five thematic areas; and to understand that a variety of data points are needed to take into account this gendered impact

Instructions – Small Group Exercise on Gender Norms and roles, Etc. Applied to the Five Thematic Areas (1 hour 30 minutes)

- Explain that participants will be working in small groups to identify how gender norms could impact women's and men's perceptions and experiences across the five ECOWAS thematic areas relating to human security and early warning.
- First, ask participants to identify the five thematic areas relating to human security and early warning, giving examples of each:
  - Crime and Criminality (e.g., drug/human trafficking and organized crime/cyber criminality/migration): The persistence of transnational criminality poses challenges to human security and undermines the resilience of states—from the Sahel Region to the Gulf of Guinea. This is further complicated by the alliances between global criminal networks and domestic political actors. Organized crime can exacerbate the threats from terrorism, illegal exploitation of natural resources, weapons proliferation, violence in society, drug abuse and, consequently, the spread of HIV/AIDS.
  - Security (e.g., terrorism, violent extremism and maritime security): Terrorism and violence have become a major threat to peace and security. In West Africa there are numerous groups including Boko Haram, Al-Qaeda in the Islamic Maghreb (AQIM), the Islamic State in Iraq and Syria (ISIS), Movement for Oneness and Jihad in West Africa (MUJAO), and Ansar-Dine, which have destroyed many lives and properties. This has weakened socio-economic development and stifled foreign investment in affected countries.
  - Governance and Human Rights (e.g., political governance, elections, youth bulge, unemployment and gender): Good governance and accountability are essential to a country achieving genuine democracy and development. Good governance promotes respect for human rights, rule of law and effective participation in development, as well as transparent processes and responsive institutions that cater for citizens, particularly the youth. In West Africa, the relationship between the state and youth has been a delicate matter that impacts peace and security.

- Health (e.g., epidemics, pandemics and public health infrastructure): Concerns related to health care delivery and access in West Africa are attributed to poor health infrastructure. Lack of adequate funding and sufficient health personnel and a shortage of viable private sector solutions are just a few of the many issues affecting the region and hindering its ability to attain sustainable access to quality healthcare.
  - Environment (e.g., climate change, natural disasters, food security, transhumance and land tenure): The variability of climate change poses a major threat to agriculture and livelihoods. It is an all-encompassing threat, directly affecting the environment, economy, health, and safety and security. ECOWAS Member States face multiple challenges with serious social, economic, political and security implications. Millions of people are uprooted or permanently on the move as a result of this global threat. Extreme weather phenomena such as floods, droughts, environmental degradation, heat waves and cyclones, experienced in different parts of the region, are among the far-reaching consequences of climate change, giving us a bitter foretaste of worse problems that may arrive in the near future.
- Then, during the plenary, ask participants to brainstorm some gender norms and roles in their society and capture responses on a flip chart. It may be helpful to remind participants of the gender norms just discussed — women and girls are gentle and emotional; men and boys are tough and don't cry; women care for children and work within the home; men work outside the home and bring in wages; most men drive vehicles and ride bikes; most women do not. The list does not need to be exhaustive but should provide participants with a good warm-up for the small group activity.
  - Organize participants into small groups (3-4 participants per group) and distribute the Gender Considerations for Early Warning handout (see annex). Explain that participants will be working in small groups to brainstorm a few gender norms that could have an impact in each of the thematic areas, and to discuss what those norms could mean for men's and women's perceptions and experiences.
  - Consider working through one thematic area to help clarify the exercise for participants:
    - Prepare a flip chart with "Environment" written at the top, above two columns. In the left-hand column, offer a few gender norms and roles, etc. that are relevant to the changing environment (e.g., the agricultural sector is dominated by men; women often have access to fewer resources than men; water collection and food preparation are typically the responsibility of women; and men are typically seen as the primary breadwinners in a family). Ask participants how these gender norms and roles, etc. might unfold, given the changing climate as well as events like natural disasters and food or water shortages; capture these answers in the right-hand column (see Diagram 1 below). If needed, share the following examples to help participants brainstorm:

- Gender norm and role, etc.: Women often have limited mobility as compared to men.  
Gendered impact: Women may have a more difficult time with relocation or evacuation in response to a natural disaster. For example, more than 70 percent of the people who died in the 2004 Asian tsunami were women.<sup>4</sup> This was also linked to the fact that many women did not know how to swim.
- Gendered norm and role, etc.: Women and girls are often the primary collectors, users and managers of water.  
Gendered impact: Decreases in water availability could increase women's workload and have secondary effects such as lower school enrolment or diminished opportunity to engage in income-generating activities.
- Gender norm and role, etc.: Increasing droughts and a changing climate may limit livelihood options (particularly in farming communities), which can put increasing pressure on men, who are often the primary breadwinners in households.  
Gendered impact: This could result in increasing male migrant labour or migration to more urban centers.

Table 2: Draw this table on a flip chart for each thematic area.

Environment	
<u>Gender Norms and Roles, Etc.</u>	<u>Gendered Impacts</u>

- Then, ask participants what the gendered impacts mean for early warning and capture the ideas on a separate flip chart labelled "Early Warning Considerations." If needed, share the following points to help participants brainstorm:
  - In cases of natural disaster, it may be important to assess whether more women are affected than men and explore why that might be happening. This could help to inform prevention recommendations, such as making sure that women have access to resources needed to improve their mobility and resiliency.
  - When looking at school enrolment trends, decreases in girls' attendance could be related to water shortages and the fact that girls must travel farther to collect water. Women and girls may also be the first to know about decreases in water availability and would, therefore, be important information sources.
  - Increasing male migrant labour or migration to more urban centers could indicate a trend relating to decreasing resources in rural areas.

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<sup>4</sup> United Nations Development Program, *Gender, Climate Change and Community-Based Adaptation* (New York: United Nations, July 2010).

- Have participants work in their small groups on the remaining thematic areas, using the Gender Considerations for Early Warning handout. (30 minutes)
- Create four flip charts, one for each of the remaining thematic areas. In the plenary, facilitate a discussion on each of the thematic areas, making sure to get input from all of the small groups. (30 minutes)
- Once the flip charts are complete, ask participants to reflect on the exercise and ask them to share some of their main takeaways. Highlight that gender can affect the way individuals experience and perceive security, violence, conflict, threats and vulnerabilities, etc. This means that while the same events or incidents may affect both men and women, their impact on men's and women's lives will be different and these differences are tied to gender roles and norms.
- Explain that these gendered perspectives and experiences are the reason why it is important to include both men and women in early warning systems. Often when a "gender blind" or "gender neutral" approach is used, men's perspectives and experiences are the only ones considered or are much more dominant than women's perspectives and experiences. Women often are an untapped information source. Early warning systems that fail to include the perspectives of women can miss out on important information that is more readily available to women or rated more important by women and may thus fail to take account of indicators that could prove vital to anticipating conflict.
- Also make sure to emphasize the concept of "intersectionality." Women are a diverse group; their experiences as women are also shaped by factors like age, class, race and religion. For example, in Nigeria, Muslim women may have different perspectives and experiences than Christian women. If only the needs and interests of some women are considered in an early warning assessment, that could result in other women being marginalized or even harmed by policies. Note that the same can be said about generalizing about the experiences of men (e.g., "all men experience violence in the same way") as well as individuals from the same identity group (e.g., "all Muslims experience discrimination in the same way").

## Overview of International and Regional Instruments on Gender

Materials Needed: PowerPoint presentation; flip chart; markers; and International and Regional Instruments on Gender handout

Time: 20 minutes

Learning Objectives: To raise awareness on the global, regional and ECOWAS-specific norms and standards for gender integration

Instructions – Facilitator Presentation on Specific Instruments Related to Gender (20 minutes)

- ☐ Explain that this emphasis on gender is not ECOWAS specific; it is part of a larger, decades-long movement to recognize that women and men do not have the same status in many societies and that gender norms (and even laws and policies) discriminate against women and prevent their views from being heard.
- ☐ Introduce global and regional instruments related to gender (see full list in the Gender Integration Manual and additional information on the International and Regional Instruments on Gender handout). Remind participants that this list is not exhaustive but provides some of the most prominent examples.
- ☐ Provide an overview of instruments that are gender specific, meaning that the primary purpose is to address gender inequality or discrimination. Highlight that this includes international, African, and ECOWAS instruments, which demonstrates the broad global consensus on the importance of recognizing gender. Also note that most of these norms and standards refer to women and girls specifically, but it is important to avoid conflating “gender” with “women.” Because of limited time, avoid going into the details of each instrument; participants can reference the International and Regional Instruments on Gender handout, which includes more detailed descriptions of the instruments.
- ☐ Draw participants’ attention to Article 63 of the ECOWAS Revised Treaty, which states that “Member States undertake to formulate, harmonize, coordinate, and establish appropriate policies and mechanisms for the enhancement of the economic, social, and cultural conditions of women.” Ask participants to share what they think this might mean for gender and early warning.
- ☐ Close by highlighting that while many of these norms and standards do not explicitly mention “early warning,” they illustrate a global movement toward gender integration, recognizing that men and women experience things differently and have different needs based on their gender. Early warning systems should take this into account and reflect what these instruments are trying to achieve.

## Overview of ECOWAS Gender Architecture

Materials Needed: PowerPoint presentation; flip chart; and markers

Time: 10 minutes

Learning Objectives: To describe the entities within ECOWAS relating to gender and what it means for those working in the Early Warning Directorate

Instructions – Plenary Discussion on Gender Entities and Institutions in ECOWAS (10 minutes)

- ☐ Explain that there are several entities that are dedicated to strengthening gender across the ECOWAS system. Ask participants if they can name the entities and their mandates. Answers are provided below.
  - ☐ Within the ECOWAS Commission
    - Gender Directorate: The Gender Directorate at the ECOWAS Commission is under the Department of Social Affairs and Gender, leading the implementation of ECOWAS' gender-related policies and programs. The Gender Directorate works in synergy with the ECOWAS Gender Development Center, other ECOWAS directorates in the commission, civil society and the member states in advancing gender mainstreaming across programs.
      - ☐ Regional Level
    - ECOWAS Gender Development Centre: The center is an ECOWAS Specialized Agency that is charged with initiating and facilitating capacity building through knowledge-based training and transfer of skills, program development and management for women and men in the public and private sectors to address gender equality in ECOWAS integration programs. Its objectives include:
      - ☐ Mobilize and involve women as partners and beneficiaries in the regional integration process;
      - ☐ Promote the development of skills necessary for the achievement of gender equality objectives;
      - ☐ Develop partnerships at the sub-regional level with the competent agencies and institutions favoring dialogue and mutual support for consensual solutions to recurrent problems relating to the marginalization of women;
      - ☐ Develop mechanisms for the mobilization of civil society, the private sector and all stakeholders for the adoption of policies and programs in line with the major gender equality concerns of the subregion; and
      - ☐ Strive to enhance women's performance in their fields of activity.
      - ☐ Note that this illustrates ECOWAS's institutional commitment to gender integration. Close by highlighting the gender resources most relevant to the group (e.g., the gender focal point in their department). Also consider asking participants if they believe any additional gender entities are needed or how ECOWAS could better support gender integration in their department.

# Chapter Two

## Gender Integration for Early Warning Data Collection and Reporting

### MODULE TWO

#### Training for Field Monitors

1	Introduction to Module	1 hour 30 minutes
	Welcome and Introductions	50 minutes
	Objectives and Pre-Workshop Assessment	40 minutes
2	Gender Integration and its Importance for Early Warning	3 hours 20 minutes
	Introduction of Concepts for Gender Integration and Early Warning	35 minutes
	Gendered Impacts Across the Early Warning Thematic Areas	1 hour 30 minutes
	Value of Inclusive and Gender-Sensitive Early Warning Systems	45 minutes
	Overview of International and Regional Instruments on Gender	20 minutes
	Overview of ECOWAS Gender Architecture	10 minutes
3	How to Integrate Gender into Early Warning Data Collection and Reporting	6 hours
	Using a Gender Lens	45 minutes
	How to Integrate Gender into Data Collection Practices	2 hours
	Self-Awareness and Context Sensitivity	30 minutes
	How to Integrate Gender into Incident Reports and Situation Reports	2 hours
	Case Study Review	45 minutes

4	Close of Module	1 hour 15 minutes
	Review of Module	10 minutes
	Individual Action Plans	20 minutes
	Evaluations	25 minutes
	Closing Exercise	20 minutes

## Sample Agenda for Module two

### Day 1

9 a.m. – 10:30 a.m.	Introduction to Module – Welcome and Introductions; Objectives and Pre-Workshop Assessment
10:30 a.m. – 11:05 a.m.	Why Gender Integration is Important for Early Warning – Introduction of Concepts for Gender and Early Warning
11:05 a.m. – 11:20 a.m.	Break
11:20 a.m. – 12:45 p.m.	Why Gender Integration is Important for Early Warning – Gendered Impacts Across the Early Warning Thematic Areas
12:45 p.m. – 1:45 p.m.	Lunch
1:45 p.m. – 3 p.m.	Why Gender Integration is Important for Early Warning – Value of Inclusive and Gender-Sensitive Early Warning Systems; Overview of International and Regional Instruments and Mechanisms on Gender; Overview of ECOWAS Gender Architecture
3 p.m. – 3:15 p.m.	Break
3:15 p.m. – 4 p.m.	How to Integrate Gender into Early Warning Data Collection and Reporting – Using a gender lens
4 p.m. – 4:30 p.m.	How to Integrate Gender into Early Warning Data Collection and Reporting – How to Integrate Gender into Data Collection Practices
4:30 p.m. – 5 p.m.	Wrap-up of Day 1

### Day 2

9: a.m. – 9:30 a.m.	Review of Day 1
9:30 a.m. – 11 a.m.	How to Integrate Gender into Early Warning Data Collection and Reporting – How to Integrate Gender into Data Collection Practices (cont'd)
11 a.m. – 11:15 a.m.	Break
11:15a.m. – 11:45 p.m.	How to Integrate Gender into Early Warning Data Collection and Reporting –Self-Awareness and Context Sensitivity
11:45 p.m. – 12:15 p.m.	How to Integrate Gender into Early Warning Data Collection and Reporting – How to Integrate Gender into Incident and Situation Reports
12:15 p.m. – 1:15 p.m.	Lunch

1:15 p.m. – 2:45 p.m.	How to Integrate Gender into Early Warning Data Collection and Reporting – How to Integrate Gender into Incident and Situation Reports
2:45 p.m. – 3 p.m.	Break
3 p.m.– 3:45 p.m.	How to Integrate Gender into Early Warning Data Collection and Reporting – Case Study Review
3:45 p.m. – 5 p.m.	Close of Module – Review of Module; Individual Action Plans; Evaluations; and Closing Exercise

### Value of Inclusive and Gender-Sensitive Early Warning Systems

**Materials Needed:** PowerPoint presentation; flip chart; markers; speakers (for videos); and Sample Role Cards handout

**Time:** 45 minutes

**Learning Objectives:** To understand how men and women can perceive and experience conflict differently; and to explain why the inclusion of women's perspectives and experiences is valuable in early warning

**Instructions – Group Exercise on the Importance of Diversity in Data Collection (45 minutes)**<sup>5</sup>

- ☐ Ensure there are enough role cards for all participants (see Sample Role Cards handout in annex). If there are more participants than roles, you may need to duplicate some of the roles.
- ☐ Distribute a role card to each participant with instructions not to show the card to anyone else. Then ask participants to gather in a straight line in the middle of the room, facing the front of the room.
- ☐ Explain that you will read a series of statements. After each statement, participants should take one step forward if the statement is true for the role they are playing. If it is not true, they should take a step backward. If the statement does not apply, they should stay put. Encourage participants to imagine what it is like to be the person they have been assigned. The descriptions are brief, so they will need to make some assumptions about what is true for their role.
- ☐ Sample statements (adapt to your training context):
  1. I don't hesitate to walk home through the center of town alone.
  2. If food prices increase, I won't have to worry about where my next meal comes from.
  3. If a crime is committed against me, I feel safe reporting it to the correct authorities.
  4. If I have a health problem, I can access medical treatment immediately.

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<sup>5</sup> Adapted from Inclusive Security and DCAF, *A Women's Guide to Security Sector Reform: Training Curriculum* (Washington, D.C.: Inclusive Security and DCAF, 2017), Module 2, 6-7.

5. I can join a legal political demonstration without fearing the consequences.
6. I know what my human rights are.
7. I can leave my partner if s/he threatens my safety.
8. If a security incident happened, I could leave the country and return easily when the situation improved.
9. I could find a new job easily.
10. I can speak about my personal life without fear.
11. I feel safe in my home and in my community.

- ☐ After reading all of the statements, ask participants to remain standing for a few minutes. Ask them to raise their hands if they can answer “yes” to the following questions:

- Who is a woman?
- Who is a man?
- Who is rich/wealthy?
- Who is poor?
- Who belongs to a religious or ethnic minority group?
- Who lives in an urban area?
- Who lives in a rural area?

- ☐ Ask two to three participants in the front to read their roles out loud. Then ask two to three participants at the back to read their roles.

- ☐ Explain that this activity illustrates the need for inclusive early warning systems. If data and analysis only considered the perspectives and experiences of the people in the front of the room, they might be missing important information from the people in the back of the room. Ask participants who they think is most likely to feed into news reports and other sources used for early warning and whether they feel those sources are sufficiently diverse.

- ☐ Remind participants about intersectionality. Women are a diverse group—if a woman at the front of the room is included, it does not mean she has the same perspectives and experiences as a woman in the middle or back of the room. The same can be said about men as well as individuals from the same identity group. This may mean that different groups of people may have valuable knowledge about different aspects of the five thematic areas.

- ☐ Close the exercise by asking participants what they learned from this exercise.

## Using a Gender Lens

Materials Needed: Best Practices for Using a Gender Lens handout

Time: 45 minutes

Learning Objectives: To discuss challenges and mitigating strategies to collecting gender disaggregated data and how to integrate gender into incident and situation reports; to understand the general guiding principles for using a gender lens; and to reinforce that “gender” is not synonymous with “women” and that women represent a diverse group.

### Instructions – Small Group Exercise on Best Practices for Using a Gender Lens (45 minutes)

- Summarize some of the key takeaways covered in this session so far:
  - Gender roles and norms define socially appropriate roles, behaviors, activities and attributes for men and women and shape how men and women should be and act. Gender roles, norms, and relations and concepts like “masculinity” and “femininity” are socially constructed, can evolve over time and are culturally specific.
  - Gender is not synonymous with women; it is much broader and affects women, men, girls and boys.
  - It is important to recognize how intersectionality affects women’s experiences and perceptions. Women represent a very diverse group and we should not assume that all women are the same.
  - Gender integration is the process of taking into account the gender roles, norms and relations, etc. and gender-based inequalities that shape the experiences and perceptions of men and women. Gender integration is needed to ensure high-quality data collection and reporting—early warning data could suffer if the different experiences and perceptions of men and women are not considered.
- Note that these factors feed into gender integration. Participants first must understand what all these concepts mean and how they shape the experiences of men and women; then participants can use that knowledge to identify ways to take gender into account in early warning. Note that participants will now be exploring tools and frameworks to help them integrate gender into their work as Field Monitors.
- Explain that a “gender lens” is a fundamental tool for implementing gender integration. Using a gender lens means thinking about how gender norms and roles, etc. might impact or affect a particular issue, problem or event. Using a gender lens may include asking questions such as:
  - How does this issue or event affect men, women, boys and girls differently? Why?

- How might gender norms and roles, etc. shape how men, women, boys and girls experience this issue or event? Do we have sufficient data about their different experiences?
- Could men, women, boys and girls have different information and perspectives to share about this issue or event? If yes, have the appropriate men, women, boys and girls been consulted?
- How might other socio-cultural norms (related to ethnicity, religion, tribe and age, etc.) shape how men, women, boys and girls experience this issue or event?
- Highlight that much of the analysis and work that participants have done so far included using a gender lens. Field Monitors should incorporate this practice into every aspect of their work.
- Distribute the Best Practices for Using a Gender Lens handout (see annex). Explain that the handout lists “What you should NOT do” when using a gender lens. Participants will work in small groups to complete the handout, first completing sections on what you should do when using a gender lens and why it’s important to do so for early warning, and then brainstorming four questions that Field Monitors should ask when using a gender lens (one example is provided on the handout). (20 minutes)
- After the groups have completed the handout, discuss their answers in the plenary. (15 minutes) Sample answers are included below in a blue font color. As participants share their answers, consider asking them for examples of how this might apply to early warning.

Table 1: Best Practices for Using a Gender Lens

Best Practices for Using a Gender Lens <sup>6</sup>		
What you <b>SHOULD NOT</b> do when using a gender lens	What you <b>SHOULD</b> do when using a gender lens	Why it is important to do so for early warning
Exclusively focus on women	Look at the inequalities and different roles between and among women and men; and consider the different experiences and perceptions of men and women and how gender roles and norms, etc. might shape those different experiences and perceptions	This is important because there is a wider tendency to equate gender with women. But gender does not just concern women; gender represents the social constructions of how men, women, boys and girls should act. To understand the dynamics of gender, these perspectives and experiences must be considered. Note that programming and interventions can focus on only men or only women, but these programs should not be referred to as “gender programs and interventions.”
Treat women and men the same	Conduct data collection and analysis that takes into account inequalities and differences between women and men	While we may strive for gender equality, we are not there yet. It is therefore important to acknowledge gender norms and roles, etc., and the historical and systematic bias and discrimination against women and girls (i.e., gender inequity), and how those factors may impact women’s and men’s experiences. For example, if looking into pastoralist/farmer tension or conflict, you cannot assume that men’s and women’s experiences and perceptions will be the same. They may have different information to offer about the same issue or event.
Strive for equal or 50/50 (men/women) participation	Move beyond counting the number of participants and instead look at the quality of participation	Equal representation does not necessarily mean equal participation or equal impact. Sometimes women may be present, but that does not always mean that their opinions and views will be equally valued. Think about your data sources: Are they interviewing both men and women? And are they incorporating views from men and women? Also, think about the issue or event you are assessing. Based on what you know about gender norms and roles, etc., are

<sup>6</sup> Adapted from Simon J.A. Mason, Anna Hess, Rachel Gasser, Julia Palmiano Federer, “Exercise: What a Gender Analysis is (or is not) in Conflict Analysis and Peacebuilding,” in *Gender in Mediation: An Exercise Handbook for Trainers* (Zurich: Center for Security Studies ETH Zurich and swisspeace, 2015), 112-115.

		men and women both equally impacted? If women or men are more likely impacted, are their opinions given equitable weight?
Assume that all women (or all men) will have the same interests	Understand the differences among different groups of women (and men)	Every individual has multiple identities—gender, religion, nationality and ethnicity, etc. To assume that all women are the same neglects power and privilege disparities among women (e.g., women from minority groups, women with disabilities and poor women). Early warning issues or events will affect these different groups of women differently. So, it is important to take into account those differences and make sure that various experiences and perspectives are included.
Assume who does what work and who has which responsibilities	Understand the specific situation and document actual conditions and priorities	Whenever possible, it is best practice to operate on actual knowledge and facts instead of assumptions. This is particularly important for gender norms and roles, etc. For example, if you assume that women and girls are primarily responsible for collecting water and that is not the case, you might be seeking information about water shortages from the wrong cohort.

## How to Integrate Gender into Data Collection Practices

**Materials Needed:** PowerPoint presentation; flip chart; markers; post-it notes; and Stakeholder Mapping and Data Collection handout

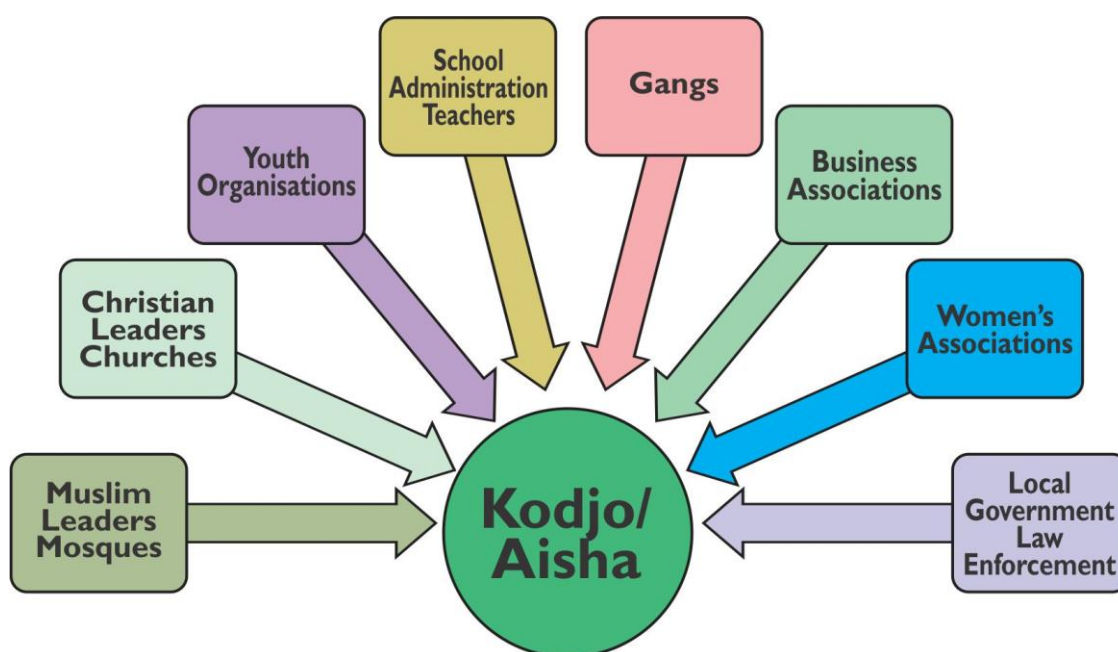
**Time:** 2 hours

**Learning Objectives:** To understand why it is important to have diverse data collection methods and sources that include the perspectives of men and women; to discuss challenges (and mitigation strategies) to collecting reliable information about women's perceptions and experiences; and to identify specific ways to gather data that includes men's and women's perceptions and experiences

**Instructions – Individual or Small Group Exercise on Stakeholder Mapping to Identify Gender Aspects of Data Collection (30 minutes)**

- Explain that in this activity, participants will be thinking about how they collect data and their sources of information. For the mapping activity, participants can work individually or in small groups if multiple participants are from the same country or location. Give each participant or group a blank flip chart and a stack of post-it notes. Explain that each participant or group will create a stakeholder map related to their geographic scope.
- Participants should first write their names in the middle of the flip chart. Then participants should write down groupings of stakeholders on the post-it notes (one group per post-it note)—such as local government, schools and teachers, business leaders, religious groups, ethnic groups and women's groups—and place those post-it notes on the flip chart. (See sample below.)

Figure 1: Example of stakeholders mapping



- After 10 minutes, remind participants of the role card exercise from Activity 2.3: Does their stakeholder map reflect the diversity of their community and include people from the front, middle and back of the room? Will engaging with these stakeholders create a representative data set?
- Give participants another five to 10 minutes to finish their maps and then divide participants into pairs or small groups and ask them to share with one another and work together to identify any gaps. (15 minutes)

#### Instructions – Plenary Discussion/Small Group Exercise on Gathering Data about Women Stakeholders (40 minutes)

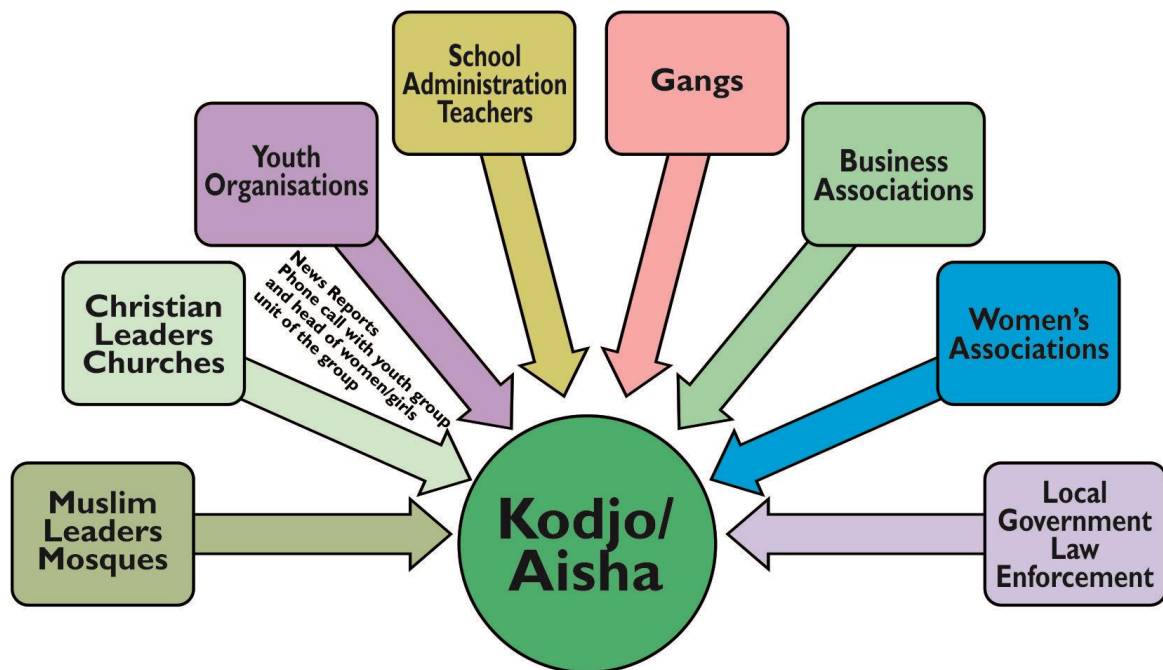
- Ask participants to set their stakeholder maps to the side; they will not need the maps until the next exercise. This exercise will focus on how they go about collecting data.
- In the plenary, ask participants to brainstorm about different methods they use for data collection (e.g., newspapers, online sources, interviews, focus groups and social media). Write responses on a flip chart.
- Explain that one of the objectives of this training is to better incorporate gender into data collection. Ask participants how they might better incorporate gender in how they collect data (e.g., seek out reliable sources who can report on the perspectives and experiences of women, incorporate more women in interviews and focus groups, and partner with civil society organizations that work directly with women).
- On a new flip chart, ask participants to brainstorm about some potential challenges to gathering information from and about women (e.g., reliance on news reports that do not often include women's perspectives, difficulty in determining who would be a reliable source, difficulty in accessing women because public figures are mostly men, lack of confidence in talking about sensitive subjects like gender-based violence, and dealing with social norms or practices that may limit the participation of women and other marginalized groups). Then divide participants into small groups (three to four participants per group; if possible, make sure there is at least one woman per group) and ask each group to brainstorm ways to address the challenges listed. (20 minutes) In the plenary, have groups share their potential solutions. Potential solutions could include:
  - Determining, in consultation with women, how monitoring should be conducted (this will help demonstrate an understanding of women's position within the home and community as well as their existing and potential roles in conflict prevention activities).
  - Working with women already active in existing networks of civil society organizations or partnering with local women's networks to identify potential sources.
  - Addressing potential barriers to women's participation, like facilitating transportation and communications and providing childcare, etc.

- Working with spoilers to build understanding around the value that women can add to such processes if there is resistance within the community to women's participation in data gathering.
- Having the right kinds of facilitators (including both men and women) who have received training in facilitation skills and gender analysis and who can encourage women to speak up in forums where they have previously been excluded.

Instructions – Individual/Small Group Exercise on Strategies for Gathering Information about Men and Women Stakeholders (50 minutes)

- Explain that participants will apply what they just discussed to their stakeholder map. Along the line from their name to the post-it note, participants should write how they will gather data about that stakeholder group, and how they will gather data about women's perceptions and experiences in particular—keeping in mind everything discussed in the previous exercise (e.g., quality and reliability of information, efficiency and timeliness, and barriers that may prevent participation of women and other marginalized groups). In other words, if their current sources do not regularly report on women's perspectives and experiences, how will they get that information? (20 minutes)
- Alternatively, participants can do this same activity with the Stakeholder Mapping and Data Collection handout. Using a flip chart and post-it notes provides a good visual and interactive approach, but the handout might work better for some participants.

Figure 2: Strategy for gathering stakeholders' information



*Linking data collection methods/sources with stakeholder groupings*

Divide participants into small groups (two to three participants per group, preferably the same groups as the mapping exercise) and ask them to share their updated maps, focusing particularly on how they will gather data about women's perceptions and experiences and how they propose to address potential barriers and challenges. (20 minutes)

- In the plenary, ask participants for their reflections on the activity. Will they be able to implement this data collection strategy? What will be some of the challenges and how will they overcome those challenges? (10 minutes)

### **Self-Awareness and Context Sensitivity**

**Materials Needed:** PowerPoint presentation; flip chart; markers; and Self-Awareness and Context Sensitivity handout

**Time:** 30 minutes

**Learning Objectives:** To describe why it is important to practice self-awareness and context sensitivity in terms of data collection; and identify strategies for mitigating harm and promoting sensitivity in data collection

**Instructions – Small Group Exercise (30 minutes)**

- Ask participants if they are familiar with the concept of “Do no harm” and if anyone can explain what it means. The main premise is that participants must understand the context in which they are operating and act to minimize the negative impacts of their work. This could include being aware of what perceptions and biases they bring to their data collection as well as what impact their presence could have. This could also include potential consequences for women or men who report on certain incidents (e.g., self-identifying as a victim of sexual assault and reporting on weapons movement) or even possible backlash from the community for just speaking with Field Monitors (e.g., if Field Monitors are perceived as agents of the government). Do no harm is particularly important if Field Monitors are doing interviews or focus groups as part of their data collection process.
- It may be helpful to explain that this approach is not explicitly linked to gender, but that it may become more relevant as participants speak to more women about sensitive issues, like rape and sexual assault, domestic violence and abortion, etc. Context sensitivity also includes understanding the gendered risks that their sources may face (e.g., different consequences of a man reporting a sexual assault vs. a woman reporting a sexual assault). It is also important to practice self-awareness and recognize our inner biases that relate to gender (e.g., men are more credible than women; women can only speak with authority on certain subjects; and men and women are more credible when they adhere to socially-accepted gender norms).
- Distribute the Self-Awareness and Context Sensitivity handout (see annex) and explain that these are just a few factors that participants might consider. Encourage participants to think of a more exhaustive list that is tailored to their context.

1. Self-awareness: As humans, we make immediate assumptions and judgments about other people. Ask participants to consider their own biases and how they might perceive the people they are talking to.
  2. Who is being consulted: Participants will need to consider who they are speaking to and what perceptions may arise from their interactions. For example, if you are a man, are the women with whom you are speaking comfortable enough to disclose personal or sensitive information? If you are a woman, are the men with whom you are speaking comfortable enough to disclose personal or sensitive information? What biases might they be bringing to the meeting?
  3. Risks associated with information sharing: Participants should think about what risks individuals are taking by speaking with Field Monitors. For example, someone in an abusive relationship could be risking physical or emotional harm by reporting a situation. Consider sharing the following example from a woman in Sierra Leone: “We knew roughly where and when the RUF were planning something big against the peacekeepers. My friend and I, we wanted to tell someone, but it was hard, we were watched, it would take a long time to walk in the night, and it was dangerous. It was a big pity too, because the RUF took the guns and the pride of the UN that day, but it took our hope too. We were scared again, which is exactly what they wanted.”<sup>7</sup>
  4. Sensitive information: Ask participants to reflect on whether their sources would feel comfortable reporting on sensitive topics such as domestic violence, gender-based violence, trafficking for sexual exploitation, teen pregnancy and unsafe abortion. Also, ask whether and how participants feel equipped to respond if someone were to disclose such information to them.
- Divide participants into small groups (two to three participants per group) and ask them to discuss one of the scenarios on the Self-Awareness and Context Sensitivity handout. (15 minutes) Ask the groups to share what they discussed in the plenary. (20 minutes)

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<sup>7</sup> Felicity Hill, “Women’s contribution to conflict prevention, early warning and disarmament,” *Disarmament Forum: Women, Men, Peace and Security*, no. 4 (2003), 18.

## How to Integrate Gender into Incident and Situation Reports

Materials Needed: PowerPoint presentation; flip chart; markers; and ECOWARN Indicators handout

Time: 2 hours

Learning Objectives: To identify specific ways to integrate gender into incident and situation reports; and to assess ECOWARN indicators and identify strategies for incorporating gender into data collection

Instructions – Plenary Discussion on Gender Integration for Incident Reports (30 minutes)

- ☐ Explain that from this point forward, participants will be using everything they have learned about gender to inform how they collect and report data through the ECOWARN system. Participants will be thinking about best practices to achieve an optimal early warning data set and how to better incorporate gender considerations into these best practices.
- ☐ Highlight that one of the most basic ways to better incorporate gender is to disaggregate data by sex. To illustrate how helpful gender disaggregation can be, facilitate a plenary discussion comparing these two reports of the same incident:

Table 2: Sample Gender Sensitive Incident Report

Report No. 1	Report No.2
<input type="checkbox"/> Incident Type: Outbreak of disease <input type="checkbox"/> Incident Status: Ongoing <input type="checkbox"/> Incident Location: Téliélé, Kindia Region, Guinea <input type="checkbox"/> Incident Date: Jan. 5, 2018 <input type="checkbox"/> Incident Context: Public place <input type="checkbox"/> Interaction: Telephone or radio communications <input type="checkbox"/> Property Loss Value: No property loss <input type="checkbox"/> Weapons: No weapon(s) <input type="checkbox"/> Information Source: Private communication <input type="checkbox"/> Information Credibility: Credible: eye-witnessed or credible information <input type="checkbox"/> Primary Impact of Incident: Subnational: event is relevant primarily to community level <input type="checkbox"/> Human Deaths: Overall known count: 10 <input type="checkbox"/> Human Injuries: Overall known count: 32 <input type="checkbox"/> Sexual Assaults: Unknown <input type="checkbox"/> Damage: None: Property damage is absent or negligible <input type="checkbox"/> Immediate Response: Response by officials <input type="checkbox"/> Thematic Issues: Health, education and social services <input type="checkbox"/> Full Description: Reports from a local doctor that an outbreak of an unknown disease is occurring in Téliélé, Kindia Region, Guinea. As of Jan. 5, 2018, there have been 10 deaths and 32 others infected. Cause is unknown.	<input type="checkbox"/> Incident Type: Outbreak of disease <input type="checkbox"/> Incident Status: Ongoing <input type="checkbox"/> Incident Location: Téliélé, Kindia Region, Guinea <input type="checkbox"/> Incident Date: Jan. 5, 2018 <input type="checkbox"/> Incident Context: Public place <input type="checkbox"/> Interaction: Telephone or radio communications <input type="checkbox"/> Property Loss Value: No property loss <input type="checkbox"/> Weapons: No weapon(s) <input type="checkbox"/> Information Source: Private communication <input type="checkbox"/> Information Credibility: Credible: eye-witnessed or credible information <input type="checkbox"/> Primary Impact of Incident: Subnational: event is relevant primarily to the community level <input type="checkbox"/> Human Deaths: Overall known count: 10 <input type="checkbox"/> Women / Children Victims? Number of women: 6 <input type="checkbox"/> Boys: 1; girls: 1; men: 1; elderly: 1 <input type="checkbox"/> Human Injuries: Overall known count: 32 <input type="checkbox"/> Women / Children Victims? Number of women: 20 <input type="checkbox"/> Sexual Assaults: Unknown <input type="checkbox"/> Damage: None: Property damage is absent or negligible <input type="checkbox"/> Immediate Response: Response by officials <input type="checkbox"/> Thematic Issues: Health, education and social services <input type="checkbox"/> Full Description: Reports from a local doctor that an outbreak of an unknown disease is occurring in Téliélé, Kindia Region, Guinea. As of Jan. 5, 2018, there have been 10 deaths (6 women, 4 men) and 32 others infected (20 women, 12 men). Cause is unknown.

- Highlight that Report No. 2 shows us that the disease is disproportionately impacting women, which could offer possible clues as to the causes. For example, women were disproportionately affected by the Ebola epidemic because of their roles “as frontline caregivers and care workers, cross-border traders, nurses, and mothers within disease-stricken communities as well as active economic agents in the informal sector.”<sup>8</sup> Indicators should be sex-disaggregated to enable more accurate analysis of the gender dimensions of any incident. Ask participants if any additional gender-related information should be added to the “Full Description.”
- Ask participants to identify what other information could have been added to the “Full Description” section to better integrate gender (in addition to sex disaggregation). If participants are having trouble brainstorming, consider sharing these questions:
  - What are some gendered factors that could have led to the disproportionate effect on women?
  - What are the travel and mobility patterns of men and women in this community? What are the different ways that they may have spread the disease?
  - What impact is this having more broadly? If women are disproportionately affected, what impact is this having on the community? On their families?
- Remind participants that another way of incorporating gender is making sure to include information about sexual assaults. Note that sexual assault is not solely a women’s issue, but women are most often reported as victims of sexual assault. If this information is not included, then the full experiences of women may be absent from early warning data. Review elements in the Incident Report (IncRep) where sexual assault data can be disaggregated by sex (see below). Note, although it’s not required (see red asterisk), information regarding the sex of perpetrator(s) and victim(s) should be included. Ask participants to brainstorm a range of incidents in which sexual assault could be relevant. The purpose of the brainstorm is to illustrate that there are many types of incidents where Field Monitors should be asking questions about sexual assault.

Figure 3: Sample fields for incident reporting

<b>Sexual Assaults</b>	<input checked="" type="radio"/> <b>Unknown</b> <input type="radio"/> <b>Sexual Assaults Unlikely</b> <input type="radio"/> <b>Isolated Sexual Assaults Likely</b> <input type="radio"/> <b>Widespread Sexual Assaults Likely</b>
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<sup>8</sup> United Nations Development Programme, *Confronting the Gender Impact of Ebola Virus Disease in Guinea, Liberia, and Sierra Leone* (UNDP, January 2015).

Perpetrator(s)	Description Or Name			
	Nationality	Unspecified		
	Sector *	Unspecified ▼	Gender	unknown ▼
			Injury	none ▼
	For additional perpetrator : +			

Victim(s)	Description Or Name			
	Nationality	Unspecified		
	Sector *	Unspecified ▼	Gender	unknown ▼
			Injury	none ▼
	For additional victim : +			

## Instructions – Small Group Exercise on Incorporating Gender into Early Warning Indicators (1 hour 30 minutes)

- Introduce the new ECOWARN Indicators, organized by the five thematic areas. Ask participants if there are indicators referring specifically to women or men. Ask participants what problems there might be with this approach. Remind participants that, as demonstrated in the previous exercises, it is important to consider gender throughout, not just in the indicators that specifically mention women or men.
- Explain that participants will be assessing the indicators and brainstorming ways in which gender could be better integrated. Acknowledge that while participants may not be able to change the indicators themselves, they can adjust how they report on them. Work through one or two examples, so participants are clear on the purpose of the exercise:
  - Indicator from Governance and Human Rights, Transparency/Access to Justice: Local governance, including law enforcement and the judicial system, operated effectively and without interruption.

Field Monitors can incorporate gender by asking both men and women whether local governance is operating effectively and without interruption. It is important to ask both men and women because they may raise different issues. For example, local governance may be responsive to issues like assault and armed robbery, but not to issues like gender-based violence or domestic violence, which are more often reported by women.

- Indicator from Environment, Food Security: Significant increase or decrease in the price of a staple food

Field Monitors can incorporate gender by assessing who in the market is buying and selling staple foods; this could include both men and women. Women's inclusion may be particularly important because, in many cultures, women are responsible for purchasing and preparing food for their families.

- Divide participants into small groups (four to five participants per group) and distribute the ECOWARN Indicators handout (see annex). Give the groups time to discuss ways to incorporate gender into their set of indicators. (45 minutes) Each group should nominate a recorder who will turn in a completed handout to the facilitator; the goal is to have a gender guide for all indicators that can be distributed to all participants at the end of the training. Remind participants of the work they previously did in Session 2.2 Gender Considerations for Early Warning in ECOWAS, where they identified

gender norms and roles, etc., gendered impacts, and considerations for early warning. This should serve as a helpful resource for this activity.

- After the groups have completed their work, ask each group to choose two to three indicators to present. Encourage groups not to duplicate the indicators that have already been presented. Each group will have five minutes to present. (30 minutes)

## Case Study Review

Materials Needed: Flip chart; markers; Case Study – Instructions handout; Case Study – Incident Report handout, Tribune News Report handout; and The Cable News Report handout

Time: 45 minutes

Learning Objectives: To understand how to apply gender integration concepts from module one and gender integration tools to data collection and reporting for early warning

### Instructions – Small Group Exercise (45 minutes)

- Divide participants into small groups (four to five participants per group) and distribute the case study materials, which include: Case Study – Instructions handout, Case Study – Incident Report handout, Tribune News Report handout, and Cable News Report handout (see annex). It may be helpful to also give each group scratch paper, a flip chart and markers. Explain that participants will work in small groups to review the case study materials and develop a plan for better integrating gender into the existing Incident Report.
- Before participants break into their groups, it may be helpful to refer to the flip charts from previous activities to remind them why gender integration is important for early warning. Also encourage them to refer to their completed Best Practices for Using a Gender Lens handout and the list of questions they generated.
- Give participants around 20 minutes to complete the exercise.
- After the small group discussions, lead a plenary debriefing following the questions on the Case Study – Instructions handout. Pay attention to Questions 1c, 1d, 2b and 2c in the plenary discussion. The discussion can be more informal and popcorn-style to allow all groups to participate. For example, for Question 1c on the handout (“Generate a list of questions you would need to ask in order to strengthen gender integration in this incident report”) consider asking each group to share one question they have drafted (making sure not to include duplicates) and continue until all the questions have been shared.
- Use your discretion as a facilitator, but consider capturing responses for Questions 1c, 2a, 2b, 1d, 2c and 2d on separate flip charts. In the plenary discussion, draw out the following points on what Field Monitors should be doing in their data collection and reporting:
  - Using prompts to gain a deeper understanding of popular, localized and everyday conceptions of what counts as early warning information;
  - Continuously and effectively engaging with grassroots women, youth and men and their networks;
  - Including critical actors, especially grassroots youth and women;
  - Asking about how people are mobilized and how they participate, such as cultural practices and tactics that local people use that promote mobilization and participation of women and youth;

- Prioritizing collection of data and information on the protection of girls and women from adverse or violent situations, especially gender-based violence (GBV);
  - Identifying the gendered signs of conflicts and disasters before they occur; and
  - Be anchored in the social capital of women, youths and men at the grassroots level.
- Leave five minutes at the end of the plenary discussion to ask participants to reflect on how they could adapt these approaches to their work as Field Monitors. Capture responses on a flip chart.

## MODULE TWO ANNEXES

## Annex 2.1. Sample Role Cards

You are a 16-year-old boy living with your parents in the capital city. You belong to a religious minority and are feeling increasingly marginalized because of your religion. Recently you were approached by a recruiter for an armed group.	You are a 25-year-old man. You live in the slums. You haven't been able to find regular employment and sometimes sell drugs on the side. You have lived in the slums your whole life and because of your connections, you know what potential flash points may arise.	You are a 30-year-old woman. You live in the capital city with your husband and four children. Your husband is physically abusive, but you cannot leave him because you don't know how you would care for your children. You are uneducated and have no employment prospects.
You are a 50-year-old widow who runs an informal women's shelter in your home. You do this work because you were once a victim of domestic violence. But your neighbors are disrespectful and claim you are running a brothel. Recently there has been an increase in the number of women coming to you for help.	You are a 35-year-old single man working as a corporate lawyer. Your younger brother joined a terrorist organization last year and has recently reached out to you. You are worried that his involvement could get you into trouble.	You are a 21-year-old woman who recently graduated from a university. You live in a city but are having a hard time finding a job; you believe that employers do not want to hire you because you are a woman and an ethnic minority.
You are a 35-year-old single woman who lives in the capital city. You were recently attacked when walking home from work at night. However, you are afraid to go to the police to report the crime because you are an ethnic minority and worry, they will harass you further.	You are a 35-year-old man, living in a city with your wife and two children. You have a senior-level position in the mayor's office, but you feel like you have little influence and decision-making power because you were appointed as a representative of a minority group.	You are a 25-year-old man. You are an ethnic minority, but you live in a region where ethnic minorities are the majority. You recently moved to the largest city in the region and are now working as an accountant for a well-established firm.
You are a 45-year-old man. You run a small business in a rural area. One of your children is sick from a mysterious illness and	You are a 45-year-old woman. You have a husband and two children and work for the government. You run your own department and	You are a 55-year-old woman. Your husband died two years ago and now you manage his business in a small, rural town. Business

several others in the community have already died. You and your neighbors are feeling increasingly frustrated by the lack of attention and resources available.	are well-respected among your colleagues.	has gone down since your husband died, in part because you have not remarried.
You are a 55-year-old woman. You and your husband run a lucrative commercial farm, the largest in the region. The farm has been in your family for two generations.	You are a 30-year-old woman living in a rural town. You belong to the majority religious group; however, your husband belongs to a minority religious group. You have been treated poorly by your neighbors because you are an interfaith couple.	You are a 45-year-old man with a wife and three children. You worked for a mining company in a rural area but were recently laid off. You are having a hard time finding another job and are considering leaving your family to find a job in the city.
You are a 20-year-old woman living in a poor rural community. You belong to a religious minority and recently your friends have started talking about joining an armed group to make money and leaving to make a better life.	You are a 60-year-old man, serving as a well-respected leader of a rural community. Your father and grandfather were both leaders of the same community and you have continued the family tradition.	You are a 50-year-old man. You work as a banker and live in a wealthy neighborhood. You have never experienced discrimination because of your religion, ethnicity or gender.

## Annex 2.2 Template for Best Practices for Using a Gender Lens<sup>9</sup>

What you <b>SHOULD NOT</b> do when using a gender lens	What you <b>SHOULD</b> do when using a gender lens	Why it is important to do so for early warning
Exclusively focus on women		
Treat women and men the same		
Strive for equal or 50/50 (men/women) participation		
Assume that all women (or all men) will have the same interests		
Assume who does what work and who has which responsibilities		

Questions that Field Monitors should ask when applying the gender lens:

How does this issue or event affect men, women, boys and girls differently? Why?

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<sup>9</sup> Adapted from Simon J.A. Mason, Anna Hess, Rachel Gasser, Julia Palmiano Federer, “Exercise: What a Gender Analysis is (or is not) in Conflict Analysis and Peacebuilding,” in *Gender in Mediation: An Exercise Handbook for Trainers* (Zurich: Center for Security Studies ETH Zurich and swisspeace, 2015), 112-115.

### Annex 2.3. Stakeholder Mapping and Data Collection Template

Stakeholder Group	How will you collect data about this stakeholder group?	How will you gather data about women's perceptions and experiences in particular?

## Annex 2.4. Self-Awareness and Context Sensitivity

Some Considerations for Self-Awareness and Context Sensitivity
Self-awareness: Who are you and how are you perceived by the people you talk to? How do you perceive the people you talk to? Are you bringing in any biases?
Who is being consulted: Who are you speaking to and what is the quality of your interaction? Are they comfortable sharing personal or sensitive information with you? What biases might they be bringing to the meeting?
Risks associated with information sharing: What risks are individuals and organizations taking by speaking with you? Could they face physical or reputational harm? How might these risks be different for men vs. women?
Sensitive information and trauma: How are you asking about sensitive information (e.g., domestic violence, gender-based violence, trafficking, sexual exploitation and unsafe abortions) and who are you asking? Are you being sensitive to the needs of respondents? Are you equipped to respond appropriately when someone discloses this information? How will you make sure the person reporting is not retraumatized?

Choose one of the two scenarios below to discuss in your small group:

1. You are speaking with Yvonne, who is the head of a women's shelter. You reached out to her because you recently read a news report that incidents of domestic violence are on the rise and wanted to confirm with someone who works closely on this issue. During your conversation, Yvonne tells you that her daughter is a survivor of domestic violence. Her 16-year-old daughter was raped by her boyfriend, is now four months pregnant, and wants to get an abortion. While abortion in the case of rape is permitted in your country, Yvonne is worried that because the perpetrator was her daughter's boyfriend, the police and doctors may believe they had consensual sex. Yvonne is asking you for help; she says she knows you are well-connected because of your job.  
  
What would you do in this situation? How will you take into account your own feelings about premarital sex, rape, and abortion? What can or should you do in your role as an ECOWAS Field Monitor? How can you be sensitive to Yvonne's needs but respond appropriately?
2. You recently read a news report that there has been a rise in the number of kidnappings of young girls related to cross-border human trafficking. You decide to reach out to one of your sources to confirm and talk to Joseph, who is a trusted source—he worked for years as a smuggler and has reliable networks. Joseph tells you that he has not heard anything about the abduction of young girls and believes the stories are a false alarm. The following week you are introduced to Ami by a mutual friend. Ami is a young woman from the area where the alleged abductions have

occurred. Ami says she knows some of the girls who have been taken. She offers to introduce you to some of their families. She cautions that the families are very nervous about speaking with you because they are worried what could happen to their daughters if the captors found out they spoke with the authorities. You are not sure if you believe what Ami is telling you; you do not know whether she is a reliable source.

What would you do in this situation? Do you have any biases (e.g., Joseph is more knowledgeable because he is an older man while Ami has less credibility because she is a young woman)? What if Ami is telling the truth and introduces you to the families? How will you manage their expectations? How will you manage Ami's expectations? What if by meeting the families you cause more harm than good?

## Annex 2.5. Case Study

### Instructions

In this exercise, you will have an opportunity to apply everything you have learned in this training. In small groups, you will use the following materials to discuss the questions below:

- ☐ Case Study – Incident Report;
  - ☐ Tribune News Report – “Thirty people killed in the Offa Bank robbery”;
  - ☐ The Cable News Report – “Fifteen people killed in the farmer/herdsmen conflict in the Kwahu East district of the eastern region of Ghana”; and
  - ☐ Flip chart and markers to write down a list of gender integration questions for 1c (and 2a and 2b) and your data collection strategy for gathering additional information.
- 

### Discussion Questions

1. Review the Incident Report and discuss the following questions:
  - a. How does it integrate gender? Is this a good example or a bad example of gender integration?
  - b. What are some ways that gender could be better integrated?
  - c. Generate a list of questions you would need to ask in order to strengthen gender integration in this incident report.
2. Review the two news articles and discuss the following questions:
  - a. Do these news articles help to answer the questions you identified in 1c? What questions remain? Also, what new questions have come up because of the additional information in the news reports?
  - b. The Incident Report focuses primarily on the armed attacks, but there are several other gender dimensions at play. What are these gender dimensions and how might they shape or add to your list of questions?
  - c. Devise a data collection strategy to address your list of questions. How will you get that information (e.g., additional news reports, other open sources and interviews)? Who would you need to ask and how would you gain access to those individuals and groups?
  - d. Are there any self-awareness and context sensitivity issues you need to be aware of when you seek this additional information?

Incident Report	
<input type="checkbox"/>	Incident Type: Armed attacks
<input type="checkbox"/>	Incident Status: Completed
<input type="checkbox"/>	Incident Location: Konduga, Borno State, Nigeria
<input type="checkbox"/>	Incident Date: May 3, 2018
<input type="checkbox"/>	Incident Context: Public place
<input type="checkbox"/>	Interaction: Interpersonal (Physical interaction)
<input type="checkbox"/>	Property Loss Value: Unknown
<input type="checkbox"/>	Weapons: IED
<input type="checkbox"/>	Information Source: Police
<input type="checkbox"/>	Information Credibility: Credible: eye-witnessed or credible information
<input type="checkbox"/>	Primary Impact of Incident: Subnational
<input type="checkbox"/>	Human Deaths: Overall known count: 7
<input type="checkbox"/>	Human Injuries: Overall known count: Unknown
<input type="checkbox"/>	Sexual Assaults: None
<input type="checkbox"/>	Damage: Unknown
<input type="checkbox"/>	Immediate Response: Unknown
<input type="checkbox"/>	Thematic Issues: Arms and security
<input type="checkbox"/>	Perpetrator(s):
<input type="radio"/>	Nationality: Unknown
<input type="radio"/>	Sector: Insurgency
<input type="radio"/>	Gender: Female and unknown
<input type="radio"/>	Injury: Fatal
<input type="checkbox"/>	Victim(s):
<input type="radio"/>	Nationality: Unknown
<input type="radio"/>	Sector: Insurgency
<input type="radio"/>	Gender: Female and unknown
<input type="radio"/>	Injury: Fatal
Full Description:	
<p>The Police Command in Borno said four Boko Haram terrorists were killed by improvised explosive devices (IEDs) strapped to their bodies in Mainari Kanuri and Shua villages in Konduga Local Government Area of the state on May 3, 2018. Three of the suicide bombers detonated their IEDs, killing themselves only, while the fourth person killed herself and three others. Seven other persons were injured during the attack and were taken to the hospital.</p>	

### The Offa bank robbery

April 19, 2018

Nigerian Tribune - Editorial

<https://www.tribuneonline.ng.com/142770/>

Nigerians remain shell-shocked by the April 5 bank robbery in Offa, Kwara State, in which bandits shot 30 persons including policemen. The incident conjured the horror of a tragic movie as the bandits operated seamlessly, and in a commando-like manner, for more than an hour. Having subdued the personnel at the nearest police station, the bandits went berserk, killing the policemen, bank workers and passersby in sight, just as they blew up bank vaults and emptied them before escaping with their loot. The vibration triggered by the incident resonated across the country, with the Imo State Police Command, for instance, spontaneously establishing what it called Bank Chain patrol squads, as the command did not want to be caught napping. On its part, the Kwara State government immediately announced that it was placing a N5 million bounty on the heads of those behind the dastardly act.

While the residents of Offa are apparently still gripped with fear, the overall attendant consequences and losses to the country following the calamity are unimaginable. They border on the near absence of security of lives and properties in the country. For instance, the Offa debacle has compounded the pains and frustrations being encountered by people in the neighbouring Omu-Aran community where banking services have been completely closed down. The only bank which resumed skeleton services in January, three years after a similar attack on banks in the community, refused to open for business in spite of the appeals by Omu-Aran leaders. Customers thus had to cover about 75 kilometres travelling to Ilorin, the Kwara State capital, for bank transactions.

### **Offa robbery: Police arrest 12 more suspects**

We sympathise with the victims and indeed all the people of Offa over the robbery attack. The incident again affirms the near collapse of the security architecture in the country. This particular case exposed the widening gulf in intelligence gathering mechanisms of the police and other law-enforcement agencies. By implication, criminals now operate brazenly, putting the state on the defensive. Happily, both chambers of the National Assembly have strongly denounced the Offa calamity and expressed deep worries over the frightening spate of insecurity across the country. And the Kwara State House of Assembly was poignant in its spontaneous reaction to the tragedy, decrying the attitude of the Federal Government in the wake of the tragedy. The government's response, it said, was slow in coming. The implication is that the government is overwhelmed by the scary state of affairs in the country.

The dire security situation in the country is underscored by the affirmation by the military authorities and the Speaker of the House of Representatives, Honourable Yakubu Dogara,

More pragmatic methods must be evolved to restore public confidence in the police so that they can improve on service delivery. The situation right now leaves much to be desired. Such reassurance will encourage Nigerians to give information to the police which can help to safeguard lives and properties in the country. The deployment of modern technology, including CCTV, should be of utmost priority. Finally, the authorities should tap into the full potentialities of local vigilance groups, as the war against criminals cannot be fought by the police alone.

## From Ghana to Ivory Coast: How herdsmen have been wreaking havoc across Africa

by Jamilah Nasir

Suspected herdsmen invaded communities in the areas and by the time the dust settled on an attack, over 70 people had been killed.

West African countries such as Mali, Mauritania, Niger, Ghana, Ivory Coast, Senegal, Congo have had their fair share of the mayhem, but Nigeria remains the worst-hit.

A 2017 Global Terrorism Index (GTI) report said between 2010 and 2016, “deaths from Fulani extremists resulted in more than 3,000 deaths across four countries, with 92% of fatalities taking place in Nigeria”.

In 2015, GTI rated the herdsmen as the fourth deadliest terror group in the world, after ISIL, Taliban, al-Shabaab and Boko Haram.

## MODULE TWO - ECOWAS GENDER INTEGRATION TRAINING FOR FIELD MONITORS

## WEST AFRICA AND HERDSMEN CRISIS: THE BIGGER PICTURE

The conflict between herdsman and farmers is known to have a long and brutal history in West Africa, even predating the sub-region's insecurity challenges.

The first possible line of thought could be the competition over resources, including land and water. The conflicts are fueled by the herdsmen's quest for grazing field, but here is the sad thing: the pattern of attacks over the years have shown to be a complex mix of politics, identity, religion, terrorism and criminality.

The sub-region's loose political and security environment is not helping matters, either.

And the attacks have also assumed a dreadful transnational dimension. For instance, some attackers said to be recruited from Mali and the Central African Republic have been fingered in violence in parts of Nigeria. Bands of mercenary have also been involved in similar incidents in parts of Cameroon, Ghana, Mali, and Niger.

[illegible]

**Below are a few instances of these attacks in West African countries:**

## EIGHTEEN KILLED IN NIGER

In a November 2016, eighteen people were killed in various clashes between herdsmen and farmers.

The clash, which broke out near the village of Bangui along the country's southern border with Nigeria, also left 20 others injured, the country's officials had said.

What happened? Livestock belonging to the herders were said to have invaded the field of one of the farmers, damaging crops.

“The nomadic herders fought with a farmer, whom they wounded. He was taken to the medical center and everything started from there,” Oumarou Mohamane, Bangui’s mayor, had told Reuters.

In a reprisal attack, a group of farmers then attacked the camp, burning down houses numbering about 15.

## **GHANA TOO...**

Villages in the Kwahu east district of the eastern region of Ghana were thrown into mourning after clashes between herdsmen and some of their farmers left a reported number of 15 persons dead, including five Fulanis.

Hundreds were also left stranded and displaced after fleeing their communities in the incident which occurred in November.

The clashes, which were between residents of Dwibea and Hwehwe, and the herders, followed the death of an unidentified boy at Dwerebea.

Solomon Aboagye, an indigene, was quoted by Ghana Web, an online platform, to have said: “In retaliation, three of the Fulanis were also killed at Aboyan.

“Two of the natives went to the farm and did not return. I asked some people to search for them and unfortunately, they found them dead.”

It was also reported that the deaths occurred at night in the farms and the bodies spotted daytime.

## **BLOODSHED IN IVORY COAST**

Seventeen persons were confirmed dead and 39 others injured after a clash broke out between herdsmen and farmers in Bouna, north-east of Ivory Coast, in 2016.

Among those injured in the clash, which spanned two days, were five of the security personnel deployed to quell the crisis.

The attack was said to be just one out of many other violent clashes between the two parties “but none has been of this magnitude”.

“On the night of March 23 to 24, the situation was particularly aggravated, and it was at this time that 17 people died,” Vincent Toh Bi, one of the residents, had told AfricaNews.

## **OPPORTUNITY FOR SPREAD OF JIHAD?**

While happenings have shown the clashes between the herders and the farmers have largely been unattended to, there are fears that they could pose as a window for the emergence of a deadly “movement”.

A Reuters report back in 2016 noted that while these clashes are usually brushed off, “Islamist militants are exploiting Fulani anger to spread jihad from the thinly populated north to its center”.

“The Fulani complained that farmers took all the land,” Lala Walet, a Mopti NGO worker, promoting livestock commerce was quoted as saying.

“So the jihadists came and said ‘OK, join our group and we will help you fight to get it back.’”

Additional reports by Chinedu Asadu and Femi Owolabi

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# Chapter Three

## Gender Integration for Early Warning Data Analysis

### MODULE THREE

#### Training for Early Warning Analysts

1	Introduction to Module	1 hour 30 minutes
	Welcome and Introductions	50 minutes
	Objectives and Pre-Workshop Assessment	40 minutes
2	Why Gender Integration is Important for Early Warning	3 hours 20 minutes
	Introduction of Concepts for Gender Integration and Early Warning	35 minutes
	Impacts of Gender Consideration Across the Early Warning Thematic Areas	1 hour 30 minutes
	Value of Inclusive and Gender-Sensitive Early Warning Systems	45 minutes
	Overview of International and Regional Instruments on Gender	20 minutes
	Overview of ECOWAS Gender Architecture	10 minutes

<b>3</b>	<b>How to Integrate Gender into Early Warning Data Analysis</b>	<b>5 hour 25 minutes</b>
	Using a Gender Lens	45 minutes
	Tools for Analyzing Gender in Early Warning Reports	1 hour 40 minutes
	Applying Gender Integration to Analysis Reports	1 hour
	Strategies for Strengthening the Gender Integration Process in ECOWAS Early Warning	45 minutes
	Case Study Review	1 hour 15 minutes
<b>4</b>	<b>Close of Module 3</b>	<b>1 hour 15 minutes</b>
	Review of Module 3	10 minutes
	Individual Action Plans	20 minutes
	Evaluations	25 minutes
	Closing Exercise	20 minutes

### Sample Agenda for Module Three

#### Day 1

9 a.m. – 10:30 a.m.	Introduction to Module – Welcome and Introductions; Objectives and Pre-Workshop Assessment
10:30 a.m. – 11:05 a.m.	Why Gender Integration is Important for Early Warning – Introduction of Concepts for Gender Integration and Early Warning
11:05 a.m. – 11:20 a.m.	Break
11:20 a.m. – 12:50 p.m.	Why Gender Integration is Important for Early Warning – Impacts of Gender Consideration Across the Early Warning Thematic Areas
1 p.m.– 2 p.m.	Lunch
2 p.m. – 3:15 p.m.	Why Gender Integration is Important for Early Warning – Added Value of Inclusive and Gender-Sensitive Early Warning Systems; Overview of Global and Regional Instruments and Mechanisms on Gender; Overview of ECOWAS Gender Architecture
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:15 p.m.	How to Integrate Gender into Early Warning Data Analysis – Using a Gender Lens
4:15 p.m. – 4:45 p.m.	Wrap-up of Day 1

## Day 2

9 a.m. – 9:30 a.m.	Review of Day 1
9:30 a.m. – 11:10 a.m.	How to Integrate Gender into Early Warning Data Analysis – Tools for Analyzing Gender in Early Warning Reports
11:10 a.m. – 11:30 a.m.	Break
11:30 a.m. – 12:30 p.m.	How to Integrate Gender into Early Warning Data Analysis – Applying Gender Integration to Analysis Reports
12:30 p.m. – 1:30 p.m.	Lunch
1:30 p.m. – 2:15 p.m.	How to Integrate Gender into Early Warning Data Analysis – Strategies for Strengthening the Gender Integration Process in ECOWAS Early Warning
2:15 p.m. – 2:45 p.m.	How to Integrate Gender into Early Warning Data Analysis – Case Study Review
2:45 p.m. – 3 p.m.	Break
3 p.m. – 3:45 p.m.	How to Integrate Gender into Early Warning Data Analysis – Case Study Review (cont'd)
3:45 p.m. – 5 p.m.	Close of Module – Review of Module; Individual Action Plans; Evaluations; and Closing Exercise

### Why Gender Integration is Important for Early Warning

For analysts, add this activity to Session 2 after 2.2 Gendered Impacts Across the Early Warning Thematic Areas.

### Value of Inclusive and Gender-Sensitive Early Warning Systems

Materials Needed: PowerPoint presentation; flip chart; markers; speakers (for videos); and Sample Role Cards handout

Time: 45 minutes

Learning Objectives: To understand how men and women can perceive and experience conflict differently; and explain why the inclusion of women's perspectives and experiences is valuable in early warning.

Instructions – Group Exercise on the Importance of Diversity in Data Collection (45 minutes)<sup>10</sup>

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<sup>10</sup> Adapted from Inclusive Security and DCAF, *A Women's Guide to Security Sector Reform: Training Curriculum* (Washington, D.C.: Inclusive Security and DCAF, 2017), Module 2, 6-7.

- ☐ Ensure there are enough role cards for all participants (see Sample Role Cards handout in annex). If there are more participants than roles, you may need to duplicate some of the roles.
- ☐ Distribute a role card to each participant with instructions not to show the card to anyone else. Then ask participants to gather in a straight line in the middle of the room, facing the front of the room.
- ☐ Explain that you are going to read a series of statements. After each statement, participants should take one step forward if the statement is true for the role they are playing. If it is not true, they should take a step backward. If the statement does not apply, they should stay put. Encourage participants to imagine what it is like to be the person they have been assigned. The descriptions are brief, so they will need to make some assumptions about what is true for their role.
- ☐ Sample statements (adapt to your training context):
  - ☐ I don't hesitate to walk home through the center of town alone.
  - ☐ If food prices increase, I won't have to worry about where my next meal comes from.
  - ☐ If a crime is committed against me, I feel safe reporting it to the correct authorities.
  - ☐ If I have a health problem, I can access medical treatment immediately.
  - ☐ I can join a legal political demonstration without fearing the consequences.
  - ☐ I know what my human rights are.
  - ☐ I can leave my partner if s/he threatens my safety.
  - ☐ If a security incident happened, I could leave the country and return easily when the situation improved.
  - ☐ I could find a new job easily.
  - ☐ I can speak about my personal life without fear.
  - ☐ I feel safe in my home and in my community.
- ☐ After reading all of the statements, ask participants to remain standing for a few minutes. Ask them to raise their hands if they can answer "yes" to the following questions:
  - ☐ Who is a woman?
  - ☐ Who is a man?
  - ☐ Who is rich/wealthy?
  - ☐ Who is poor?
  - ☐ Who belongs to a religious or ethnic minority group?

- ☐ Who lives in an urban area?
- ☐ Who lives in a rural area?
- ☐ Ask two to three participants in the front to read out their roles. Then ask two to three participants at the back to read their roles.
- ☐ Explain that this activity illustrates the need for inclusive early warning systems. If data and analysis only considered perspectives and experiences of the people in the front of the room, they might be missing important information from the people in the back of the room. Ask participants who they think is most likely to feed into news reports and other sources used for early warning and whether they feel those sources are sufficiently diverse.
- ☐ Remind participants about intersectionality. Women are a diverse group—if a woman at the front of the room is included, it does not mean she has the same perspectives and experiences as a woman in the middle or back of the room. The same can be said about men as well as individuals from the same identity group. This may mean that different groups of people may have valuable knowledge about different aspects of the five thematic areas.
- ☐ Close the exercise by asking participants what they learned from this exercise.

## How to Integrate Gender into Early Warning Data Analysis

Session 3 focuses exclusively on tools, frameworks and guidance for analysts on how to incorporate gender into data analysis for early warning. The activities in this session include strategies and tools related to identifying the data needed to create gender-sensitive analysis and reports.

### Using a Gender Lens

Materials Needed: Best Practices for Using a Gender Lens handout

Time: 45 minutes

Learning Objectives: To understand the general guiding principles for using a gender lens; and to reinforce that “gender” is not synonymous with “women” and that women represent a diverse group

Instructions – Small Group Exercise on Best Practices for Using a Gender Lens (45 minutes)

- ☐ Summarize some of the key takeaways covered in this session so far:
  - Gender roles and norms define socially appropriate roles, behaviors, activities and attributes for men and women and shape how men and women should be and act. Gender roles, norms and relations and concepts like “masculinity” and “femininity” are socially constructed, can evolve over time, and are culturally specific.
  - Gender is not synonymous with women; it is much broader and affects women, men, girls and boys.
  - It is important to recognize how intersectionality affects women’s experiences and perceptions. Women represent a very diverse group and we should not assume that all women are the same.
  - Gender integration is the process of taking into account the gender roles, norms and relations, etc. and gender-based inequalities that shape the experiences and perceptions of men and women. Gender integration is needed to ensure high quality data collection and reporting—early warning data could suffer if the different experiences and perceptions of men and women are not taken into account.
- ☐ Note that all of these factors feed into gender integration. Participants first must understand what all these concepts mean and how they shape the experiences of men and women; then participants can use that knowledge to identify ways to take gender into account in early warning. Note that participants will now be exploring tools and frameworks to help them integrate gender into their work as analysts.
- ☐ Explain that a “gender lens” is a fundamental tool for implementing gender integration. Using a gender lens means thinking about how gender norms and roles, etc. might impact or affect a particular issue, problem or event. Using a gender lens may include asking questions like:

- How does this issue or event affect men, women, boys, and girls differently? Why?
  - How might gender norms and roles, etc. shape how men, women, boys and girls experience this issue or event? Do we have sufficient data about their different experiences?
  - Could men, women, boys and girls have different information and perspectives to share about this issue or event? If yes, have the appropriate men, women, boys and girls been consulted?
  - How might other socio-cultural norms (related to ethnicity, religion, tribe and age, etc.) shape how men, women, boys and girls experience this issue or event?
- Highlight that much of the analysis and work that participants have done so far has included using a gender lens. Analysts should incorporate this practice into every aspect of their work.
  - Distribute the Best Practices for Using a Gender Lens handout (see annex). Explain that the handout lists “What you should NOT do” when using a gender lens. Participants will work in small groups to complete the handout: Complete sections on what you should do when using a gender lens and why it’s important to do so for early warning, and brainstorm four questions that analysts should ask when using a gender lens (one example is provided on the handout). (20 minutes)
  - After the groups have completed the handout, discuss their answers in the plenary. (15 minutes) Sample answers are included below in **green**. As participants share their answers, consider asking them for examples of how this might apply to early warning.

Table 5: Best Practices for Using a Gender Lens

Best Practices for Using a Gender Lens <sup>11</sup>		
What you <b>SHOULD NOT</b> do when using a gender lens	What you <b>SHOULD</b> do when using a gender lens	Why it is important to do so for early warning
Exclusively focus on women	Look at the inequalities and different roles between and among women and men; and consider the different experiences and perceptions of men and women and how	This is important because there is a wider tendency to equate gender with women. But gender does not just concern women; gender represents the social constructions of how men, women, boys and girls should act. In order to understand the dynamics of

<sup>11</sup> Adapted from Simon J.A. Mason, Anna Hess, Rachel Gasser, Julia Palmiano Federer, “Exercise: What a Gender Analysis is (or is not) in Conflict Analysis and Peacebuilding,” in *Gender in Mediation: An Exercise Handbook for Trainers* (Zurich: Center for Security Studies ETH Zurich and swisspeace, 2015), 112-115.

	gender roles and norms, etc. might shape those different experiences and perceptions	gender, all of these perspectives and experiences must be taken into account. Note that programming and interventions can focus on only men or only women, but these programs should not be referred to as “gender programs and interventions.”
Treat women and men the same	Conduct data collection and analysis that considers inequalities and differences between women and men	While we may strive for gender equality, we are not there yet. It is therefore important to acknowledge gender norms and roles, etc., the historical and systematic bias and discrimination of women and girls (i.e., issues of gender inequality, and how those factors may impact women’s and men’s experiences. For example, when considering pastoralist/farmer tension or conflict, you cannot assume that men’s and women’s experiences and perceptions will be the same. They may have different information to offer about the same issue or event.
Strive for equal or 50/50 (men/women) participation	Move beyond counting the number of participants and instead look at the quality of participation	Equal representation does not necessarily mean equal participation or impact. Sometimes women may be present, but that does not always mean that their opinions and views will be equally valued. Think about your data sources: Are they interviewing both men and women? And are they incorporating views from men and women? Also, think about the issue or event you are assessing. Based on what you know about gender norms and roles, etc., are men and women equally both impacted? If women or men are more likely impacted, are their opinions given equitable weight?
Assume that all women (or all men) will have the same interests	Understand the differences among different groups of women (and men)	Every individual has multiple identities: gender, religion, nationality and ethnicity, etc. To assume that all women are the same neglects power and privilege disparities among women (e.g., women from minority groups, women with disabilities and poor women). Early warning issues or events will affect these different groups of women differently. So, it is important to take into account those differences and make sure that various experiences and perspectives are included.

Assume who does what work and who has which responsibilities	Understand the specific situation and document actual conditions and priorities	Whenever possible, it is best practice to operate on actual knowledge and facts instead of assumptions. This is particularly important for gender norms and roles, etc. For example, if you assume that women and girls are primarily responsible for collecting water and that is not the case, you might be seeking information about water shortages from the wrong cohort.
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## Tools for Analyzing Gender in Early Warning Reports

**Materials Needed:** PowerPoint presentation; flip chart; markers; and Gender Integration Questions for Data Analysis handout, Sample Incident Reports handout, Gender Analysis Practice handout and Gender Vulnerabilities and Capacities in Early Warning Reports handout

**Time:** 1 hour 40 minutes

**Learning Objectives:** To describe the type of data needed to understand gender dimensions in ECOWARN reports; to apply data analysis questions that elicit important insights about gender and early warning; and to understand how gendered vulnerabilities and capacities link to early warning

**Instructions – Pairs or Triads Exercise on Using Gender Integration Questions for Data Analysis (50 minutes)**

- Explain that from this point forward, participants will be using everything they learned about gender to inform how they assess the data received through the ECOWARN system and how they synthesize and produce reports. Participants will be thinking about best practices to incorporate gender considerations into their early warning reporting.
- Begin by introducing the Gender Integration Questions for Data Analysis handout. The handout features some data analysis questions that can help to illuminate important gender integration considerations. Review the categories and note that for the “Other Considerations” category participants should add additional questions or lines of inquiry that they use in their regular data analysis process. Also note that this is just a preliminary list—they may want to add additional questions (space is provided). The questions are listed below as well as in the handout.
  - How: Does the property damage have any gender implications (e.g., market stalls were destroyed, which has a disproportionate effect on women because they are the majority of sellers in the market)? Did the incident link to particular gender norms, roles and relations, etc. or any other events that may have gender-related impacts (e.g., this episode of cattle rustling is linked with rituals in which adolescent boys who conduct the raid ascend to manhood)?

- Who: How many perpetrators are men? How many are women? How many victims are men? How many victims are women? How were men and women affected differently (e.g., men comprised most of the dead and injured because of their role as defenders of the community; women were primarily those abducted by the perpetrators because women are seen as valuable commodities for human trafficking)?
- What: What is the gender breakdown for deaths and injuries (i.e., how many men and women)? Have sexual assaults occurred?
- Where: Where did the incident occur? Are there any gender-related implications related to the location of the incident (e.g., the event caused major flooding of homes, which resulted in a disproportionate number of drowning deaths of women and children because most women are at home taking care of their children)?
- When: When did the incident occur? Is the incident linked to other cyclical (e.g., yearly, monthly and weekly) gender-related events (e.g., cattle rustling related to manhood rituals typically occurs in the spring of every year)? Is the incident linked to previous gender-related events (e.g., the attack was a reprisal for sexual assaults against women that had occurred last month)?
- Other considerations: Have similar gender-related events occurred in other areas? Is the response by authorities taking gender into account?
- Ask participants why these questions are important for early warning. These answers could include: We need enough information to identify trends (e.g., that particular incidents are having a disproportionate effect on women; and that every year during Moran rituals a certain incident occurs); we need the information to create an accurate picture of what happened; and by using this information we can better understand what triggered this and similar events; etc.
- Explain that participants will use these questions to assess two incident reports. Participants will identify what gender-related information they have and what additional information is needed using an Incident Report about a Boko Haram attack in Nigeria in October 2016 and another about labor strikes in Cote d'Ivoire in July 2015. Note that participants will have to decide whether enough gender-related information is provided or if additional information is needed.
- Divide participants into pairs or triads and distribute the Sample Incident Reports and Gender Analysis Practice handouts. Give participants 20 minutes to complete the Gender Analysis Practice handout.
- In the plenary, ask participants to share what they discussed. Capture the responses on a flip chart (one flip chart for each Incident Report).
- Close by noting that in some cases there may be few gender implications. The Incident Report on the labour strike in Abidjan included information about how many women and men were arrested, but not much else was provided, and there may not be any

other critical gendered aspects to uncover. Participants will need to use their judgment on what gender aspects need further research.

### Instructions – Pairs or Triads Exercise on Assessing Gender Vulnerabilities and Resilience in Early Warning Reports (50 minutes)

- Explain that participants will be learning how to use another tool to assess gender in early warning reports and introduce the first page of the Gender Vulnerabilities and Resilience in Early Warning Reports handout. This tool can be used in addition to the gender integration questions used in the previous exercise. Looking at gender vulnerabilities and resilience simply provides another lens in which to consider gender in early warning reports.
- Begin by guiding participants through the various headings of the matrix:
  - Vulnerabilities: Long-term factors that weaken people's ability to cope with sudden incidents or drawn-out emergencies. They also make people more susceptible to disasters. For instance, those who experience regular mudslides in an urban area may have vulnerabilities linked to those factors that directly contribute to the suffering caused by the mudslide (crowding and building homes on unstable land) and to others that indirectly affect the community's ability to respond to a crisis (rural-to-urban migration, lack of government legislation on building codes and absence of strong community organizations).
  - Resilience: Existing strengths of individuals and social groups. They are related to peoples' material and physical resources, their social resources, and their beliefs and attitudes. Capacities are built over time and determine people's ability to cope with crisis and recover from it.
- Explain that the purpose of this matrix is to further identify how women and girls and men and boys may be affected differently by a particular incident or event. The information gathered should help analysts to identify areas where additional information is needed.
- In the plenary, work through one example to help participants understand how to use the matrix. Share the following prompt on a PowerPoint slide (Note: This is the same prompt as page 2 of the Gender Vulnerabilities and Resilience in Early Warning Reports handout):

Incident Report, 4 July 2013, Greater Monrovia, Montserrado, Liberia: "It is becoming [a] matter of concern for people go to the leeward counties and collect their relatives' children under the pretense that the kid will have access to education and better livelihood. Unfortunately, many of the kids are being use as bread winners for the adopted parents. This little girl (pictured attached) is from Bong County but currently resides with her adopted parents. She was brought to Monrovia for schooling by her aunty. Currently the little girl age 11 years and is not going to school—she has been forced into domestic work."

- Ask participants to identify some individual vulnerabilities and capacities for women and girls and capture on a flip chart. Then ask participants to identify some individual vulnerabilities for men and boys and capture on a separate flip chart. Lastly, ask participants to identify some community and organization vulnerabilities and capacities and capture on a separate flip chart, making sure to note which apply to women and girls, men and boys, and both. (see table below for sample answers). After the flip charts are completed, ask participants to share what additional gender-related information they might look for given this analysis.
- Now that participants are familiar with how to use the matrix, distribute page three of the Gender Vulnerabilities and Capabilities in Early Warning Reports handout and ask participants to complete the exercise in pairs or triads. (20 minutes)
- After groups have completed the matrix, facilitate a plenary discussion to go over their answers. Make sure to solicit answers from each pair or triad. See table below for sample answers.

Table 6: Sample Answers for 2013 Incident Report from Liberia

	Women and Girls		Men and Boys	
	Vulnerabilities	Resilience	Vulnerabilities	Resilience
Individual	Girls may be at greater risk when child labor needs are associated with domestic work, childcare, the sex trade and other areas where girls' labor is more valuable than boys' labor based on existing gender norms and roles. Could be questions around credibility if children were to report their situation—perhaps worse for girls. May not have knowledge of whom to report to and where and how.	Ties to their biological family	Boys may be at greater risk when child labor needs are associated with more physical labor (e.g., mining) and other areas where boys' labor is more valuable than girls' labor based on existing gender norms and roles. Could be questions around credibility if children were to report their situation. May not have knowledge of whom to report to and where and how.	Ties to their biological family

Community or Organization	Poverty and/or lack of opportunity where family resides, which causes parents to want to send their children to Monrovia	Strong family structure; parents' desire for education and better livelihood for their children	Poverty and/or lack of opportunity where family resides, which causes parents to want to send their children to Monrovia; because gender norms and roles dictate that men should be breadwinners, this may put boys at greater risk than girls.	Strong family structure; parents' desire for education and better livelihood for their children
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Given this information, what additional gender-related information might you need to complete your analysis?

Participants could consider whether the rate of girls' and boys' abduction is the same; what areas of work girls and boys are being funneled into; whether and how the police or authorities are involved regarding both girls and boys; whether biological parents are aware of the problem regarding both girls and boys; and if biological parents have different incentives for sending away their daughters vs. sons.

Table 7: Sample Answers for CRVA Report from Nigeria

	Women and Girls		Men and Boys	
	Vulnerabilities	Resilience	Vulnerabilities	Resilience
Individual	<p>Women and girls are victims of cult violence and sexual assault and cannot report those incidents to authorities.</p> <p>Teens become pregnant after seeking protection from military officers.</p>	Individual links with military provide perceived protection from cult violence	<p>Their family members may be killed if they report on cult activities.</p> <p>Unclear if men are also direct victims of cult violence</p>	Some men are willing to report cult activities to the police.

Community or Organization	Communities have been displaced by violence.  Culture of fear  Lack of policing resources and corruption	Supporting military deployment to reduce cult activities	Communities have been displaced by violence.  Culture of fear  Lack of policing resources and corruption  Tacit support for cult groups from male political and traditional leaders	Military deployment to reduce cult activities
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Given this information, what additional gender-related information might you need to complete your analysis?

Participants could ask whether men also direct victims of cult violence; what are the differences in how men and women are affected by cult violence; what men and women are doing to prevent violence given that the police are ineffective; and what may be some of the long-term effects of the teen pregnancies that are occurring.

## Applying Gender Integration to Analysis Reports

**Materials Needed:** PowerPoint presentation; flip chart; markers; and Gender Integration Questions for Data Analysis handout, Sample Regional Human Security Report handout and Gender Integration for Analysis Reports handout

**Time:** 1 hour

**Learning Objectives:** To use gender integration questions to identify gender gaps in analysis reports; and to identify gaps where gender analysis is absent and strategies for addressing those gaps

**Instructions – Pairs/Triads Exercise on Conducting a Gender Assessment of a Regional Human Security Report (1 hour)**

- ☐ Explain that participants will now use the same gender integration skills to assess an analysis report or Regional Human Security Report. Analysts not only must know how to identify gender gaps in incident and situation reports, they must also be aware of how to avoid gender gaps in their reports as well.
- ☐ Revisit the five thematic areas relating to human security and early warning and participants' prior work on gender norms and their impact on men's and women's experiences across the thematic areas. Explain that in this activity, participants will use that knowledge to assess whether and how gender is integrated into a sample report.
- ☐ Divide participants into pairs or triads and distribute the Gender Integration Questions for Data Analysis handout, Sample Regional Human Security Report handout, and Gender Integration for Analysis Reports handout. In pairs or triads, ask participants to use the gender integration questions (same as the previous exercise) to review the sample report and synthesize the information into the Gender Integration for Analysis Reports handout. Before disbursing into pairs or triads, ask participants to look at page four of the handout—the section for “Health” is already completed and they can use it as an example. There was no gender information provided for this section so there is a lot of additional information to look for. Give participants 30 minutes to complete the exercise.
- ☐ After the 30 minutes, assemble participants back into the plenary and facilitate an open discussion on strategies to better integrate gender, capturing ideas on a flip chart. It may be helpful to structure the discussion by thematic area (i.e., start with Crime and Criminality and work your way down the list). Make sure to get input from every group.

## Strategies for Strengthening the Gender Integration Process in ECOWAS Early Warning

Materials Needed: PowerPoint presentation; flip chart; markers; and Strengthening Gender Analysis in ECOWAS Early Warning handout

Time: 45 minutes

Learning Objectives: To define concrete strategies for incorporating gender into ECOWAS early warning analysis and reporting

Instructions – Pairs Exercise on Strengthening the Gender Analysis Process for Early Warning (45 minutes)

- Note that thus far participants have been identifying ways in which existing reports fail to adequately integrate gender. Explain that participants will now discuss opportunities for and challenges to strengthening gender analysis in the ECOWAS early warning process.
- Divide participants into pairs or triads (preferably different partners from the previous exercise) and distribute the Strengthening Gender Analysis in ECOWAS Early Warning handout. Ask participants to discuss the questions on the handout: (15 minutes)
  - What is your current data analysis process? Is there room in this process for gender analysis? Where are some natural entry points (e.g., sex disaggregated data)? What are some other ways to incorporate gender?
  - What are some of the challenges in incorporating gender into data analysis (e.g., not enough gender-specific data)?
  - What are some ways to mitigate those challenges? What changes in the data collection and analysis process would help you to better incorporate gender?
  - What resources do you need to better incorporate gender into your analysis?
- Ask participants to share their thoughts in a plenary discussion. The purpose of the discussion is to draw out concrete strategies that participants can implement to better integrate gender; discuss and address participants' concerns about how to obtain appropriate gender data; and identify ways to improve the data collection and analysis process to support stronger gender analysis (e.g., if the problem is that analysts are not receiving enough gender data from Field Monitors, what can be done to address this? What kind of information would analysts find helpful?). Make sure to capture concrete strategies and actionable items on a flip chart. At the end of the discussion, ask participants how they would like to carry those items forward. (30 minutes)

## Case Study Review

**Materials Needed:** Flip chart; markers; Case Study – Instructions handout, Case Study – Data Set handout, Gender Integration for Data Analysis handout and Gender Vulnerabilities and Resilience Matrix handout

**Time:** 1 hour 15 minutes

**Learning Objectives:** To understand how to apply gender integration concepts from Session 2 and gender integration tools introduced in Session 3 to data analysis for early warning

**Instructions – Small Group Exercise to Apply the Tools and Skills Learned in Previous Sessions (1 hour 15 minutes)**

- ☐ Divide participants into small groups (four to five participants per group) and distribute the case study materials, which include the Case Study – Instructions handout, Case Study – Data Set handout, Gender Integration for Data Analysis handout and a blank Gender Vulnerabilities and Resilience Matrix handout (see annex). It may be helpful to give each group scratch paper, a flip chart and markers. Explain that participants will work in small groups to review the case study materials and develop a plan for addressing gender gaps in the data. Make a note that the data presented has come from various sources and for the purposes of this exercise they are to pretend that their jurisdiction includes Guinea.
- ☐ Before participants break into their groups, it may be helpful to refer to the flip charts from previous activities to remind them why gender integration is important for early warning. Also encourage them to refer to their completed Best Practices for Using a Gender Lens handout and their Gender Integration Questions for Data Analysis handout.
- ☐ Give participants around 40 minutes to complete the exercise.
- ☐ After the small group discussions, lead a plenary debriefing following the questions on the Case Study – Instructions handout. For Questions 1 and 2, the discussion can be more informal and popcorn-style in order to allow all groups to participate. For example, consider having each group share one or two pieces of information they have about gender and continue until all the information has been shared. Use your discretion as a facilitator but consider capturing responses for Questions 1 and 2 on separate flip charts. For Question 3, have each group present their plan for addressing gender gaps in the data (three minutes per group). In the plenary discussion, remind participants of the following points:
  - Gender is not synonymous with women; it is much broader and affects women, men, girls and boys.
  - Gender integration is about making sure that the perspectives and experience of women, men, girls and boys are reflected in data for early warning.
  - Use prompts to gain a deeper understanding of popular, localized and everyday conceptions of what counts as early warning information.
  - Make sure to include analysis of critical actors, especially youth and women.

- Prioritize data on the protection of girls and women from adverse or violent situations, especially GBV.
  - Identify the gendered signs of conflicts and disasters before they occur.
  - Be anchored in the social capital of women, youths and men at the grassroots levels.
- Leave five minutes at the end of the plenary discussion so participants can reflect on how they could adapt these approaches to their work as analysts. Capture responses on a flip chart.

## MODULE THREE ANNEXES

### Annex 3.1. Sample Role Cards

<p>You are a 16-year-old boy, living with your parents in the capital city. You belong to a religious minority and are feeling increasingly marginalized because of your religion. Recently you were approached by a recruiter for an armed group.</p>	<p>You are a 25-year-old man. You live in the slums. You haven't been able to find regular employment and sometimes sell drugs on the side. You have lived in the slums your whole life and because of your connections, you know what potential flash points may arise.</p>	<p>You are a 30-year-old woman. You live in the capital city with your husband and four children. Your husband is physically abusive, but you cannot leave him because you don't know how you would care for your children. You are uneducated and have no employment prospects.</p>
<p>You are a 50-year-old widow who runs an informal women's shelter in your home. You do this work because you were once a victim of domestic violence. But your neighbors are disrespectful and claim you are running a brothel. Recently there has been an increase in the number of women coming to you for help.</p>	<p>You are a 35-year-old single man working as a corporate lawyer. Your younger brother joined a terrorist organization last year and has recently reached out to you. You are worried that his involvement could get you into trouble.</p>	<p>You are a 21-year-old woman who recently graduated from a university. You live in a city but are having a hard time finding a job; you believe that employers do not want to hire you because you are a woman and an ethnic minority.</p>
<p>You are a 35-year-old single woman who lives in the capital city. You were recently attacked when walking home from work at night. However, you are afraid to go to the police to report the crime because you are an ethnic minority and worry they will harass you further.</p>	<p>You are a 35-year-old man living in a city with your wife and two children. You have a senior-level position in the mayor's office, but you feel like you have little influence and decision-making power because you were appointed as a representative of a minority group.</p>	<p>You are a 25-year-old man. You are an ethnic minority, but you live in a region where ethnic minorities are the majority. You recently moved to the largest city in the region and are now working as an accountant for a well-established firm.</p>

<p>You are a 45-year old man. You run a small business in a rural area. One of your children is sick from a mysterious illness and several others in the community have already died. You and your neighbors are feeling increasingly frustrated by the lack of attention and resources available.</p>	<p>You are a 45-year-old woman. You have a husband and two children and work for the government. You run your own department and are well-respected among your colleagues.</p>	<p>You are a 55-year-old woman. Your husband died two years ago and now you manage his business in a small, rural town. Business has gone down since your husband died, in part because you have not remarried.</p>
<p>You are a 55-year-old woman. You and your husband run a lucrative commercial farm, the largest in the region. The farm has been in your family for two generations.</p>	<p>You are a 30-year-old woman living in a rural town. You belong to the majority religious group; however, your husband belongs to a minority religious group. You have been treated poorly by your neighbors because you are an interfaith couple.</p>	<p>You are a 45-year-old man with a wife and three children. You worked for a mining company in a rural area but were recently laid off. You are having a hard time finding another job and are considering leaving your family to find a job in the city.</p>
<p>You are a 20-year-old woman living in a poor rural community. You belong to a religious minority and recently your friends have started talking about joining an armed group to make money and leave to make a better life.</p>	<p>You are a 60-year-old man serving as a well-respected leader of a rural community. Your father and grandfather were both leaders of the same community and you have continued the family tradition.</p>	<p>You are a 50-year-old man. You work as a banker and live in a wealthy neighborhood. You have never experienced discrimination because of your religion, ethnicity or gender.</p>

### Annex 3.2. Best Practices Template for Using a Gender Lens<sup>12</sup>

What you <b>SHOULD NOT</b> do when using a gender lens	What you <b>SHOULD</b> do when using a gender lens	Why it is important to do so for early warning
Exclusively focus on women		
Treat women and men the same		
Strive for equal or 50/50 (men/women) participation		
Assume that all women (or all men) will have the same interests		
Assume who does what work and who has which responsibilities		

Questions that analysts should ask when applying the gender lens:

1. How does this issue or event affect men, women, boys and girls differently? Why?
2. What are the specific needs for each affected category?

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<sup>12</sup> Adapted from Simon J.A. Mason, Anna Hess, Rachel Gasser, Julia Palmiano Federer, “Exercise: What a Gender Analysis is (or is not) in Conflict Analysis and Peacebuilding,” in *Gender in Mediation: An Exercise Handbook for Trainers* (Zurich: Center for Security Studies ETH Zurich and swisspeace, 2015), 112-115.

### Annex 3.3. Gender Integration Questions for Data Analysis

	Initial questions to help explore gender dimensions
<b>HOW</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the property damage have any gender implications? (e.g., market stalls were destroyed, which has a disproportionate effect on women because they are most of the sellers in the market)</li> <li><input type="checkbox"/> Did the incident link to gender norms, roles and relations, etc. or any other events that may have gender-related impacts (e.g., this episode of cattle rustling is linked with rituals in which adolescent boys who conduct the raid ascend to manhood)?</li> </ul>
<b>WHO</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How many perpetrators are men? How many are women?</li> <li><input type="checkbox"/> How many victims are men? How many victims are women?</li> <li><input type="checkbox"/> What is the gender breakdown (i.e., how many men and women) for deaths and injuries?</li> <li><input type="checkbox"/> How were men and women affected differently (e.g., men comprised most of the dead and injured because of their role as defenders of the community; women were primarily those abducted by the perpetrators because women are seen as valuable commodities for human trafficking)?</li> </ul>
<b>WHAT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the gender breakdown (i.e., how many men and women) for deaths and injuries?</li> <li><input type="checkbox"/> Have sexual assaults occurred? Who has been impacted (i.e., how many men, women, girls and boys)?</li> </ul>
<b>WHERE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Where did the incident occur?</li> <li><input type="checkbox"/> Are there any gender-related implications related to the location of the incident (e.g., the event caused major flooding of homes, which resulted in a disproportionate number of drowning deaths of women and children because most women are at home taking care of their children)?</li> </ul>
<b>WHEN</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When did the incident occur?</li> <li><input type="checkbox"/> Is the incident linked to other cyclical (e.g., yearly, monthly and weekly) gender-related events (e.g., cattle rustling related to manhood rituals typically occurs in the spring of every year)?</li> <li><input type="checkbox"/> Is the incident linked to previous gender-related events (e.g., the attack was a reprisal for sexual assaults against women that had occurred last month)?</li> </ul>
<b>OTHER CONSIDERATIONS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have similar gender-related events occurred in other areas?</li> <li><input type="checkbox"/> Is the response by authorities taking gender into account?</li> </ul>

### Annex 3.4. Sample Incident Reports

Incident Report No. 1	
<b>Incident Type</b>	Armed attack
<b>Incident Location</b>	Nigeria
<b>Incident Location Details</b>	Ghashghar in northeast Borno State
<b>Incident Date</b>	16 Oct. 2016
<b>Incident Context</b>	Public place (Not in a vehicle)
<b>Interaction</b>	Unknown
<b>Property Loss Value</b>	Exact value unknown but likely in excess of 2,000 USD
<b>Information Source</b>	Social media (blogs, Twitter or Facebook)
<b>Information Credibility</b>	Credible: eye-witnessed or credible information
<b>Geographic Scope</b>	National: contained within a single country
<b>Primary Impact of Incident</b>	Subnational: event is relevant primarily to community level
<b>Human Deaths</b>	Overall known count: 20
<b>Human Injuries</b>	Estimated overall range: From 20 to 30
<b>Sexual Assaults</b>	Unknown
<b>Damage</b>	Minor: Property damage is minor or moderate
<b>Immediate Response</b>	Response by officials
<b>Thematic Issues</b>	Crime, corruption and safety; and security, arms and armed conflict
<b>Perpetrator(s)</b>	Boko Haram
<b>Victim(s)</b>	Nigeria, soldiers in northeastern Nigeria
<b>Full Description</b>	<p>Boko Haram on Monday claimed it killed 20 soldiers in northeastern Nigeria, in violence marring the celebrations following the release of some of the kidnapped Chibok schoolgirls. The group said in a statement that it “stormed a joint position of the armies of Nigeria and Niger” in the town of Ghashghar in northeast Borno State. It claimed it killed 20 soldiers and wounded dozens of others. Soldiers were taken by surprise when Boko Haram militants fired rocket-propelled grenades. “I was called by two of my contacts...informing of an attack late yesterday,” a community leader from the area said. “According to them, Boko Haram launched an attack with heavy guns and rocket-propelled grenades on the soldiers. The soldiers suffered huge casualties because they were taken off-guard. They never anticipated such an attack,” he said, adding that the jihadists stole six military vehicles and weapons.</p>

Incident Report No. 2	
<b>Incident Type</b>	Labour strikes
<b>Incident Location</b>	Cote d'Ivoire
<b>Incident Location Details</b>	Abidjan
<b>Incident Date</b>	27 July 2015
<b>Incident Context</b>	Public place (Not in a vehicle)
<b>Interaction</b>	Interpersonal (physical interaction)
<b>Property Loss Value</b>	No property loss
<b>Information Source</b>	Mass media or the conventional press
<b>Information Credibility</b>	Credible: eye-witnessed or credible information
<b>Geographic Scope</b>	National: contained within a single country
<b>Primary Impact of Incident</b>	National: event is relevant primarily to national level
<b>Human Deaths</b>	None
<b>Human Injuries</b>	None
<b>Sexual Assaults</b>	Unknown
<b>Damage</b>	None: Property damage is absent or negligible
<b>Immediate Response</b>	Response by officials
<b>Thematic Issues</b>	Governance, political action and the law; economy, trade and manufacturing
<b>Perpetrator(s)</b>	Government
<b>Victim(s)</b>	Government
<b>Full Description</b>	It comes to 24 officers of the Ministry of Trade, including four women who were arrested yesterday, July 27, 2015, in the commune of the plateau while they were observing a strike. They are currently held at the prefecture of police in Abidjan (municipality of the plateau).

### Annex 3.5. Template for Gender Analysis Practice

Use this worksheet in conjunction with the Gender Integration Questions for Data Analysis handout.

	<b>What information do you have about gender?</b> (e.g., what do you know about sex disaggregation; how the incident effects men and women differently; and how are gender norms and roles, etc. linked to the incident)	<b>What information do you need?</b> <b>How will you get that information?</b> (e.g., news reports, other data sets and interviews)
<b>HOW</b>		
<b>WHO</b>		
<b>WHAT</b>		
<b>WHERE</b>		
<b>WHEN</b>		
<b>IMPACT</b>		
<b>OTHER CONSIDERATIONS</b>		

### Annex 3.6. Template for Gender Vulnerabilities and Resiliencies in Early Warning Reports

	Women and Girls		Men and Boys	
	Vulnerabilities	Capacities	Vulnerabilities	Capacities
Individual What are the ways in which men and boys and women and girls in the community are vulnerable as a result of the incident? What productive resources, skills and hazards exist?				
Community or Organization What was the social structure of the community before the incident and how did it serve them in the face of the incident? What has been the impact of the incident on social organization?				

Given this information, what additional gender-related information might you need to complete your analysis?

#### **Sample Analysis: Gender Vulnerabilities and Resiliencies in Early Warning**

Incident Report, 4 July 2013, Greater Monrovia, Montserrado, Liberia: “It is becoming [a] matter of concern for people go to the leeward counties and collect their relatives’ children under the pretense that the kid will have access to education and better livelihood. Unfortunately, many of the kids are being use as bread winners for the adopted parents. This little girl (pictured attached) is from Bong County but currently resides with her adopted parents. She was brought to Monrovia for schooling by her aunty. Currently the little girl age 11 years and is not going to school – she has been forced into domestic work.”

	Women and Girls		Men and Boys	
	Vulnerabilities	Resilience	Vulnerabilities	Resilience
Individual What are the ways in which men and boys and women and girls in the community are vulnerable as a result of the incident? What productive resources, skills and hazards exist?	Girls may be at greater risk when child labor needs are associated with domestic work, childcare, the sex trade and other areas where girls' labor is more valuable than boys' labor based on existing gender norms and roles. Could be questions around credibility if children were to report their situation—perhaps worse for girls. May not have knowledge of whom to report to and where and how.	Ties to their biological family	Boys may be at greater risk when child labor needs are associated with more physical labor (e.g., mining) and other areas where boys' labor is more valuable than girls' labor based on existing gender norms and roles. Could be questions around credibility if children were to report their situation. May not have knowledge of whom to report to and where and how.	Ties to their biological family
Community or Organization What was the social structure of the community before the incident and how did it serve them in the face of the incident? What has been the impact of the incident on social organization?	Poverty and/or lack of opportunity where family resides, which causes parents to want to send their children to Monrovia	Strong family structure; and parents' desire for education and better livelihood for their children	Poverty and/or lack of opportunity where family resides, which causes parents to want to send their children to Monrovia; and because gender norms and roles dictate that men should be breadwinners, boys may be at greater risk than girls	Strong family structure; and parents' desire for education and better livelihood for their children

Given this information, what additional gender-related information might you need to complete your analysis?

Participants can consider whether the rate of girls' and boys' abduction is the same; what areas of work girls and boys are being funneled into; whether and how the police or authorities are involved regarding both girls and boys; whether biological parents are aware of the problem regarding both girls and boys; and if biological parents have different incentives for sending away their daughters vs. sons.

### **Sample Reports: Gender Vulnerabilities and Resiliencies in Early Warning**

CRVA Report, Nigeria: Cult violence was highlighted as one of the most pervasive issues throughout the Niger Delta region of Nigeria. Cult violence manifested in communities through incidents of criminality, murder, kidnapping, rape and arms proliferation. The impacts of cult clashes include communities displaced from the violence, as well as development of a culture of fear in which many people don't leave their homes after 5 p.m. Many of these impacts are keenly felt by vulnerable community members such as women and girls.

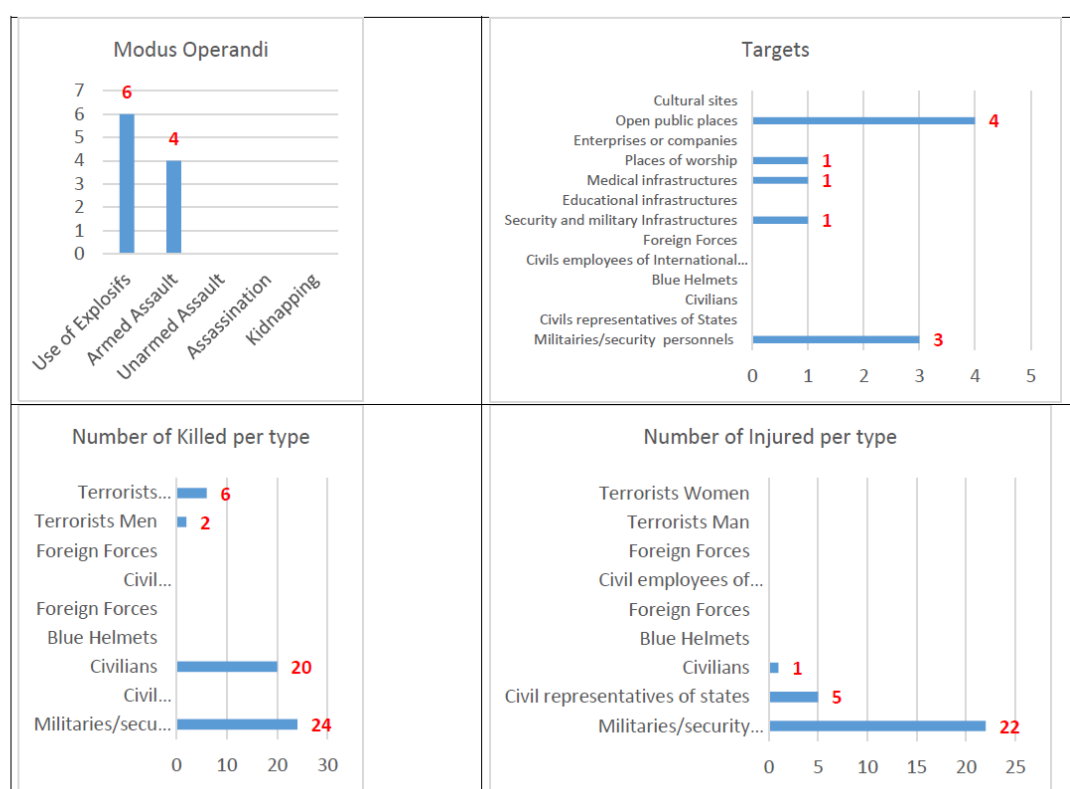
The ongoing cycle of violence is often linked directly to elections and politics-with predominately male cult groups frequently hired by opposing politicians for voter intimidation, often escalating into group clashes. Part of the reason cult violence remains so difficult to curb is that it has tacit support from male political and traditional leaders, who use cult resources to maintain power and control of resources. A lack of policing resources and corruption has enabled cult groups to operate with relative impunity-particularly against women and girls who feel disempowered and stigmatized by the culture of silence around reporting violence and sexual assault. In one anecdote during a focus group Discussion, a participant related how a man had tried to report to the police that the cult group in his community was accruing weapons. The group responded by murdering the man's sister. For many participants, there was a perception that reporting cult incidents to police would be at best ineffective, and at worst, endanger their own lives. While the military has been deployed to some communities to try to reduce cult group activities, such as in Rivers state, this in itself has produced issues. During a women's FGD in Rivers, they highlighted the issue of young girls being impregnated by military personnel. For many of these girls and their families, being associated with a military officer meant protection from the cult groups. As one woman related, "The military are now our neighbors and they are not helping. Teenage girls in secondary school are being impregnated by the military. They have the perception that if you date a military man, then you have protection against the cult boys."

### **Sample Regional Human Security Report**

#### **I. Security**

During the period under review, terrorist incidents, as in the previous month, occurred respectively in the Lake Chad Basin and in the Sahel-Sahara zone.

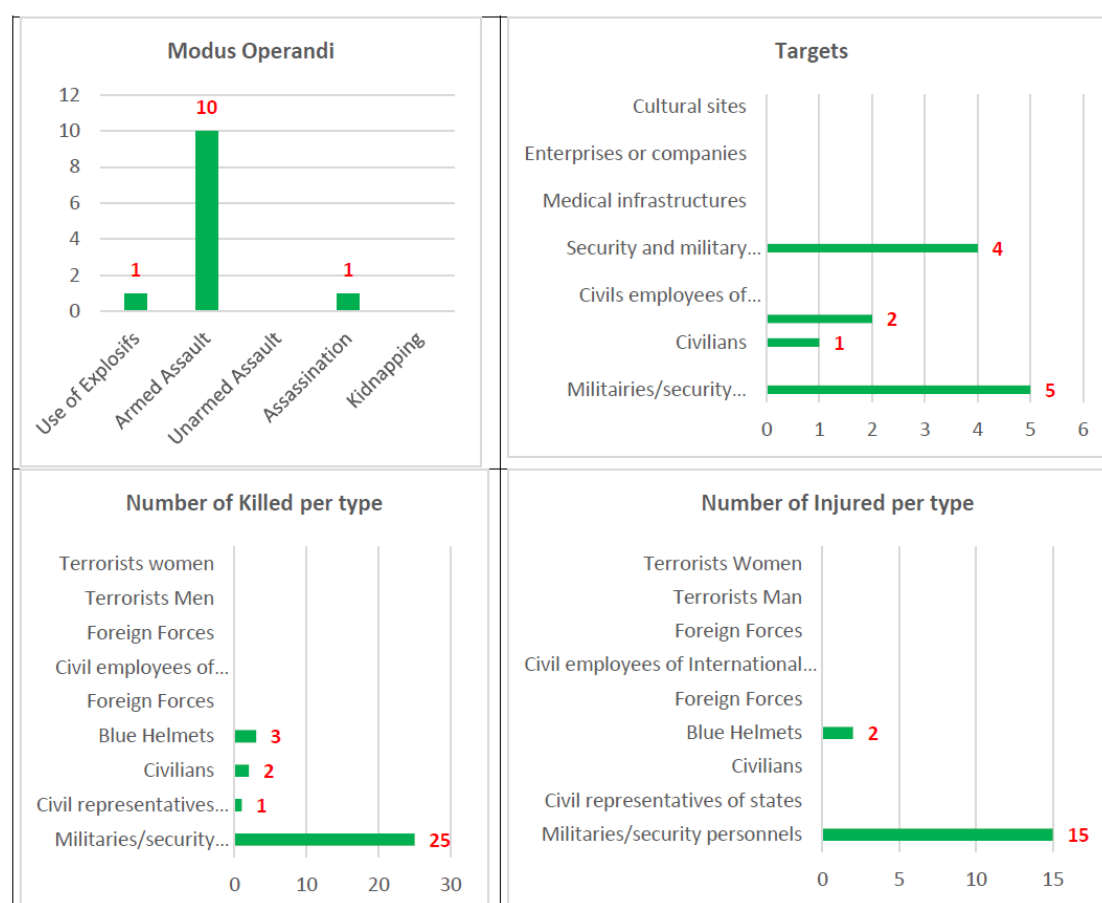
In the Lake Chad Basin, there is an increase of 11 percent in the number of incidents compared to last month, while a decrease in the number of deaths of 24 percent is observed, compared to the previous month, with a dramatic increase in the number of military deaths, which was zero last month. The mode of operation of Boko Haram and the West African arm of the Islamic State consisting of detonating explosions with the help of kamikazes has not changed; neither has their targets. Indeed, civilians remain the main targets of these terrorist groups this month as was the case last month.



The two subzones of the Sahel-Sahara region, namely the Sahara and the Liptako-Gourma, experienced terrorist activities during the month under review. More specifically, 12 terrorist attacks were carried out in this area, a 25 percent reduction in incidents compared to the previous month and a 25 percent increase in the number of deaths, mainly military forces, during the same period. There has been a pattern of terrorist group actions, consisting mostly of assassinations of suspected government informants, surprised attacks on army positions and the use of improvised explosive devices, which is gaining momentum in Burkina Faso.

However, two terrorist incidents in this region illustrates the magnitude of the threat: the ambush against a patrol of Nigerian and American military, killing nine Nigerian and some American military officers. The other incident is the attack against the convoy of the President of the High Court of Justice of Mali in central Mali. In both cases, it is important to emphasize that ambushes require thorough planning by terrorists, and especially indicates that information is being provided to terrorists by their accomplices within communities.

In terms of counterterrorism, the Nigerian military continues to achieve operational successes, as evidenced by the announcement from the military hierarchy, that the army, in a month, was able to neutralize 40 terrorists, arrested 18 and released 230 hostages. In addition, the closed-door trials of more than 2,300 suspected terrorists began early this month. On the other hand, the G5 Sahel force started its first patrol this month. The force is made up of forces from Burkina Faso, Chad, Mali, Mauritania and Niger and has a UN Security Council mandate to fight terrorism in the Sahel belt.



A projection over the next month of the moving average of the terrorist incidents increased by 10 percent, indicating the possibility of 16 terrorist incidents for November, with again a high probability of concentration of incidents in Nigeria. On the theatre of the Sahel-Sahara region, over the next month of the moving average, the terrorist incidents will increase by 10 percent, indicating the possibility of 12 terrorist incidents in November, with a high probability of concentration of incidents is foreseen in Mali and increase of incidents in Burkina Faso.

However, the start of the G5 Sahel patrol operations will increase the security presence on the border states of the G5 Sahel and the capital cities of G5 States, though the terrorists will strive to make the presence of the G5 Sahel forces not impactful. Another key achievement to respond to terror threats is the launching of the ECOWAS first national Early Warning Center and Coordination Mechanism in Bamako, Mali, on 14th October.

## **II. Governance and Human Rights**

After the holding of peaceful election on October 10 in Liberia, the Liberty Party that came third in the first round of Liberia's presidential elections has submitted a complaint to the National Elections Commission (NEC), calling for the annulment of the result which placed former soccer star George Weah at the helm. The Supreme Court instructed the Liberty Party and the National Electoral Commission (NEC) on October 31 to file briefs before 2 November potentially delaying the run-off initially scheduled to hold on 7th November.

Despite the unresolved political impasse in Guinea Bissau, the security situation is relatively calm and the national security forces are not interfering in the political landscape. The impasse largely resides in the inability of the political stakeholders to reach a lasting and consensual solution. It will be recalled that the National Assembly has not held plenary sessions since January 2016 and four consecutive Governments have been able to adopt a work plan and national budget.

The negative impact of the political crisis on the civilian population cannot be over-emphasized, indeed the ongoing deadlock has been demonstratively detrimental to the Government's ability to deliver basic social amenities and services to the citizens of Guinea Bissau. It is particularly important for Guinea Bissau to have political stability and bolster public confidence ahead of the legislative and presidential elections scheduled for 2018 and 2019, respectively. Home-grown and sustainable stability is imperative currently, particularly in light of the decision of the 51st Summit of the ECOWAS Authority of Heads of State and Government on the planned withdrawal of ECOMIB from Guinea Bissau.

In Togo three people were killed when violence broke out in Sokode in October 16, after an imam, apparently close to the country's main opposition leader, was arrested. A young person also died and about 20 other civilians and members of the security forces were injured during this period. The UN Secretary General, Antonio Guterres, has deemed it necessary to appoint the President of Ghana to lead mediation efforts, building on the preventive diplomacy conducted by UNOWAS' Mohammed Ibn Chambas and by the ECOWAS President H.E Marcel A. De Souza, in a bid to engage all stakeholders in dialogue. Presently, it appears that no significant progress has been so far made to bring government and opposition leaders together around a table. Thus, the apprehension and anxiety, on all sides, remain unabated.

## **III. Environment**

Some environmental issues, including flood, boat wreck, invasion of fall armyworms, land conflict, gas explosion, landslide, deforestation, lightning strike, river outflow, occurred in the ECOWAS region, which led to the loss of 67 human lives. Countries affected are Liberia, Cote d'Ivoire, Niger, Ghana, Mali, Guinea and Nigeria.

An invasion of armyworms is currently devastating maize crops in sub-Saharan Africa. Estimates indicate 13.5 million tons of maize valued at \$3 billion are at risk in 2017-2018, which is equivalent to over 20 percent of total production for the region. The armyworm presents danger that needs urgent action. In its plan the African Development Bank has decided to support the fight against the invasion of armyworms.

Tropical Africa has become an intense logging area. Poaching has set its sights on rosewood, particularly popular in West Africa. Wood that leaves almost exclusively for China. After Senegal and The Gambia, Nigeria is currently threatened.

As the rainy season ends in most ECOWAS countries, some parts continue to experience flooding affecting the citizens as well the crops, as is the case in Cote d'Ivoire, in Ghana, Nigeria, Niger, and Liberia.

In Nigeria, about 2,000 hectares of farmland have been destroyed by floodwater across the three districts of Patigi Local Government Area of Kwara State. Several residents in communities in Biseni Clan in Yenagoa LGA of Bayelsa State were displaced in a flood incident occasioned by heavy rainfall. Several properties including fish farms, farmlands, residential and church buildings were affected. Still the farmers and herdsman conflict is pronounced with the ban on open grazing that came into force in Benue State, being the third state to put such law in place after Ekiti and Taraba States. Several communities in the state were attacked, recording a high number of casualties. Approximately 30 houses were burnt down with several properties including farmlands destroyed in a feud between suspected Fulani herders and natives of Irigwe of Miango community, Bassa LGA of Plateau State. Twenty-nine people were killed, mostly women and children, in an attack carried out by suspected herders at Nkyie-Doghwo community, Bassa LGA of Plateau State. The victims were hacked to death in classrooms, where they had sought refuge.

In Ghana, hundreds of residents have been displaced following a downpour at Wenchi in the Brong Ahafo Region with over 45 houses having their roofs ripped off. The situation has compelled victims of the disaster to temporarily seek shelter with relatives, neighbours and open places.

In Liberia, several houses in Lofa County have been destroyed by a violent rain storm. In Cote d'Ivoire, farmers are getting anxious, as heavy rains continue to flood roads and plantations and spark concerns about crops. In Niger, the excess of the torrential rains caused the overflowing of the River Niger. In total, 25 villages in Gaya Department, Region of Dosso are affected by the rising waters; 14,264 people have been affected, 5,920 of whom have been displaced. The causes of the flood in certain cases are buildings which are located on low-lying plains, thus making them susceptible to flooding or populations who are living very close to river and can be affected by the outflow.

In Cote d'Ivoire, the cocoa trees have spread and taken over the rainforest. Planters are settled in protected forests in Côte d'Ivoire. The cultivation of cocoa in Côte d'Ivoire causes the disappearance of vast wooded areas. Several national parks have seen up to 90 percent of their surface converted into cocoa plantations.

#### **IV. Crime and Criminality**

During the month of October, fourteen incidents related to crime were reported on ECOWARN. This shows a reduction of incidents, compared to the month of September, during which not less than 51 criminal activities were reported in ECOWARN. Majority of the incidents were related to various types of illicit drug trafficking seizures in Nigeria, Senegal, Cabo Verde, Cote d'Ivoire, Benin and Guinea Bissau. Also, the destruction of cannabis farms in few Nigerian states as well as the arrest of 86 people for alleged Drug trafficking in Edo State by the National Drug Law Enforcement Agency (NDLEA). Other reported incidents are related to trafficking in persons and trafficking of environmental resources and protected species.

It will be recalled that Interpol recently reported the rising number of arrests related to illegal drug trafficking globally. It also announced the seizure of 420 tons of illegal drugs, between February and June, in Cote d'Ivoire and Benin, the equivalent of European seizures of 2015. The fight against illicit drug trafficking remains a priority for ECOWAS as it constitutes a major concern for each of its member states and mainly due the lack of reinforcement of capacities for agencies tackling illicit drug trafficking and weak judicial systems emanating from different levels of the judicial systems.

#### **V. Health and Pandemics**

The health situation in the region was mainly marked by the persistence of cholera and the outbreak of Monkeypox in Nigeria, the outbreak and the upsurge of Dengue Fever in Senegal and Burkina Faso respectively.

The Monkeypox virus outbreak has spread to 11 states with 74 suspected cases recorded, and 1 fatality in Nigeria. States affected include Bayelsa, Rivers, Ekiti, Akwa Ibom, Lagos, Ogun and Cross River states. Although fear has spread among the population due to the severity of the disease, Nigeria Centre for Disease Control (NCDC) has urged Nigerians to remain calm as it is working aggressively to control the Monkeypox outbreak. Forty Cases of Whooping Cough with 11 fatalities was recorded.

Northeastern Nigeria's Borno State continue to suffer from an outbreak of cholera since mid-August. The most affected area is on the outskirts of the state capital, Maiduguri, in the Muna Garage camp, which is home to some 32,000 internally displaced people (IDPs). In Niger, a total of 1,987 suspected or confirmed cases of hepatitis E, including 38 deaths, were registered

as of 12 October in the Diffa region (far east of the country), which has continued to record cases of this water-borne disease.

After Cote d'Ivoire and Burkina Faso, Dengue Fever is in Senegal, causing at least 61 cases. This viral disease is transmitted by mosquitoes. In Burkina Faso since September 2017, the Country has recorded numerous cases of dengue fever, with 4,017 suspected cases, including 11 deaths to date. The disease and indicators are closely monitored by the EWD, WAHO and the Senegal Health Authorities. The epidemic of Monkeypox in Nigeria is also being closely monitored.

### Annex 3.7. Templates for Gender Integration for Analysis Reports

	Incident/Event/Trend	What information do you have about gender? (e.g., what do you know about sex disaggregation; how the incident affects men and women differently; and how are gender norms and roles, etc. linked to the incident)	What information do you need? How will you get that information? (e.g., news reports, other data sets and interviews)
Health (e.g., epidemics, pandemics and public health infrastructure)	Nigeria – Monkeypox outbreak, 11 states, 74 suspected cases, 1 fatality	None	Sex and age disaggregated data for cases and fatalities; information on whether women or men are biologically more susceptible to the disease; information on whether gender norms or roles make men or women more susceptible to the disease; and information on whether gender norms or roles make men or women a more likely vector for the disease
	Nigeria – Whooping cough, 40 cases, 11 fatalities		
	Nigeria – Cholera outbreak in Borno State, most affected area is in Muna Garage camp		
	Niger – Hepatitis E, 1,987 suspected or confirmed cases, 38 deaths in Diffa region		
	Dengue Fever – Senegal (61 cases); Burkina Faso (4701 suspected cases, 11 deaths)		
	Incident/Event/Trend	What information do you have about gender? (e.g., what do you know about sex disaggregation; how the incident affects men and women differently; and how are gender norms and roles, etc. linked to the incident)	What information do you need? How will you get that information? (e.g., news reports, other data sets and interviews)

<b>Crime and Criminality</b> (e.g., drugs, human trafficking and organized crime, cyber criminality and migration)			
	Incident/Event/Trend	What information do you have about gender? (e.g., what do you know about sex disaggregation; how the incident effects men and women differently; and how are gender norms and roles, etc. linked to the incident)	What information do you need? How will you get that information? (e.g., news reports, other data sets and interviews)
<b>Security</b> (e.g., terrorism, violent extremism and maritime security)			
	Incident/Event/Trend	What information do you have about gender? (e.g., what do you know about sex disaggregation; how the incident effects men and women differently; and how are gender norms and roles, etc. linked to the incident)	What information do you need? How will you get that information? (e.g., news reports, other data sets and interviews)

<b>Governance and Human Rights</b> (e.g., political governance, elections, youth bulge, unemployment and gender)			
	Incident/Event/Trend	What information do you have about gender? (e.g., what do you know about sex disaggregation; how the incident affects men and women differently; and how are gender norms and roles, etc. linked to the incident)	What information do you need? How will you get that information? (e.g., news reports, other data sets and interviews)
<b>Environment</b> (e.g., climate change, natural disasters, food security, transhumance and land tenure)			

### **Annex 3.8. Strengthening Gender Analysis in ECOWAS Early Warning**

In pairs or triads, discuss the following questions:

1. What is your current data analysis process? Is there room in this process for gender analysis? Where are some natural entry points (e.g., sex disaggregated data)? What are some other ways to incorporate gender?
2. What are some of the challenges in incorporating gender into data analysis (e.g., not enough gender-specific data)?
3. What are some ways to mitigate those challenges? What changes in the data collection and analysis process would help you to better incorporate gender?
4. What resources do you need to better incorporate gender into your analysis?

## Annex 3.9. Case Study Exercise for Gender Integration for Analysis

### Case Study – Instructions

In this exercise, you will have an opportunity to apply everything you have learned in this training. In small groups, you will use the following materials to discuss the questions below:

- ☐ Case Study – Data Set;
- ☐ Gender Integration for Data Analysis Tool;
- ☐ Gender Vulnerabilities and Resilience Matrix; and
- ☐ Flip chart and markers to write down your plan for addressing gender gaps in the data (see discussion question No. 3).

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#### Discussion Questions

Review the Data Set and use the Gender Integration for Data Analysis Tool and Gender Vulnerabilities and Resilience Matrix to discuss the following questions:

1. What information about gender do you have so far?
2. What are the gender gaps in the data set? What information is missing about how men, women, boys and girls are impacted?
3. How will you fill in those gaps? Develop a concrete plan for addressing the gender gaps in the data. Each group will have three minutes to present their plan in the plenary.

### Case Study – Data Set

The following information was provided in incident reports from Guinea this month:

1. Nzerekore: Reported: A man and his wife died this morning in the town of Koropara in N'Zerekore. According to eyewitness accounts, their deaths occurred as a result of vomiting—Ebola protest signs. Suddenly, the panic settled in the city, people are suspecting the return of the epidemic Ebola.
2. Conakry: Reported: Three days before the celebration of women, many women in the capital beat the streets to protest the permanent maternal mortality against them. On March 1, a woman was reported to have given birth on the floor in a hospital room without any medical assistance and she died immediately after delivery. This incidence has outraged many Guinean. It is noteworthy that since the declaration of free and Caesarean deliveries by the president, some health care providers adopt behavior not worthy of their trades.
3. Conakry: Reported: Increasingly, Guinean hospitals are hated by the citizens. After the death of a woman in pregnancy, early, is a young man who died at home after the refusal of the Ignace Deen doctors to rescue the pretext that its temperature was high. Very angry, the family's neighbors stormed the National Ignace Deen Hospital to protest against the failure to assist a person in danger. For some protesters, hospitals are useless if they cannot provide health services to save lives.

4. Reported: A pregnant woman was finally evacuated to the hospital lack of sufficient equipment- the woman is discharged - but the state of the dilapidated -road- the woman could not give birth- and died Monday at 07h 05 a.m. at the health district. In this locality road conditions cause many deaths- villages are cut off from the region.
5. Reported: 2 pregnant women died because of untimely access to medical facility--Lack of access to maternal mortality. Access to timely health care and medication poised a serious challenge as Guinea is one of the countries with high maternal and mortality rate in the sub-region.
6. Reported: For two weeks, obstetric operating rooms are closed. It only referral hospital in Guinea who received pregnant women in emergency evacuated from other the Guinea health centers closed its doors. Because the lack of working equipment which doctors complain and other health workers of the university hospital. The consequence is an increase in the number of women dying in bed because of the successive evacuations from one hospital to another in search of structure sufficiently equipped.
7. Reported: On Tuesday, the women of riverside village decried high cost of accessing the nearest health facility in time when they are in labour pain or seriously ill. One of the women, who is said to be a lactating mother, narrated that her husband had to borrow money to pay a transport to take her to the nearest health facility, which is some 11 kilometres away.

## Case Study – Background on Guinea

The following is background information from Guinea included in a recent Country Risk and Vulnerability Assessment:

**Ebola Crisis:** The 2014-2015 Ebola epidemic had a disproportionately negative effect on women in Guinea, particularly in rural areas. As women often play a caretaker role within Guinean society, they were more exposed to the virus. In some affected regions, women made up to 74 percent of Ebola cases.<sup>13</sup> In addition, women generally occupy vulnerable economic positions, such as farming and trading in marketplaces or across borders, that were more negatively impacted by the quarantines and border closures that accompanied the epidemic.<sup>14</sup> Women in a focus group discussion in Siguiri reported that healthcare clinics often lack electricity, equipment and training for staff. As a result, people must travel to Bamako in Mali or the capital of Conakry to access health care. Participants from Conakry also confirmed that while health care is largely accessible in the capital and in bigger towns, it is difficult or impossible to access for women from many rural areas. Interviewees also noted that while health care is supposed to be free by law, families are charged for the instruments and medical

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<sup>13</sup> UN Development Programme <http://reliefweb.int/report/sierra-leone/confronting-gender-impact-ebola-virus-disease-guinea-liberia-and-sierra-leone>

<sup>14</sup> UN Development Programme <http://www.africa.undp.org/content/dam/rba/docs/Reports/EVD%20Synthesis%20Report%2023Dec2014.pdf>

supplies used for Caesarian sections and births, and often for other basic supplies as well. In addition, there are reportedly very few obstetricians and gynecologists available in the country, to which many women attributed the high rate of maternal mortality, one of the worst in Sub-Saharan Africa. To this end, the government recently distributed C-section kits to health centers across the country to help address the high mortality rate at birth.<sup>15</sup> Fieldwork participants also reported that there is a need to strengthen awareness around basic hygiene practices to prevent public health crises like Ebola and other preventable disease outbreaks, as many of the protocols adopted during the Ebola outbreak have been abandoned.

**FGM/C:** Gender-based violence (GBV), female genital mutilation and cutting (FGM/C), and early marriage are common in Guinea. A 2011 study reported that 91 percent of Guinean women have experienced GBV and 49 percent have experienced sexual assault.<sup>16</sup> In addition, Guinea has the second-highest rate of FGM/C in the world: In 2012, UNICEF estimated that 97 percent of women and girls ages 15-49 in Guinea have undergone some form of FGM/C.<sup>17</sup> FGM/C is widely practiced across all ethnic groups and regions, although the Guerzé in the Forestière region have lower rates of FGM/C.<sup>18</sup> The practice has been outlawed by the Guinean government for nearly a decade, but remains deeply rooted in Guinean culture. In fact, recent studies have shown that support for FGM/C among women and girls increased between 1999 and 2012, from 65 percent to 76 percent.<sup>19</sup> Field data also confirmed this trend. For example, during Focus Group Discussions (FGDs) and Key Informant Interviews (KIs) with women throughout Guinea, many noted that FGM/C is seen as a “rite of passage” by most families and communities, and women who have not undergone the procedure or who attempt to escape it are stigmatized. Advocacy campaigns by various civil society groups have served to raise awareness, according to interviewees, on the health risks associated with FGM/C, but the practice remains deeply ingrained in the Guinean culture. To cope with this, interviewees said that more coordinated grassroots-based efforts at educating community leaders and families, who can advocate against the practice, are needed. Women interviewed did note that FGM/C is now practiced clandestinely in certain communities, for fear of being caught and punished by the government. This also carries an associated heightened risk, as those involved are more reluctant to consult a doctor or health care worker if something goes wrong during the procedure or in the immediate aftermath. Others, most notably from Mamou and Labé regions, reported that FGM/C is still practiced openly and campaigns

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<sup>15</sup> Government of Guinea <http://www.gouvernement.gov.gn/index.php/action-du-gouvernement/1238-ministere-de-la-sante-lancement-de-la-campagne-de-distribution-des-kits-sonu-par-le-ministre-de-la-sante>

<sup>16</sup> U.S. Department of State, Bureau of Democracy, Human Rights and Labor <https://www.state.gov/documents/organization/265474.pdf>

<sup>17</sup> UN Office of the High Commissioner on Human Rights <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=19869&LangID=E>

<sup>18</sup> UN Office of the High Commissioner on Human Rights <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=19869&LangID=E>

<sup>19</sup> UN Office of the High Commissioner on Human Rights <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=19869&LangID=E>

advocating its cessation are viewed as mainly foreign, and not representative of traditional Guinean social and cultural norms.

Given this information, what additional gender-related information might you need to complete your analysis?

## Chapter Four

# Gender Integration for Early Warning Response

### MODULE FOUR

#### Training for Regional and National Response Actors

1	Introduction to Module	1 hour 30 minutes
	Welcome and Introductions	50 minutes
	Objectives and Pre-Workshop Assessment	40 minutes
2	Why Gender Integration is Important for Early Warning	2 hours 35 minutes
	Introduction of Concepts for Gender Integration and Early Warning	35 minutes
	Gendered Impacts Across the Early Warning Thematic Areas	1 hour 30 minutes
	Overview of International and Regional Instruments on Gender	20 minutes
	Overview of ECOWAS Gender Architecture	10 minutes
3	How to Integrate Gender into Early Warning Response	5 hours
	Using a Gender Lens	45 minutes
	Framework for Integrating Gender into Early Warning Response	1 hour 15 minutes
	Integrating Gender into National Policies Related to Early Warning	1 hour

	Strategies for Strengthening the Gender Integration Process in Early Warning Response	45 minutes
	Case Study Review	1 hour 15 minutes
4	Close of Module	1 hour 15 minutes
	Review of Module	10 minutes
	Individual Action Plans	20 minutes
	Evaluations	25 minutes
	Closing Exercise	20 minutes

## Sample Agenda

### Day 1

9 a.m. – 10:30 a.m.	Introduction to Module – Welcome and Introductions; Objectives and Pre-Workshop Assessment
10:30 a.m. – 11:05 a.m.	Why Gender Integration is Important for Early Warning - Introduction of Concepts for Gender and Early Warning
11:05 a.m. – 11:20 a.m.	Break
11:20 a.m. – 12:50 p.m.	Why Gender Integration is Important for Early Response – Gender Considerations for Early Warning in ECOWAS
1 p.m. – 2 p.m.	Lunch
2 p.m. – 2:30 p.m.	Why Gender Integration is Important for Early Response – Overview of Global and Regional Instruments and Mechanisms on Gender; Overview of ECOWAS Gender Architecture
2:30 p.m. – 3:15 p.m.	How to Integrate Gender into Early Response – Using a gender lens
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:45 p.m.	How to Integrate Gender into Early Response – Framework for Integrating Gender into Early Warning Response
4:45 p.m. – 5:15 p.m.	Wrap-up of Day 1

### Day 2

9 a.m. – 9:30 a.m.	Review of Day 1
9:30 p.m. – 10:15 p.m.	How to Integrate Gender into Early Response – Using a gender lens
10:15 p.m. – 10:30 p.m.	Break
10:30 p.m. – 10:45 p.m.	How to Integrate Gender into Early Response – Framework for Integrating Gender into Early Warning Response
10:45 p.m. – 11:15 p.m.	Wrap-up of Day 2
11:15 a.m. – 11:30 a.m.	Break
11:30 a.m. – 12:45 p.m.	How to Integrate Gender into Early Warning Response – Case Study Review
12:45 p.m. – 2 p.m.	Close of Module – Review of Module; Individual Action Plans; Evaluations; Closing Exercise

## How to Integrate Gender into Early Response

Module four focuses exclusively on tools, frameworks and guidance on how to integrate gender into the implementation of early warning recommendations for regional and national actors mandated to implement response. This includes policy analysis tools for gender integration and a framework for assessing early warning recommendations and developing gender-sensitive response ideas.

### Using a Gender Lens

Materials Needed: Best Practices for Using a Gender Lens handout

Time: 45 minutes

Learning Objectives: To understand the general guiding principles for using a gender lens; and to reinforce that “gender” is not synonymous with “women” and that women represent a diverse group

Instructions – Small Group Exercise on Best Practices for Using a Gender Lens (45 minutes)

- ☐ Summarize some of the key takeaways covered in this session so far:
  - Gender roles and norms define socially appropriate roles, behaviors, activities and attributes for men and women and shape how men and women should be and act. Gender roles, norms and relations and concepts like “masculinity” and “femininity” are socially constructed, can evolve over time and are culturally specific.
  - Gender is not synonymous with women; it is much broader and affects women, men, girls and boys.
  - It is important to recognize how intersectionality affects women’s experiences and perceptions. Women represent a very diverse group and we should not assume that all women are the same.
  - Gender integration is the process of taking into account the gender roles, norms and relations, etc. and gender-based inequalities that shape the experiences and perceptions of men and women. Gender integration is needed to ensure high-quality data collection and reporting-early warning data could suffer if the different experiences and perceptions of men and women are not taken into account.
- ☐ Note that all these factors feed into gender integration. Participants first must understand what all these concepts mean and how they shape the experiences of men and women; then participants can use that knowledge to identify ways to take gender into account in early warning. Note that participants will now be exploring tools and frameworks to help them integrate gender into their work on early response.
- ☐ Explain that a “gender lens” is a fundamental tool for implementing gender integration. Using a gender lens means thinking about how gender norms, and roles, etc. might impact or affect a particular issue, problem or event. Using a gender lens may include asking questions like:

- How does this issue or event affect men, women, boys and girls differently? Why?
  - How might gender norms and roles, etc. shape how men, women, boys and girls experience this issue or event? Do we have sufficient data about their different experiences?
  - Could men, women, boys and girls have different information and perspectives to share about this issue or event? If yes, have the appropriate men, women, boys and girls been consulted?
  - How might other socio-cultural norms (related to ethnicity, religion, tribe and age, etc.) shape how men, women, boys and girls experience this issue or event?
- ☐ Highlight that much of the analysis and work that participants have done so far included using a gender lens. Regional and national response actors should incorporate this practice into every aspect of their work.
- ☐ Distribute the Best Practices for Using a Gender Lens handout (see annex). Explain that the handout lists “What you should NOT do” when using a gender lens. Participants will work in small groups to complete the handout: Complete sections on what you should do when using a gender lens and why it’s important to do so for early warning, and brainstorm four questions that regional and national response actors should ask when using a gender lens (one example is provided on the handout). (20 minutes)
- ☐ After the groups have completed the handout, discuss their answers in the plenary. (15 minutes) Sample answers are included below in a different font.
- ☐

**Table 1: Best Practices for Using a Gender Lens**

<b>Best Practices for Using a Gender Lens<sup>20</sup></b>		
<b>What you SHOULD NOT do when using a gender lens</b>	<b>What you SHOULD do when using a gender lens</b>	<b>Why it is important to do so for early warning</b>
Exclusively focus on women	Look at the inequalities and different roles between and among women and men; and consider the different experiences and perceptions of men and	This is important because there is a wider tendency to equate gender with women. But gender does not just concern women; gender represents the social constructions of how men, women, boys and girls should act. In order to understand the dynamics of gender, all of these perspectives and experiences must be taken

<sup>20</sup> Adapted from Simon J.A. Mason, Anna Hess, Rachel Gasser, Julia Palmiano Federer, “Exercise: What a Gender Analysis is (or is not) in Conflict Analysis and Peacebuilding,” in *Gender in Mediation: An Exercise Handbook for Trainers* (Zurich: Center for Security Studies ETH Zurich and swisspeace, 2015), 112-115.

	women and how gender roles and norms, etc. might shape those different experiences and perceptions.	into account. Note that programming and interventions can focus on only men or only women, so make sure that these are not referred to as “gender programs and interventions.”
Treat women and men the same	Conduct early warning response planning that takes into account inequalities and differences between women and men.	While we may strive for gender equality, we are not there yet. It is therefore important to acknowledge gender norms and roles, etc., the historical and systematic bias and discrimination of women and girls (i.e., gender inequity), and how those factors may impact women’s and men’s experiences. For example, if an early warning response includes issuing written notices, this could affect men and women differently in places where women have much lower literacy rates than men.
Strive for equal or 50/50 (men/women) participation	Move beyond counting the number of participants and instead look at the quality of participation	Equal representation does not necessarily mean equal participation or equal impact. Think about who is involved in your early warning response and how they are involved. To achieve meaningful participation of women, you will need women with relevant expertise and the authority to be heard. Sometimes women may be present, but that does not always mean that their opinions and views will be equally valued.
Assume that all women (or all men) will have the same interests	Understand the differences among different groups of women (and men)	Every individual has multiple identities: gender, religion, nationality and ethnicity, etc. To assume that all women are the same neglects power and privilege disparities among women (e.g., women from minority groups, women with disabilities and poor women). Early warning issues or events will affect these different groups of women differently. So, it is important to take into account those differences and make sure that various experiences and perspectives are included.
Assume who does what work and who has which responsibilities	Understand the specific situation and document actual conditions and priorities	Where possible, it is best practice to operate on actual knowledge and facts instead of assumptions. This is particularly important for gender norms and roles, etc. For example, let us say that you assume young boys are primarily responsible for collecting water, when in actuality women and girls most often collect water. If there is a water shortage and you are implementing an early warning response that targets boys, you might be trying to work with the wrong cohort.

## Framework for Integrating Gender into Early Response

**Materials Needed:** PowerPoint presentation; flip chart; markers; and Gender Integration Questions for Early Warning Response handout, Integrating Gender into Early Warning Response handout, Integrating Gender into Recommendations for Early Warning Response handout and Early Warning Recommendation handout

**Time:** 1 hour 15 minutes

**Learning Objectives:** To describe the impact that gender norms and roles, etc. can have on the participation of men and women in early warning response, and to identify early warning response strategies that take into account gender norms and roles, etc.

**Instructions – Pairs or Triads Exercise on How to Adapt Early Warning Response to Take into Account Gender (1 hour 15 minutes)**

- ☐ Explain to participants that using a gender lens will help them to integrate gender as they implement and coordinate response initiatives. This approach will help them think about who is involved and impacted as they activate, coordinate and monitor the early response mechanism. Participants will practice by applying a gender lens to early warning recommendations.
- ☐ Distribute Gender Integration Questions for Early Response handout (see annex) and have participants review the list of questions. Note that this is a preliminary list of questions and encourage participants to add questions to this handout throughout the training. Highlight that these questions largely reflect the best practices for applying a gender lens, as discussed in the previous exercise. The questions are not only focused on women. The questions also acknowledge intersectionality and the different experiences of men and women. Participants will be using this handout throughout the remainder of the training.
- ☐ Distribute the Integrating Gender into Early Warning Response handout (see annex). Participants will use this worksheet to develop some ideas for how an early warning recommendation can be implemented in a way that takes into account gender. Work through this first example in the plenary:

“In Ghana, there have been increasing reports of voter suppression and intimidation leading up to elections. Some voters feel pressured or even intimidated into voting a certain way; they believe there will be consequences for casting their vote for one party or another. Thirty-six percent of Ghanaians fear becoming a victim of political intimidation or violence during election campaigns. The early warning recommendation is for Ghana to enhance activities to uphold a free and fair election.”
- ☐ Ask participants for ideas on how to implement this recommendation and capture responses on a flip chart (Question No. 1 in the handout). Sample answers could include: Hold voter education workshops; strengthen mechanisms for reporting to the electoral commission; increase penalties for individuals and political parties found guilty of voter intimidation; and work with police.

- Select one or two ideas to unpack and apply the gender integration questions (Question No. 2 in the handout) by asking questions like: Based on what you know about gender norms and roles, etc., how might this response impact men and women differently? What barriers to participation might women or men face because of gender norms and roles, etc.? How might this affect women or men from different ethnicities or tribes? Note that the list of questions on the handout is not exhaustive and encourage participants to think of more.

If participants do not know the answers to any of these questions, ask them how they would find the answers: Who would they ask? What sources would they use? Remind participants that it is important to work from actual conditions, not assumptions (see Best Practices for Using a Gender Lens).

It may be helpful to share the Integrating Gender into Recommendations for Early Warning Response - handout, which includes sample answers for such ideas as holding voter education workshops to address voter intimidation.

- Address any remaining questions about the exercise. Divide participants into pairs or triads and distribute the Sample Early Warning Recommendation handout (see annex). Explain that participants will conduct the same type of analysis using this recommendation on crime and criminality. Give participants 20 minutes to complete the handout.
- Assemble participants back into the plenary and ask each pair or triad to present the early warning response they chose and two of the most important gender considerations. Then ask them to explain why those are the most important considerations and to share strategies for taking those factors into account.
- Close the exercise by acknowledging that in order to be effective, early warning response must take into account the ways that gender norms and roles, etc. shape how men and women can participate. To ignore these gendered factors could mean that certain groups are excluded from participating or that the early warning response is only partially implemented.

## Integrating Gender into the Implementation of Regional and National Instruments Related to Early Response

Materials Needed:	PowerPoint presentation; flip chart; markers; and <u>National Policy</u> handout, <u>Integrating Gender into National Policies Related to Early Warning</u> handout and Regional and <u>National Resources on Gender</u> handout
Time:	1 hour
Learning Objectives:	To identify areas where gender may have an impact on the implementation of policies and frameworks related to early response; to develop recommendations for how to strengthen gender integration in line with regional and national policies for the purpose of early response; and to identify some of the regional and/or national-level entities and policies that are relevant to gender integration and early warning

### Instructions – Pairs or Triads Exercise on Developing Gender Integration Recommendations for Response (50 minutes)

- ☐ Introduce the exercise by noting that there may be policies linked to the five thematic areas of human security and early warning and that these policies may shape how regional and national actors respond to early warning recommendations both at the national and regional level. As such, it is also important to apply the gender integration framework to regional and national frameworks and policies.
- ☐ Distribute the Sample National Policy handout (see annex) and explain that participants will be analyzing a Poverty Reduction Strategy from Liberia that particularly focuses on the environment thematic area. The excerpt of the strategy includes three pillars: security, economic revitalization, and governance and rule of law. Participants are to select only ONE to analyze.
- ☐ Review the Integrating Gender into National Policies Related to Early Warning handout (see annex) and make sure participants understand how to complete the table. Each pillar includes three or four actions that the government plans to take. For each action, participants are to identify what the government needs to take into account regarding gender. This could include assessing whether and how gender norms and roles, etc. will shape how men and women will be affected by this action; considering how gender norms and roles, etc. might limit women's participation or what additional actions might be needed to promote women's meaningful participation, etc. Participants may find it helpful to reference the Gender Integration Questions for Early Warning Response handout.
- ☐ Divide participants into pairs or triads for this exercise and give them 20 minutes to complete the handout.
- ☐ Assemble participants back into the plenary and facilitate an open discussion on the gender considerations they identified. It may be helpful to structure the discussion by

pillar (i.e., start with security, then move to economic revitalization, followed by governance and rule of law). Make sure to get input from every group.

#### Instructions – Facilitator Presentation on Gender-Related National Policies (10 minutes)

- Note that there are gender resources within their respective national governments. Ask participants if they can share some examples. Also, draw attention to the National Resources on Gender handout, which includes some examples such as gender and women's empowerment ministries and national-level gender policies. Note that the list of resources is illustrative, not exhaustive. Participants will have an opportunity to discuss these resources further in the next exercise. Also, encourage them to follow up on their own for additional information.
- If participants are unfamiliar with National Action Plans (NAPs) related to UN Security Council Resolution 1325, explain that these NAPs represent the application of international commitments to national policy on women, peace and security (e.g., commitments to increase women's participation at all levels of peace and security decision-making). A few ECOWAS member states currently have NAPs in place (e.g., Burkina Faso, Gambia and Nigeria). Several member states developed NAPs but those plans have since expired and a new plan has not yet been developed (e.g., Côte d'Ivoire, Liberia, Guinea, Guinea Bissau and Sierra Leone).
- NAPs and other gender policies can be useful resources for gender integration in early warning because they represent a government's pre-existing commitment to gender. For example, the Gambian National Gender Policy (<http://www.ilo.org/dyn/travail/docs/1958/Gambia%20national%20gender%20policy.pdf>) includes objectives related to water resources and supply:

“5.4.2.0: Objective 1 – To lobby for the provisions of safe, sufficient and portable water.

#### Strategies

5.4.2.0.1: Promote increased coverage of the population with access to potable water supply.

5.4.2.0.2: Empower both women and men to invest in the management of their own water resources and services.”

This could be useful information if there was an early warning response related to water supply because it illustrates that the Gambian government is already committed to empowering men and women in this area.

Furthermore, the Gambian National Gender Policy also outlines the roles and responsibilities of all of the national gender machineries. This could be a useful resource if you are looking for an ally or advocate for gender integration within the government.

**Table 2: Excerpt from the Gambian National Gender Policy (Section 2.2)**

Institution	Roles and Responsibilities
The Ministry of Women's Affairs and Gender	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responsible for the overall coordination and harmonization of efforts by all stakeholders;</li> <li><input type="checkbox"/> Establish appropriate mechanism for coordinating gender mainstreaming at all levels;</li> <li><input type="checkbox"/> Lobby, advocate and mobilize resources for the implementation of the gender policy; and</li> <li><input type="checkbox"/> Provide support to gender units and focal points.</li> </ul>
Gender Bureau	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide technical support on gender mainstreaming to ministries, institutions, organizations, local governments, civil society organizations and the private sector;</li> <li><input type="checkbox"/> Coordinate, monitor and evaluate the implementation process of the gender policy;</li> <li><input type="checkbox"/> Provide back-stopping support in critical areas; and</li> <li><input type="checkbox"/> Set standards, develop guidelines and disseminate and monitor their operations.</li> </ul>
National Women's Council	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advise government on gender issues;</li> <li><input type="checkbox"/> Oversee the implementation of the gender policy at the decentralized level;</li> <li><input type="checkbox"/> Lobby and advocate for policy reviews and enactment of laws; and</li> <li><input type="checkbox"/> Sensitize and advocate on gender issues at grassroots level.</li> </ul>

- ☐ Close the session by encouraging participants to build relationships with government gender entities in their countries and to seek out additional information about gender-related policies.

## Strategies for Strengthening the Gender Integration Process in Early Warning Response

Materials Needed: Flip chart; markers; and Strengthening Gender Integration Practices in Early Warning Response handout

Time: 45 minutes

Learning Objectives: To discuss what is working well and what challenges exist for integrating gender into early response; and to define concrete strategies for strengthening gender integration in early response

Instructions – Pairs Exercise on Strategies for Strengthening Gender Integration in Early Response (45 minutes)

- ☐ Reviewing all of the work participants have done thus far, explain that participants will be working in pairs to identify concrete strategies for strengthening gender integration in early response.
- ☐ Divide participants into pairs (preferably different partners from the previous exercise) and distribute Strengthening Gender Integration Practices in Early Warning Response handout. Ask participants to discuss the questions on the handout: (15 minutes)
  - What is your current early response process? Is there space in this process for gender integration analysis (i.e., the type of analysis you've been doing in this training)?
  - What are some of the challenges in incorporating gender into the early response process? (e.g., not enough gender-related data and weak buy-in from government partners)
  - What are some ways to mitigate those challenges? What resources or support do you need to address those challenges?
  - What resources or support do you need to better integrate gender into early response?
- ☐ Ask participants to share their thoughts in a plenary discussion. The purpose of the discussion is to draw out concrete strategies that participants can implement to better integrate gender; discuss and address participants' concerns about how to make space and gain buy-in for gender integration; and if needed, identify ways to improve the recommendation process to support stronger gender integration in early warning response. Make sure to capture concrete strategies and actionable items on a flip chart. At the end of the discussion, ask participants how they would like to carry those items forward. (30 minutes)

## Case Study Review

**Materials Needed:** Flip chart; markers; and Case Study – Instructions handout, a blank Integrating Gender into Early Warning Response handout, Excerpt – Nigeria’s UNSCR 1325 National Action Plan handout, Excerpt – Nigeria’s National Health Policy handout, Report on Illicit Drug Trafficking in Nigeria handout and the Recommendations for Early Warning Response handout

**Time:** 1 hour 15 minutes

**Learning Objectives:** To understand how to apply gender integration concepts from Session 2 and gender integration tools introduced in Session 3 to data analysis for early warning

**Instructions – Small Group Exercise to Apply the Tools and Skills Learned in the Previous Sessions (1 hour and 15 minutes)**

- ☐ Divide participants into small groups (four to five participants per group) and distribute the case study materials, which include: the Case Study – Instructions handout, a blank Integrating Gender into Early Warning Response handout, Excerpt – Nigeria’s UNSCR 1325 National Action Plan handout, Excerpt – Nigeria’s National Health Policy handout, Report on Illicit Drug Trafficking in Nigeria handout and the Recommendations for Early Warning Response handout (see annex). It may be helpful to also give each group scratch paper, a flip chart and markers. Explain that participants will work in small groups to develop recommendations for the Nigerian government on how to implement one of the ECOWAS early warning recommendations (there are two early warning recommendations to choose from: one on crime and criminality, one on health). At the end of the exercise, each group will give a three-minute presentation on their early warning response recommendations.
- ☐ Before participants break into their groups, it may be helpful to refer to the flip charts from previous activities to remind them why gender integration is important for early warning. Also, encourage them to refer to their completed Best Practices for Using a Gender Lens handout and their Gender Integration Questions for Early Warning Response handout.
- ☐ Give participants around 40 minutes to complete the exercise.
- ☐ Assemble the groups back in the plenary and ask each group to present their early warning response recommendations (three minutes per group). At the end of each presentation, make sure to provide each group with feedback and questions and also encourage questions from the audience. Consider asking questions about their decisions to assess certain gender norms and roles, etc. but not others; how they took into account intersectionality; whether this early response is the best fit in terms of gender integration; and why they chose that particular early response as opposed to others, etc.
- ☐ Leave 15 minutes after the presentations to have participants reflect on the exercise (what went well, what were the challenges) and how they could adapt these approaches in their work. Close the activity by highlighting and summarizing points made by participants on how these gender integration tools could be used in their day-to-day work of implementing response.

## MODULE FOUR ANNEXES

## Annex 4.1 – Best Practices for Using a Gender Lens<sup>21</sup>

What you <b>SHOULD NOT</b> do when using a gender lens	What you <b>SHOULD</b> do when using a gender lens	Why it is important to do so for early warning
Exclusively focus on women		
Treat women and men the same		
Strive for equal or 50/50 (men/women) participation		
Assume that all women (or all men) will have the same interests		
Assume who does what work and who has which responsibilities		

<sup>21</sup> Adapted from Simon J.A. Mason, Anna Hess, Rachel Gasser, Julia Palmiano Federer, “Exercise: What a Gender Analysis is (or is not) in Conflict Analysis and Peacebuilding,” in *Gender in Mediation: An Exercise Handbook for Trainers* (Zurich: Center for Security Studies ETH Zurich and swisspeace, 2015), 112-115.

## Annex 4.2 – Gender Integration Questions for Early Warning Response

Initial questions to help explore gender dimensions - Questions that you should ask when applying a gender lens:	
About regional- and national-level resources and partners	<ul style="list-style-type: none"> <li><input type="checkbox"/> Who could be a resource or partner for this early warning response? Who might be able to help answer some of your gender integration questions?</li> <li><input type="checkbox"/> What regional or national policies relate to this early warning response? Do those policies include any consideration for gender? In what ways could those policies better integrate gender?</li> </ul>
About the early warning response	<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on what you know about gender norms and roles, etc., how might this early warning response impact men and women differently?</li> <li><input type="checkbox"/> What barriers to participation might women or men face because of gender norms and roles, etc.?</li> <li><input type="checkbox"/> What can you do to promote women's meaningful participation in this early warning response?</li> <li><input type="checkbox"/> How might this early warning response affect women or men from different ethnicities and tribes, etc.?</li> </ul>
About national-level resources and partners	<ul style="list-style-type: none"> <li><input type="checkbox"/> Who in the government and/or civil society could be a resource or partner for this early warning response? Who might be able to help answer some of your gender integration questions?</li> <li><input type="checkbox"/> What government policies relate to this early warning response? Do those policies include any consideration for gender? In what ways could those policies better integrate gender?</li> </ul>

## Integrating National Gender Policies into Early Response Initiatives

Review the Sample National Policy handout and select one pillar (security; economic revitalization; or governance and rule of law) to analyze.

- I. Identify the government's intended actions for that pillar and generate a list of gender-related factors for the government to consider in implementing this part of the policy. It may be helpful to reference the Gender Integration Questions for Early Warning Response handout.

**Table 14. Template for Integrating Gender in Response**

Early warning response:	
Gender Integration Questions EXAMPLES: Based on what you know about gender norms and roles, etc., how might this early warning response impact men and women differently? What barriers to participation might women or men face because of gender norms and roles, etc.? How might this affect women or men from different ethnicities and tribes, etc.?	What are some ways to take these factors into account? EXAMPLES: How can you make sure that men and women have access to this early warning response? How can you make sure that men's and women's different needs are addressed by this early warning response?

## Integrating Gender into Early Warning Response - SAMPLE

1. On a separate sheet, brainstorm a few different ways of implementing this recommendation.
2. Choose one of the ideas from No. 1 and apply the gender integration questions. (See Gender Integration Questions for Early Warning Response handout)

**Table 15. Sample of how to integrate gender in response**

<b>Early warning response: Hold voter education workshops so that voters know their rights and where and how to report misconduct</b>	
<p>Gender Integration Questions</p> <p>EXAMPLES: Based on what you know about gender norms and roles, etc., how might this early response impact men and women differently? What barriers to participation might women or men face because of gender norms and roles, etc.? How might this affect women or men from different ethnicities and tribes, etc.?</p>	<p>What are some ways to take these factors into account?</p> <p>EXAMPLES: How can you make sure that men and women have access to this early response? How can you make sure that men's and women's different needs are addressed by this early warning response?</p>
<p>While women mostly remain in the same village, migrant labor is common for men in the area, so they are away for most of the year and might miss the workshop.</p> <p>Women are typically busy with taking care of children and have little time available to attend workshops.</p> <p>English is commonly taught in schools, but most boys drop out of school to work, so many men will not attend if the workshop is only held in English.</p>	<p>Workshops could be held when men will be home (e.g., seasonally) or workshops could be held in areas with high levels of migrant labor (i.e., where men go for work).</p> <p>Workshops could include childcare or women could be encouraged to bring their children. There may be certain times of the day when women can more easily leave their homes.</p> <p>The workshop could be held in the local language.</p>

## Sample Early Warning Recommendation<sup>22</sup>

### Crime and Criminality

The main issue, with a regional impact, is the smuggling and mistreatment of migrants as well as trafficking in persons and organ sales brought to light by the discovery of a slave market in Libya as well as the mysterious deaths of 26 female migrants from Nigeria.

In 2017, 155,856 Mediterranean migrants and refugees entered Europe by sea according to the International Organization for Migration (IOM). It is worth mentioning that according to IOM, there are more than 400,000 registered migrants in Libya, and with estimates that the number of unregistered migrants may be more than 700,000 and as many as 1 million, presently.

Following the worldwide broadcast of the scandal, several affected African countries have taken individual initiatives to repatriate their citizens from Libya including Nigeria, which has already brought over 7,500 young people while Senegal has repatriated 2,500. For sustainable reintegration, the root causes of the phenomenon should be addressed as a matter of urgency.

During the AU-EU Summit, the African Union with the European Union and Libya's Government of National Unity decided to fast-track the return and reintegration of voluntary migrants to their countries of origin. The exercise will be sponsored by the European Union Emergency Trust Fund for Africa (EUTF), the African Union, Italy, United Kingdom and Germany. The establishment of a planned joint EU-AU-UN Task Force to save and protect lives of migrants and refugees will surely facilitate coordination.

Based on the analysis of the root causes of the nightmarish phenomenon, the four strategic urgencies of the African and European Unions include: mobilizing investments for African structural and sustainable transformation; investing in people through education, science, technology and skills development; strengthening resilience, peace, security and governance; and managing mobility and migration.

### Key Recommendation

In addition to policies, systems and barriers to control and combat in a sustainable way the smuggling of migrants and trafficking in persons, ECOWAS member states should be committed to invest in the future of their youths, in terms of education and job opportunities.

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<sup>22</sup> Excerpt from ECOWAS Early Warning Directorate, "Regional Human Security Report - November 2017."

## Annex - Integrating Gender into National Policies Related for Early Response

Review the Sample National Policy handout and select one pillar (security; economic revitalization; or governance and rule of law) to analyze.

Identify the government's intended actions for that pillar and generate a list of gender-related factors for the government to consider in implementing this part of the policy. It may be helpful to reference the Gender Integration Questions for Early Warning Response handout.

**Table 16. Template for integrating gender in response at the political level**

<b>Intended Actions of the Government</b> These are listed in the <u>Sample National Policy</u> handout.	<b>Gender Integration Considerations</b> What gender-related factors should the government take into consideration when taking this action? (e.g., how men and women are affected by this problem differently; and how gender roles and norms, etc. may shape men's and women's access)
1.	
2.	
3.	
4. (Note that the security pillar only has three actions.)	

### **Liberia**

#### **Introduction**

The people of Liberia and especially those in the rural areas critically dependent on fertile soil, clean water ecosystems for their livelihoods and wellbeing. This reliance creates complex, dynamic interactions between environmental conditions, people's access to and control over environmental resources, and poverty. In addition to being vulnerable to environmental hazards, the poor are usually confronted by economic, technological and policy-related barriers in deriving full benefits from their environmental assets. Taking strategic actions based on knowledge of the poverty-environment relationship is a prerequisite for enduring success in the effort to reduce poverty. Investments in the productivity of environmental assets will generate large benefits for the poor and for the enhancement of overall growth.

#### **Objectives**

The Poverty Reduction Strategy (PRS) lays the foundation for sustainable protection and use of Liberia's natural environment for the sake of improving livelihoods and wellbeing. The "resource curse" that characterized Liberia's past was typified by mismanagement of the proceeds from extractive industries and their misuse that undermined national security and governance and rule of law and channelled most of the benefits of economic growth to a small elite. Eliminating this curse requires the establishment or restoration of proper administration and management of natural resource uses. The PRS also works to bolster government efforts to protect against natural disasters and emergencies, including climate change risks.

#### **Pillar I: Security**

The PRS calls for policy and legal frameworks for more robust and transparent oversight of natural resource extraction and ensuring a more equitable distribution of the proceeds, particularly at the community level. The laws pertaining to extractive industries will be written or modified to comply with international standards. The Government will also work to increase preparedness against natural disasters and emergencies, including climate change risks.

#### **To these ends, the Government will:**

- ☐ train security and customs officers at international border crossings to combat illegal trade in commodities of environmental concern, particularly in endangered species, hazardous wastes and chemicals, invasive alien species and living modified organisms;
- ☐ consider viable options to prevent illegal mining, logging and wildlife poaching in protected areas, especially Sapo National Park, concentrating on alternative livelihood support projects for communities adjoining protected areas; and
- ☐ develop a national disaster management policy and plan and establish an intersectoral coordination mechanism to increase security against the priority threats of floods, coastal erosion, forest fires and chemical spills.

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<sup>23</sup> Excerpt from "Liberia: Poverty Reduction Strategy (July 2008)," Environmental Issues (Annex 3), <https://www.imf.org/en/Publications/CR/Issues/2016/12/31/Liberia-Poverty-Reduction-Strategy-Paper-22145>.

## **Pillar II: Economic Revitalization**

Exploitation of Liberia's abundant natural resources will be the major driver of poverty alleviation in the PRS implementation period and beyond. Thus, the need to arrest the following trends:

- ☐ rapid deforestation rates (estimated at two percent per annum) due to unsustainable agricultural practices, decreasing fallow periods, the cutting of trees for fuelwood and charcoal production that results in the degradation of habitats including soil erosion and water pollution, and the depletion of natural resources including wildlife;
- ☐ unsustainable patterns of production, consumption and waste disposal, which have proliferated due to the high rates of population growth, urbanization and the ongoing reconstruction drive;
- ☐ unsustainable use of natural resources including the coastal sand mining that leads to coastal erosion;
- ☐ uncontrolled and illegal exploitation of marine fish stocks, mostly by foreign enterprises;
- ☐ unsustainable and uncontrolled harvesting of wildlife for bushmeat; and
- ☐ conflicts of land use between extractive industry and subsistence farmers.

To these ends, the PRS includes policies and programs to ensure that a significant percentage of the revenue generated from timber and mining concessions and rubber plantations reaches and benefits the poor and assists in poverty reduction; and for building effective management structures to ensure sustainable utilization of physical and biological natural resources. Specific priority actions include:

- ☐ land policies to create security of tenure;
- ☐ development of technical guidelines for the agriculture sector to ensure that agriculture policy, particularly for swamp reclamation, takes full account of the economic goods and services provided by wetlands to the poor;
- ☐ pilot projects on community forestry; and
- ☐ environmental awareness-raising campaigns.

## **Pillar III: Governance and Rule of Law**

The challenges in governance that characterized Liberia's past led to serious environmental problems such as illegal and unsustainable exploitation of the natural capital and the neglect of water quality and public health standards. Reckless exploitation of natural resources and pollution of the environment contributed to feelings of powerless, apathy, suspicion of the judicial system and disinterest in obeying the law.

A new framework for adequate resource access and tenure by the poor, proper land use planning, and natural resource management of concessions and protected areas will help to minimize or avert conflicts over resource use. Important prerequisites for sound environmental governance are:

- ☐ strengthening of democratic processes at both the national and decentralized levels;
- ☐ building the confidence of the public in the judicial system;
- ☐ re-tooling the judicial officers for effective enforcement of environmental laws; and
- ☐ instituting workable systems of transparency and accountability at all levels of public management.

An institutional coordination mechanism centered on a vibrant Environment Protection Agency (EPA) can enable environmental stakeholders to act in concert towards the fulfilment of the objectives of the national environment policy and law. The new environmental governance regime will also be capable of engaging effectively in regional cooperation with neighbouring countries in the management of transboundary environmental resources and in the enforcement of international conventions. Over the PRS implementation period, the Government will work to:

- ☐ create security of rural land tenure;
- ☐ promote transparency and accountability and raise public environmental awareness;
- ☐ conduct periodic workshops to inform and train staff from line ministries, agencies, the private sector and NGOs on their duties and responsibilities under national environmental laws; and
- ☐ strengthen the capacity of NGOs and civil society to monitor the implementation of agreements between timber and mining concessions, the Government and communities, and ensure that funds are channelled towards poverty reduction.

## Annex – National Resources on Gender

This includes some of the national-level gender entities and instruments in ECOWAS member states. For a more comprehensive list, refer to the lead governmental gender entity in each country.

### Benin

- ☐ Le Ministère de la Famille, des Affaires Sociales, de la Solidarité Nationale, des Handicapés et des Personnes de Troisième Age
- ☐ National Policy for Promoting Gender / Politique Nationale de Promotion du Genre (2008)
- ☐ National Institute for the Promotion of Women / Institut National Pour la Promotion de la Femme

### Burkina Faso

- ☐ Ministry for the Promotion of Women / Ministère de la Femme, de la Solidarité Nationale et de la Famille
- ☐ National Gender Policy / Document de la Politique Nationale Genre du Burkina Faso (2009)
- ☐ National Action Plan of Burkina Faso for the Implementation of Resolutions 1325 and 1820 of the United Nations Security Council / Plan d'Action National du Burkina Faso pour la Mise en Œuvre des Résolutions 1325 et 1820 du Conseil de Sécurité des Nations-Unies (2012)

### Cabo Verde

- ☐ Ministry for Education, Family, and Social Inclusion / Ministério da Educação e Ministra da Família e Inclusão Social
- ☐ Cape Verde Gender Observatory / Observatório de Género de Cabo Verde
- ☐ National Gender Equality Plan 2015-2018 / Plano Nacional de Igualdade de Género 2015-2018

### Côte d'Ivoire

- ☐ Ministry of Women, Child Protection, and Solidarity / Ministère de la Femme, de la Protection de l'Enfant et de la Solidarité
- ☐ National Council for Women / Le Conseil National de la Femme
- ☐ National Committee to Combat Violence against Women and Children / Le Comité National de Lutte contre les Violences faites aux Femmes et aux Enfants

### The Gambia

- ☐ Ministry for Women's Affairs / Department of State for Women's Affairs (Office of the Vice President)
- ☐ National Assembly – Committee on Health, Women, Children, Refugee, Disaster and Humanitarian Relief
- ☐ The Gambia National Action Plan on United Nations Security Council Resolution 1325 (2012)
- ☐ The Gambia's National Gender and Women's Empowerment Policy 2010-2020 (2010)

### Ghana

- ☐ Ministry of Gender, Children, and Social Protection
- ☐ National Gender Policy (2015)

## **Guinea**

- ☐ Ministry of Social Affairs, the Advancement of Women and Children's Affairs / Ministère de l'Action Sociale, de la Promo Féminine et de l'Enfance
- ☐ National Gender Policy / Politique Nationale Genre (2011)

## **Guinea Bissau**

- ☐ Ministry of Women, Family, and Social Cohesion / Ministério de Mulher, Família e Coesão Social
- ☐ National Policy on Gender Equality and Equity / Política Nacional para a Igualdade e Equidade de Género 2016-2025 (PNIEG II)
- ☐ National Action Plan for Prevention, Protection and Fight against Gender-Based Violence / Plano Nacional de Ação para a Prevenção, Proteção e Luta Contra a Violência baseada no Género

## **Liberia**

- ☐ Ministry of Gender, Children, and Social Protection
- ☐ The National Gender Policy (2009)

## **Mali**

- ☐ Ministry for the Advancement of Women, Children, and the Family / Ministère de la Promotion de la Femme, de la l'Enfant et de la Famille
- ☐ National Women's Advancement Directorate
- ☐ National Gender Policy of Mali / Politique Nationale Genre du Mali (2011)
- ☐ National Gender Policy in Mali: Law No. 2015-052 / Politique Nationale Genre au Mali: La Loi No. 2015-052 (2015)

## **Niger**

- ☐ Ministry of Population, Women's Empowerment and Child Protection / Ministère de la Population, de la Promotion de la Femme et de la Protection de l'Enfant

## **Nigeria**

- ☐ Ministry of Women Affairs and Social Development
- ☐ National Action Plan on Women, Peace, and Security (2017)

## **Senegal**

- ☐ Ministry of Women, Family, and Children / Ministère de la Femme, de la Famille et de l'Enfance
- ☐ Directorate of Equality and Gender Equality / Direction de l'Equite de l'Egalite et du Genre (DEEG)
- ☐ Stratégie Nationale pour l'Equité et l'Egalité de genre 2016-2026

## **Sierra Leone**

- ☐ Ministry of Social Welfare, Gender and Children's Affairs

- ☐ Directorate for Gender Policy and Advocacy
- ☐ Ministry of Social Welfare, Gender and Children's Affairs, Strategic Plan 2014-2018
- ☐ National Policy on Gender Equality and Women's Empowerment (draft)

## **Togo**

- ☐ Ministry for Social Affairs, Women's Empowerment and Literacy / Ministère l'Action Sociale, de la Promotion de la Femme et de l'Alphabétisation
- ☐ National Policy of Equity and Gender Equality / Politique Nationale d'Equité et d'Egalité de Genre (2016)

## Annex – Strengthening Gender Integration Practices in Early Response

In pairs, discuss the following questions:

1. What is your current early response process? Is there space in this process for gender integration analysis (i.e., the type of analysis you've been doing in this training)?
2. What are some of the ways to mitigate those challenges? What resources or support do you need to address them?
3. What resources or support do you need to better integrate gender into early warning response?
4. What are some ways to mitigate those challenges? What resources or support do you need to address those challenges?

## Annex Integrating Gender into Early Response - Case Study – Instructions

In this exercise, you will have an opportunity to apply everything you have learned in this training. In small groups, you will use the following materials to complete the exercise below:

- ☐ Gender Integration Questions for Early Response;
- ☐ Integrating Gender into Early Response Tool;
- ☐ Excerpt of Nigeria’s UNSCR 1325 National Action Plan;
- ☐ Excerpt of Nigeria’s National Health Plan;
- ☐ Report on Illicit Drug Trafficking in Nigeria;
- ☐ Recommendations for early response and
- ☐ Flip chart and markers to write down key points for your presentation.

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### Exercise Instructions

You have received two early warning recommendations on the environment and health thematic areas. Your group is to choose one early warning recommendation and develop a gender-sensitive early warning response. In other words, you are to generate ideas for how to implement ONE of these early warning recommendations in Nigeria (see the Recommendations for Early Warning Response handout).

Your ideas for early warning response should:

- ☐ Integrate gender (use the Integrating Gender into Early Response handout);
- ☐ Where possible, cite relevant policy (see Excerpt of the Nigerian National Action Plan, Excerpt – Nigeria’s National Health Policy or Report on Illicit Drug Trafficking in Nigeria handouts); and
- ☐ Name potential implementing partners (in government or in civil society) that could help in implementing your early warning response ideas.

You will have 40 minutes to develop your recommendations for early response. Each group then will give a three-minute presentation on their recommendations.

1. On a separate sheet, brainstorm a few different ways of implementing this recommendation.
2. Apply gender integration questions to the early warning response you have chosen. (See Gender Integration Questions for Early Warning Response handout)

**Table 17. Early Warning Recommendation Options**

<p><b>ECOWAS early warning recommendation: (<u>CHOOSE ONE</u>)</b></p> <p><b>ECOWAS member states should expand their diagnostic laboratory, surveillance and response capacity, and also carry out assessments and research to act quickly against the recurring and new threats of armyworms.</b></p> <p style="text-align: center;"><b>-or-</b></p> <p><b>Nigeria will enhance surveillance of Monkeypox, increase vaccination against cholera, and improve water sanitation and hygiene (WASH) conditions in IDP camps.</b></p>
<p>In order to implement this early warning recommendation, we respectfully recommend the Nigerian government take the following actions:</p>
<p>Note: Your response should integrate gender, cite relevant policy (where possible) and name potential implementing partners (in government or in civil society).</p>

## Early Response Materials

**Table 18. Template Integrating Gender in Early Response**

Early response:	
<p><b>Gender Integration Questions</b></p> <p><b>EXAMPLES:</b> Based on what you know about gender norms and roles, etc., how might this early warning response impact men and women differently? What barriers to participation might women or men face because of gender norms and roles, etc.? How might this affect women or men from different ethnicities and tribes, etc.?</p>	<p><b>What are some ways to take these factors into account?</b></p> <p><b>EXAMPLES:</b> How can you make sure that men and women have access to this early warning response? How can you make sure that men's and women's different needs are addressed by this early warning response?</p>

**Table 19: Excerpt Nigeria’s UNSCR 1325 - North East Zonal Action Plan (see page 28 of the National Action Plan)<sup>24</sup>**

Priorities	Strategies and Activities	Linkages with NAP	Indicators	Milestones and Targets
Gender Responsive Inclusion in Peace Architecture  Ensure that distribution of relief materials to IDPs benefits women	NAP Promotion & Advocacy  Awareness creation to assist women to know their rights as stakeholders in the distribution of relief materials meant for them and their children  Legislation & policy Enact laws and policies that promote women’s participation	Pillars 2 & 4	Number of women actively involved in the disbursement of relief materials at all levels  Number of laws enacted, and policies adopted	35 percent representation of women on Relief Management Bodies and Groups  Increase in available laws and policies

Excerpt – Nigeria’s National Health Policy<sup>25</sup>

#### 4.1.2 Prevention and Control of Communicable Diseases

**Goal:** To significantly reduce the burden of communicable diseases in Nigeria in line with the targets of the third sustainable development goal

**Objectives:**

- ☐ To promote an integrated approach to control of communicable diseases;
- ☐ To improve and sustain routine immunizations coverage of all antigens to 90 percent by the year 2020 in line with the national vision;
- ☐ To reduce the incidence of vaccine-preventable diseases through appropriate strategies;
- ☐ To promote efforts to further ensure ownership of the immunization program by Governments, communities and other stakeholders at all levels; and
- ☐ To promote equity in access and utilization of services across all communities.

<sup>24</sup> Excerpt from Federal Ministry of Women Affairs and Social Development, “National Action Plan for the Implementation of UNSCR 1325 and Related Resolutions on Women, Peace, and Security in Nigeria, 2017-2020,” 2017.

<sup>25</sup> Excerpt from Federal Ministry of Health, “National Health Policy 2016: Promoting the Health of Nigerians to Accelerate Socio-economic Development,” September 2016.

#### **4.1.6.3 Water and Sanitation**

Goal: To reduce the disease burden resulting from unsafe drinking water and poor sanitation

Objective:

To promote universal access to safe drinking water and acceptable sanitation Policy Orientations and Initiatives

- ☐ Promote the provision of adequate and safe water and appropriate sanitary facilities in urban and rural areas through multisectoral collaboration, public-private partnerships and effective community engagement;
- ☐ Develop and implement quality standards for safe potable drinking water; and
- ☐ Promote awareness on the risks linked with consumption of unwholesome water.

#### **4.1.6.6 Gender**

Goal: To ensure access to gender-sensitive health services irrespective of sexual orientation

Objectives:

To mainstream gender responsiveness in all national health programmes Policy Orientations and Initiatives

- ☐ Promote gender mainstreaming in all health policies and plans;
- ☐ Promote gender education and capacity building, thereby ensuring technical expertise and positive gender culture; and
- ☐ Promote the empowerment of women through equitable access to needed health services.

## Report on Illicit Drug Trafficking in Nigeria<sup>26</sup>

Author: C. Nwannennaya, Chief Superintendent of Narcotics, Directorate of General Investigations, National Drug Law Enforcement Agency, Lagos Office, Nigeria

Transnational organized crime and drug trafficking is of growing concern, and particularly illicit trade's broad impact on development. Drug trafficking has particularly severe implications because of the vast illegal profits it generates: an estimated 322 billion dollars a year. In several drug production and transit regions, criminal groups undermine state authority and the rule of law by fueling corruption, compromising elections, and hurting the legitimate economy. In all cases, criminal influence and money are having a significant impact on the livelihoods and quality of life of citizens, most particularly the poor, women and children.

A number of international conventions on drug control, and more recently the UN Convention against Transnational Organized Crime and its protocols on human trafficking, migrant smuggling and trafficking of firearms as well as the UN Convention against Corruption, constitute the key framework for a strategic response. Such instruments call upon State Parties to take "into account the negative effects of organized crime on society in general, in particular on sustainable development," and "to alleviate the factors that make persons, especially women and children, vulnerable to trafficking such as poverty, underdevelopment and lack of equal opportunity."

### **Recommended Strategies of Preventing Illicit Drug Trafficking in Nigeria**

#### **Reduction of target market**

This involves bringing about a decline in the consumption of these substances, thereby reducing demand. This will in turn cut down on the revenue of the drug traffickers, hence making the business less lucrative. This would entail counseling, rehabilitation and reintegration of drug dependent individuals into the society in order to help them stay off drugs.

#### **Adequate funding and training of security operatives**

In as much as the government has done well by setting up the NDLEA, the agencies involved with the war on drugs should be adequately funded both by government and concerned citizens. Added to funding, they also have to be routinely trained to enable them [to] keep up with the ever-changing war. If necessary, adequate legislation should be put in place to further punish those involved in the sale of these drugs.

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<sup>26</sup> Excerpted from C. Nwannennaya and TF Abiodun, "Illicit Drug Trafficking in Nigeria: Obstacle to National Development and Security," *Journal of Political Sciences and Public Affairs* 5, no. 1 (2017).

### **Orientation and education of the youth**

The majority of those associated with illicit drugs both with respect to abuse and trafficking are youths, this means that if the youths are kept away from drugs, the entire problem is almost solved. The Nigerian youth needs to be further oriented on the dangers involved with engaging in trafficking and abuse of drugs and not to see it as a means of livelihood. This orientation should not be left only to be done by the government or educational institutions, but parents and guardians should also step up and play their role in this.

### **Strong law and good governance**

Three institutions can be reformed to promote good governance: the state, the private sector and civil society. However, among different cultures, the need and demand for reform can vary depending on the priorities of that country's society. A variety of country-level initiatives and international movements put emphasis on various types of governance reform. Each movement for reform establishes criteria for what they consider good governance based on their own needs and agendas.

## Chapter Five

# • Gender- Transformative Leadership for Early Warning.

### MODULE FIVE

#### Training for Transformative Leadership

1	Introduction to Module	1 hour 10 minutes
	Welcome and Introductions	30 minutes
	Objectives and Pre-Workshop Assessment	40 minutes
2	Why Gender Integration is Important for Early Warning	55 minutes
	What is Gender Integration and Why is it Important?	35 minutes
	Overview of International and Regional Instruments on Gender	20 minutes
3	How to Promote Gender-Transformative Leadership in Early Warning	3 hours 5 minutes
	Overview of EWD Staff Trainings on Gender Integration and Early Warning	10 minutes
	How to Implement Gender-Transformative Leadership	2 hours 55 minutes
4	Close of Module	1 hour 15 minutes
	Review of Module	10 minutes
	Individual Action Plans	20 minutes
	Evaluations	25 minutes
	Closing Exercise	20 minutes

## Sample Agenda

9 a.m. – 10:10 a.m.	Introduction to Module – Welcome and Introductions; Objectives and Pre-Workshop Assessment
10:10 a.m. – 11:05 a.m.	Why Gender Integration is Important for Early Warning – What is Gender Integration and Why is it Important? Overview of International and Regional Instruments on Gender
11:05 a.m. – 11:20 a.m.	Break
11:20 a.m. – 1:10 p.m.	How to Promote Gender-Transformative Leadership in Early Warning –How to Implement Gender-Transformative Leadership
1:10 p.m. – 2:10 p.m.	Lunch
2:10 p.m. – 3:30 p.m.	How to Promote Gender-Transformative Leadership in Early Warning – How to Implement Gender-Transformative Leadership (cont'd)
3:30 p.m. – 3:45 p.m.	Break
3:45 p.m. – 5 p.m.	Close of Module – Review of Module; Individual Action Plans; Evaluations; Closing Exercise

## Introduction

Session I opens the training and includes introductions, review of objectives and guiding principles.

## Welcome and Introductions

Materials Needed: PowerPoint presentation (optional); and name tags or name tents

Time: 30 minutes

Learning Objectives: To introduce and begin to build rapport with participants and facilitators; and to set ground rules for creating a safe and productive learning environment

### Instructions – Facilitator Presentation (10 minutes)

- Facilitator or representative from ECOWAS EWD to provide a welcome address to participants.
- Introduce facilitator(s).

### Instructions – Plenary Discussion on Ground Rules (20 minutes)

- Ask participants to share ideas for ground rules or guiding principles that will help to make this an effective training. Write the ideas on a flip chart. Ground rules could include:
  - Listen actively to the facilitator and other participants;
  - Limit non-training cell phone and laptop use;
  - Be aware of how much you're speaking;
  - Show respect, understanding, and patience for one another, especially in disagreements;
  - Be on time;
  - Provide constructive criticism; and
  - Maintain confidentiality of what is said in the room.
- Throughout the discussion, encourage participants to apply a gender lens to the guiding principles. For example, consider gender norms around who is speaking, the amount they are speaking and the weight of their comments. Principles like confidentiality and “Do no harm” may be important when discussing personal trauma (or the stories of others’ trauma); it is important to maintain the dignity of that person and not just view them as a victim, but also as an agent. Participants should also be prepared for difficult conversations or disagreements; for example, how they will respond if another participant says something that is sexist or offensive.
- Post the flip chart on a wall, making sure it is visible to all participants. Plan on revisiting the rules throughout the training.

## Objectives and Pre-Workshop Evaluation

Materials Needed: PowerPoint presentation; agenda; flip chart; markers; and Pre-Workshop Assessment handout

Time: 40 minutes

Learning Objectives: To describe the purpose and goals of the module; and to understand participants' expectations for the training

Instructions – Facilitator Presentation (40 minutes)

- Ask participants to share their expectations of the training and capture on a flip chart.
- Provide an overview of the module, including the purpose and overall learning objectives as well as a quick review of the agenda (see sample agenda). Make sure to note sessions that address participants' expectations. Also note expectations that may not be covered by the training and suggest that these can be revisited at the end of the training.
- In addition to the introduction and conclusion, the training is organized into two thematic parts:
  - Why Gender Integration is Important for Early Warning (Session 2) introduces concepts and framing that provide the foundation for later sessions. Participants must first understand why gender integration is important before exploring avenues for implementation. This session will help participants build their familiarity with gender norms and roles, etc. and how these can have an impact on early warning. This session includes an overview of the regional, national and international instruments related to gender and early warning. The content covered in this session is designed to generate thinking around gender integration that will feed directly into Session 3, during which participants will put that thinking into action.
  - How to Promote Gender-Transformative Leadership in Early Warning (Session 3) focuses exclusively on guidance for senior leadership on how to incorporate gender into early warning through gender-transformative leadership. The activities in this session include strategies and action planning for implementing gender-transformative practices in PAPS and ECOWAS technical directorates.
- After completing this training, participants will be able to:
  - Articulate why gender matters in early warning and in the work they are doing;
  - Understand how to champion gender equality internally;
  - Assess the implementation of existing gender policies; and
  - Describe specific actions that they can take to further gender-transformative leadership.
- After discussing the objectives, ask participants to complete the Pre-Workshop Assessment handout (see annex). (15 minutes)

## Why Gender Integration is Important for Early Warning

Session 2 introduces concepts and framing that provide the foundation for later sessions. Participants must first understand why gender integration is important before exploring avenues for implementation. This session will help participants build their familiarity with gender norms and roles, etc. and how these can have an impact on early warning. This session includes an overview of the regional, national and international instruments related to gender and early warning. The content covered in this session is designed to generate thinking around gender integration that will feed directly into Session 3, during which participants will put that thinking into action.

### What is Gender Integration and Why is it Important?

**Materials Needed:** Flip chart and markers

**Time:** 35 minutes

**Learning Objectives:** To define concepts related to gender integration and early warning; to understand that gender norms and roles, etc. can impact how men, women, boys and girls experience and perceive early warning-related incidents; and to understand that a variety of data points are needed to take into account this gendered impact

**Instructions – Plenary Exercise on Defining Concepts Related to Gender Integration and Early Warning (35 minutes)**

- Introduce the session by acknowledging that the overarching purpose of this training is to discuss gender integration and early warning. Explain that the first step is to identify what “gender integration” means, and why it is important for early warning. Divide participants into pairs and give them 10 minutes to discuss the two questions.
- Bring participants back into the plenary and ask for volunteers to share their thoughts on what “gender integration” means. Capture their responses on a flip chart. During the discussion, make sure to draw out the following points:
  - Gender integration is a process of taking into account the gender roles, norms and relations, etc. and gender-based inequalities that shape the experiences and perceptions of men and women.
  - Gender integration is the process of assessing the implications for women and men of any planned action (in the case of early warning in ECOWAS, it includes everything from data collection to the drafting and implementation of early warning recommendations).
  - Gender integration is closely linked with gender equity in that it often seeks to take into account and compensate for historical or systemic bias.
- Ask for volunteers to share why gender integration is important for early warning and capture their responses on a separate flip chart. During the discussion, make sure to draw out the following points:

- Gender roles refer to social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex, while gender norms are ideas about how men and women should be and act. Gender relations are the specific subset of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the men and women. These factors can shape how men and women experience and perceive early warning-related incidents. If we do not take these into account, we risk not seeing or understanding the full scope of early warning triggers and indicators.
  - Gender integration is important because men and women often face different risks and vulnerabilities related to their gender and shaped by gender roles, norms and relations. Often when a “gender blind” or “gender neutral” approach is used, men’s perspectives and experiences are the only ones considered or are much more dominant than women’s perspectives and experiences.
  - Women are often an untapped information source. Early warning systems that fail to include the perspectives of women can miss out on important information that is more readily available to women or rated more important by women and may thus fail to take account indicators that could prove vital to anticipating conflict. For example, women and girls are often the primary collectors, users and managers of water. Their perspectives are critical in monitoring the availability of water, as they will likely be the first to know about decreases or shortages. Decreases in girls’ school attendance could be an indicator for water shortages because decreases in water availability could increase their workload and the distance traveled to collect water.
  - Gender integration also emphasizes intersectionality, or the diversity that exists within groups of women and men that is shaped by factors like age, class, race and religion. In other words, gender integration recognizes that if only the needs and interests of Christian women are considered in an early warning assessment, that could result in Muslim and other women being marginalized or even harmed by policies. Women (and men) are not all the same; their experiences and perceptions are shaped not only by gender, but also by those additional factors (age, class, race and religion, etc.).
- Close the discussion by summarizing that gender integration is needed in early warning because gender shapes how people experience and perceive early warning-related events and how people participate in and are affected by early warning response. Early warning systems are strengthened when gender is taken into account because it leads to more robust data sets as well as more informed and tailored recommendations and responses.

## Overview of International and Regional Instruments on Gender

Materials Needed: PowerPoint presentation; flip chart; markers; and International and Regional Instruments on Gender handout

Time: 20 minutes

Learning Objectives: To increase awareness about the global, regional and ECOWAS-specific norms and standards for gender integration

Instructions – Facilitator Presentation on Specific Instruments Related to Gender (20 minutes)

- Explain that this emphasis on gender is not ECOWAS specific; it is part of a larger, decades-long movement to recognize that women and men do not have the same status in many societies and that gender norms (and even laws and policies) discriminate against women and prevent their views from being heard.
- Introduce global and regional instruments related to gender (see list below and additional information on the International and Regional Instruments on Gender handout). Remind participants that this list is not exhaustive but provides some of the most prominent examples.
- Provide an overview of instruments that are gender specific, meaning that the primary purpose is to address gender inequality or discrimination. Highlight that this includes international, African and ECOWAS instruments, which demonstrates the broad global consensus on the importance of recognizing gender. Also note that most of these norms and standards refer to women and girls specifically, but it is important to avoid conflating “gender” with “women.” Because of limited time, avoid going into the details of each instrument; participants can reference the International and Regional Instruments on Gender handout, which includes more detailed descriptions of the instruments.
  - Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) (1979)
  - Declaration on the Elimination of Violence Against Women (1993)
  - The Beijing Declaration and Platform for Action (1995)
  - UN Security Council Resolutions (UNSCRs) on women, peace and security
  - Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa (2003)
  - Supplementary Act on Gender Equality for Sustainable Development in the ECOWAS Region (2015), which covers women’s rights and protections across a range of sectors, including governance and decision-making; gender-based violence; health and HIV/AIDS; conflict prevention and management; peacebuilding and security; environment; and water, sanitation and climate change. It also calls for a greater role for women in early warning mechanisms (Article 3).
  - ECOWAS Policy for Gender Mainstreaming in Energy Access (2015) aims to provide policymakers with instrumental and human rights-based indicators and

rigorous arguments to align energy interventions with principles of gender equality.

- ECOWAS Gender Policy
  - ECOWAS Gender Strategic Plan Framework seeks to translate the gender policy into action through a focus on strategic issues, goals, objectives and program strategies. The strategic areas include institution building; economy and poverty; socio-cultural issues; education and training; health, particularly maternal health and HIV/AIDS; legal issues; and governance, decision-making, democracy and human rights.
- Also note that there are a range of international and regional instruments that are otherwise gender-neutral, but include specific mention of the importance of the equal rights and participation of women and men:
- International Covenant on Civil and Political Rights (1976);
  - Sustainable Development Goals (SDGs) (2015);
  - African Charter on Human and Peoples' Rights (1981);
  - African Charter on Democracy, Elections and Governance (2007);
  - ECOWAS Revised Treaty (1993);
  - Supplementary Protocol on Democracy and Good Governance (2001); and
  - ECOWAS Conflict Prevention Framework (ECPF) (2008).
- Draw participants' attention to the ECOWAS Gender Strategic Plan Framework (the implementation plan for the ECOWAS Gender Policy) and ask whether and how PAPS and ECOWEAS technical directorates are currently contributing to the goals and objectives of the framework. Capture responses on a flip chart. Explain to participants that they will have an opportunity to further reflect on what PAPS and others could do to further the framework in a later session.

## How to Promote Gender-Transformative Leadership

Session 3 focuses exclusively on guidance for senior leadership on how to incorporate gender into early warning through gender-transformative leadership. The activities in this session include strategies and action planning for implementing gender-transformative practices in ECOWAS technical directorates and other institutions.

## How to Implement Gender-Transformative Leadership<sup>27</sup>

**Materials Needed:** PowerPoint presentation; flip chart; markers; post-it notes; dot stickers; and Minimum Standards for Gender-Transformative Leadership handout

**Time:** 2 hours 55 minutes

**Learning Objectives:** To define “gender-transformative leadership” and what it means for gender integration and early warning broadly within PAPS and ECOWAS technical directorates; and to identify concrete actions that senior leadership in PAPS and ECOWAS technical directorates can take to promote gender-transformative leadership

**Instructions – Plenary Exercise on Identifying Gender-Transformative Challenges (40 minutes)**

- Introduce this session by asking participants to share what they think “gender-transformative leadership” means. Share with them a definition of “gender-responsive leadership” from Kenya’s Ministry of Gender, Children and Social Development and ask if they agree with this definition or how they would change it:  
  
“Leadership can be gender responsive if there is [a] change of attitude towards incorporating gender concerns in policies, the planning process, development of programs and development of organizational culture. The following are some actions which make leadership gender responsive: having a clear policy which recognizes the need for incorporating gender concerns in all aspects of the organization; creating gender awareness and an institutional culture that is gender responsive; practicing gender equality and equity in all aspects of an organization, including the human resources aspects and budgeting.”
- Encourage participants to reflect on the fact that gender-transformative leadership includes actively supporting the application of gender integration tools and approaches that EWD staff are using (i.e., the material covered in modules 1, 2, and 3) as well as acting as a champion for continued gender integration not only in early warning programming, but also internally. Explain that the next exercise will help participants

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<sup>27</sup> Adapted from Fiona Gell, et al., *Training Manual: Gender Leadership in Humanitarian Action* (Oxford: Oxfam GB, March 2017), 86-87.

to define what “gender-transformative leadership” means within PAPS and ECOWAS technical directorates.

- Ask participants to brainstorm the challenges of implementing gender integration in early warning and the barriers to progress. Have them think about the barriers that have to do with the attitudes and beliefs of staff as well as any issues that could arise in implementing the gender integration tools and frameworks introduced in modules 1, 2, and 3. Some of these challenges might be related to staff capacity around gender integration tools; others might be related to the attitudes and beliefs of staff that limit their willingness to fully embrace gender integration. Some of those attitudes and beliefs might be shaped by senior staff and organizational culture.
- Distribute post-it notes and ask participants to write their ideas and then bring them to the front of the room to share on a flip chart. Facilitate a discussion in which the challenges are divided into three different organizational “dimensions”:<sup>28</sup>
  - Political (e.g. leadership, decision-making, accountability, and space for influence and innovation);
  - Technical (e.g. policies, procedures, standards, roles and responsibilities, human resources, gender balance of teams and technical expertise); and
  - Cultural (e.g. norms and values, attitudes and beliefs, organizational culture, cooperation, learning environment, zero tolerance of sexual harassment, work environment and travel arrangements, logistics, security and facilities).
- Highlight that fostering gender-transformative leadership requires more than technical capacity. It is also about the culture of an organization and its political leadership. Also note that these challenges are not within ECOWAS alone. Despite a plethora of policies and strategies on gender integration in early warning and beyond, many governments and intergovernmental organizations struggle to translate these policies into action. In many instances, the biggest hurdles are political will, leadership, resources, accountability and capacity. Critical institutional shifts are often needed in human and financial resources; policies, procedures and standards; staffing and gender-sensitive recruitment practices; an accountability framework; and organizational culture.

Instructions – Small Group Exercise on Assessing Gender-Transformative Practices (60 minutes)

- Explain that several organizations have developed “minimum standards” for mainstreaming gender into their programming as well as internal practices. This means ensuring a gender lens is applied to all organizational and programmatic activities. The Gender Practitioners Collaborative, a consortium of gender experts, developed a set of minimum standards that include:<sup>29</sup>

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<sup>28</sup> This is based on the model for managing strategic change used by N. Tichy (1983). *Managing Strategic Change: Technical, Political and Cultural Dynamics*. New York: Wiley

<sup>29</sup> See Mercy Corps et al. *Minimum Standards for Mainstreaming Gender Equality*, <http://dldocs.mercycorps.org/MinimumStandardsMainstreamingGenderEquality.pdf>

1. Adopt a gender equality policy;
2. Develop organizational culture and capacity for gender equality;
3. Conduct and utilize gender analyses;
4. Allocate budget resources for gender equality;
5. Utilize sex- and age-disaggregated data;
6. Develop gender equality indicators;
7. “Do no harm”; and
8. Ensure accountability.

Be sure to note that the training materials developed for Field Monitors, analysts, and National Center staff are in themselves a form of capacity building around gender equality (No. 2). Further, those resources emphasize the use of gender analysis (No. 3) and the need to collect and analyze sex-disaggregated data (No. 5). ECOWAS also already promotes “Do no harm” throughout its programs (No. 7) and the new ECOWARN indicators include gender-sensitive and gender equality indicators (No. 6). However, these successes do not necessarily mean that PAPS and technical directorates have achieved sufficient gender mainstreaming. Additional work can be done to make sure that these practices continue to be engrained in staff daily routines and further reflection can be made on budget resources (No. 4) and accountability mechanisms (No. 8).

- ☐ Note that Oxfam developed a detailed framework for promoting gender equality that looks at gender-transformative leadership and internal organizational practices. Its relevant minimum standards include:
  1. Ensure allocation of appropriate financial and human resources for the promotion of gender integration and gender equality.
  2. Ensure that workplace policies and procedures are in place and communicated to staff to ensure gender equality in the workplace. These should include anti-sexual harassment HR policies.
  3. Ensure accountability of senior leadership for promoting gender equality.
  4. Develop staff capacity through inductions, training and reflections.
- ☐ Explain that participants will use the Oxfam framework to assess PAPS’ and technical directorates’ current practices. Divide participants into small groups (three to four participants per group) and distribute Minimum Standards for Gender-Transformative Leadership handout. Give the groups 30 minutes to discuss.
- ☐ In the plenary, have each group share what is going well and areas for improvement. Capture these responses on two separate flip charts. Be sure to ask if groups identified any new minimum standards or key actions that PAPS and technical directorates should prioritize and reflect those on the flip charts as well. Note that areas for improvement could include areas where some directorates are doing well, but others are not—aspects like this could lead to useful exchange and lessons learned.

## Instructions – Small Group Exercise on Developing Plans for Implementing Gender-Transformative Practices (75 minutes)

- Direct participants' attention to the flip chart on areas for improvement. Explain that in the next exercise participants will identify the top three priority areas and develop a plan of action for addressing those priority areas. Before proceeding, ask if anyone has additional thoughts to add to this list or any last comments to share about the ideas listed. Ideally priority areas should be relevant to more than one directorate—as the facilitator, it may be helpful for you to guide participants toward those areas that would most benefit from additional discussion within this particular cohort (i.e., if there is an issue that only affects PAPS, it may be better for a conversation among PAPS staff rather than senior leadership from across technical directorates).
- Give each participant two dot stickers; participants are to individually place their stickers on the ideas they think are the most important and necessary for PAPS and technical directorates to pursue. Give participants a few minutes to decide and place their dot stickers.
- After all dot stickers have been placed, note the top three ideas with the most dot stickers. Divide participants into three groups and assign each group one of the areas for improvement. Give the groups 30 minutes to discuss and devise a plan for moving that particular idea forward. The plans should be as concrete as possible. Encourage participants to consider the following questions:
  - What actions are needed from PAPS and ECOWAS technical directorates to move this particular idea forward?
  - Are PAPS or ECOWAS technical directorates doing anything like this already? Are there lessons learned from prior activities?
  - Who will be responsible for carrying these ideas forward and what is the timeline?
  - What resources (e.g., funds, manpower and facilities) are necessary? Are those resources readily available? If not, how will you obtain the needed resources?
- Reassemble participants in the plenary and ask each group to present their plan (five minutes per group). Encourage discussion after each presentation; the discussion should help to refine the plan and make it more concrete. The goal of this discussion is for participants to have clear action items following the training.
- Close the discussion by affirming that the participants have concrete action items and know how to carry these plans forward. Congratulate them on taking the first steps toward gender- transformative leadership. Encourage them to revisit the minimum standards to assess any progress made.

## Review of Training Module

Materials Needed: Flip chart and markers

Time: 10 minutes

Learning Objectives: To review the content of the training and the key takeaways from each session

Instructions – Plenary Discussion (10 minutes)

- Review the sessions and exercises completed, asking participants to identify the key takeaways or what they learned during each session. Capture the responses on a flip chart.
- These are the key takeaways and learning objectives for the two thematic sessions:
  - Why Gender Integration is Important for Early Warning
    - Define concepts related to gender integration and early warning;
    - Understand that gender norms and roles, etc. can impact how men, women, boys and girls experience and perceive early warning-related incidents;
    - Understand that a variety of data points are needed to take into account this gendered impact; and
    - Raise awareness on the global, regional and ECOWAS-specific norms and standards for gender integration.
  - How to Promote Gender-Transformative Leadership in Early Warning
    - Understand how gender integration is implemented for Field Monitors, analysts and National Center staff;
    - Define “gender-transformative leadership” and what it means for gender integration and early warning broadly within PAPS and ECOWAS technical directorates; and
    - Identify concrete actions that senior leadership in PAPS and ECOWAS technical directorates can take to promote gender-transformative leadership.

## Individual Action Plans

Materials Needed: Individual Action Plan handout

Time: 20 minutes

Learning Objectives: To reflect on what has been learned thus far and its practical application; and to create a concrete plan for how each participant will better incorporate gender into data collection

Instructions – Individual Exercise (20 minutes)

- Distribute the Individual Action Plan handout (see annex) and explain that participants will have time to reflect on what they learned in the training and how they will implement it.

- Divide participants into pairs. Explain that participants will have 20 minutes to complete the handout and then will share their action plan with their partner. If possible, consider pairing participants from the same country or jurisdiction together so they can continue to follow up with each other after the training.

## Evaluations

Materials Needed: Post-Workshop Assessment handout and Workshop Evaluation handout

Time: 25 minutes

Learning Objectives: To reflect on the content of the training and provide feedback to the facilitators

### Instructions – Individual Exercise (25 minutes)

- Distribute the Post-Workshop Assessment handout (see annex) and ask participants to complete it using the skills and knowledge they gained through the training. (15 minutes)
- Distribute the Workshop Evaluation handout (see annex) and ask participants to provide feedback about the training. (10 minutes)

## Closing Exercise

Materials Needed: Levels of Accountability handout

Time: 20 minutes

Learning Objectives: To reflect on what participants can do individually to promote gender-transformative leadership

### Instructions – Plenary Exercise (20 minutes)

- Ask participants to stand in a circle and distribute the Levels of Accountability handout.
- Ask participants to reflect on how they, as gender-transformative leaders, can best encourage accountability among their teams in promoting gender integration in early warning. An abundance of technical guidance exists but what is needed is political will and personal accountability for putting this into action. Ask them to take a minute to reflect on the “Levels of Accountability” and how they individually are going to encourage their teams to work above the line on gender equality. Ask participants to each identify one action they are going to take and share that with the group.
- Reflect on how the ideas illustrate what they learned in the training. Close the module by thanking participants for attending.

## Minimum Standards for Gender-Transformative Leadership<sup>30</sup>

Review the minimum standards and key actions below and discuss the following:

1. What are the strengths and gaps of the ECOWAS technical directorates' current internal practice?
2. Can improvements be made in any of these areas?
3. What areas, if any, are missing?

### Minimum Standard No. 1: Allocation of financial and human resources for gender equality

- ☐ Undertake gender budgeting to ensure funding for targeted activities and resources for women and girls, as well as operational support for the delivery of effective gender integration programming.
- ☐ Ensure a gender balance in teams, including in senior positions, and keep all staffing data disaggregated by sex for easy monitoring.
- ☐ Recruit staff based on experience, understanding and commitment to gender equality.
- ☐ Ensure clarity for staff about their responsibilities on gender integration and include gender objectives in performance management.
- ☐ Ensure technical gender support through dedicated gender expertise or combined senior posts.

### Minimum Standard No. 2: Workplace policies and procedures to promote gender equality

- ☐ Review and develop (where absent) workplace policies and procedures to ensure gender equality and a gender-sensitive organizational culture in the workplace. Ensure they include HR policies to provide security and safety to all staff and prevent sexual harassment.
- ☐ Ensure socialization of workplace policies and practices among all staff.

### Minimum Standard No. 3: Accountability of senior leadership

- ☐ Recruit senior staff based on experience, understanding and commitment to gender equality.
- ☐ Include the promotion of gender equality in the Terms of Reference for senior staff and monitor performance against this.
- ☐ Determine capacity development needs of senior leadership and address where needed.
- ☐ Ensure sufficient resources and support for senior leadership for promoting gender equality.

### Minimum Standard No. 4: Development of staff capacity

- ☐ Hold mandatory gender and gender integration trainings for staff at all levels.
- ☐ Conduct trainings regularly to account for staff turnover, changes in policy and development of new resources.
- ☐ Evaluate gender-integration training sessions and use feedback to improve future delivery and design refresher sessions.
- ☐ Hold regular reflections on gender issues with staff and record lessons and share broadly.
- ☐ Provide informal support on gender integration as well as formal trainings, such as shadowing, coaching and mentoring, etc.

<sup>30</sup> Adapted from Oxfam, "Oxfam Minimum Standards for Gender in Emergencies," November 2013.

## Individual Action Plan

**What does gender sensitive data collection mean to me? What are some of the things I need to keep in mind as a field monitor?**

**I will take the following three to five specific actions in the next three months to better integrate gender in my data collection practices:**

**I will tell at least one colleague or someone else about this training and what I learned:**

I am going to tell this person about the training because...

I will tell this person the following three things about the training:

1.

2.

3.

## Levels of Accountability<sup>31</sup>

What action will you take individually to encourage your team to “work above the line” on gender integration and equality? This is to ensure that individuals involved in integrating gender into early warning and response at various levels make personal commitments and take individual actions geared toward achieving a greater result in the interest of all.

**Table 20. Levels of Accountability**

Levels of Accountability		
Take action and learn	Make it happen, renewal	Learn and grow empowered
Find solutions	“This can work.”	
Accept ownership	“It starts with me.”	
Acknowledge the situation	“I’m a piece of the puzzle.”	
Wait and hope	“Somebody should do something.”	Protect and defend the disempowered
Blame self	“It’s my fault.”	
Blame others	“It’s their fault.”	
Denial	“This has nothing to do with me.”	

<sup>31</sup> Adapted from Fiona Gell, et al., *Training Manual: Gender Leadership in Humanitarian Action* (Oxford: Oxfam GB, March 2017), 240-243.

## Another Case Study:

Here are guidelines for analyzing the gender issues:

1. This case study is meant for conflict analysis. During the workshop, the participants will be divided into communities and given only a script of the perspective of the war. The analyst will have both copies to help him/her understand the viewpoints of the conflict parties.
2. What was the role of women in the society and during the conflict?
3. How were women affected by the conflict (barricading of the Jaliba River; killings; and destruction of farmlands, etc.)?
4. Examine the cultural factors that affect women in an insidious manner: for example, only the perspective of the man who wanted to marry the Kissis lady was mentioned in the case study. What about the girl he wanted to marry? Do her opinions, feelings and level of affection matter?

### The Kissis

The Kissis are Christian farmers who lived in Konsondugu for more than a century alongside their Muslim neighbors, the Marelans, who are cattle herders. The Kissis, who are indigenes of Konsondugu, have attempted to promote peaceful co-existence with their neighbors to ensure economic development of the town, so their businesses would thrive. However, given the level of income disparity between the poor Marelans, who happened to be the majority in terms of population, and the wealthy Kissis, the former has developed hostile attitude towards the Kissis. The Kissis have invested in real estate development, education and other investment areas and are dominating the local economy. They are employed in high-skilled civil service positions and in the private sector as well, and are leading a bourgeoisie life.

Recently, the farmers noticed that their farms around the Jaliba River have been destroyed by some stray cows. Given that this has been a recurring phenomenon this year, the farmers decided to block all access to the river for the next two months until their harvests were safely gathered to prevent further losses. On their way to the river with their herds, the Marelans noticed that it has been barricaded. The elders of the two sides met to discuss the matter and the Kissis agreed to remove the blockade on the condition that the animals must be controlled henceforth to prevent crop destruction. The Marelans promised to do so in earnest. The youth of the Kissis who had wanted to take revenge were angry that their leaders could take such a decision without consulting with them. But still they obeyed their leaders.

A few days later, the Kissis found cow dung in their church as they congregated for prayer service on a Sunday. They were furious at the sight of the “sacrilege” and immediately concluded that the Marelans had deliberately driven their animals to defile their place of worship to get back at them for blocking access to the river. The Kissis had a meeting in which it was decided that the best way to retaliate was to burn the huts and mosque of the herders and kill their cattle.

At the end of that day, 15 houses and a mosque were burnt, and 20 animals lay dead—all belonging to the Marelás.

Since that time, both communities have been embroiled in violence. The prefect of the town has intervened to calm the situation and ordered the two communities to work together to end the hostilities; otherwise he will impose a curfew and bring in the military to keep the peace.

The Kissis community believes it can buy sophisticated weapons since its members are richer and annihilate the Marelas once and for all. Others believe that as the wealthier minority, if the war continues, their losses will be greater. So they wanted to end the violence if only the Marelas could pay for the damaged crops and wash their church with soap and water.

The fighting affected businesses in the area and some Kissis yearned for peace, so they can go back to their previous dignified and wealthy lifestyle.

[illegible]

## Marelas

The Marelas are Muslim herders who travel around the country with their cattle for greener pastures but decided to settle at Konsondugu about a century ago because of the Jaliba River and the convenience it offers to water their herds.

They live alongside the Kissis, their Christians neighbors who are farmers and traders. The Marelas, who are settlers in their area, have made several attempts in the past to get closer to the Kissis but all met dead ends. Last year, a young man fell in love with a lady from the Kissis community and asked for her hand in marriage. He was not only refused but treated with disdain. The Marelas believe that Kissis are arrogant because of their wealth and education, as they had asked the young suitor to convert to Christianity or he would not be allowed to marry the woman. After this humiliation, the Marelas decided to not intermarry with the Kissis again and placed a ban on such attempts.

The Marelàs are really fed up with the attitude of the Kissis, who are always attempting to convert them into Christianity and have succeeded in converting a few people. This angers them as they have never tried to convert the Kissis to Islam.

A few weeks ago, the herdsmen were on their normal routine to drive their animals to the river when they realized that the Kissis had barricaded the road. This was an act of provocation epitomizing the arrogance of the Kissis as the river was vital for the sustenance of both communities. Being peace-loving people, the Marelas sent a delegation to the Kissis to report the incident. To the surprise of the Marelas, the Kissis' elders said the herders'

cattle had destroyed their farms. Though the Marelas were hearing this for the first time, they still promised to better control their animals in the interest of peace.

To the surprise of the Marelas, the Kissis attacked them, burnt down 15 houses and a mosque, and killed 20 animals, accusing the Marelas of having put cow dung in the church. The Marelas consulted and decided that none of their people could have done such an act and that the Kissis were looking for a pretext to drive them out of the town and destroy their wealth in the process. The Marelas have come to the conclusion that the surprise attack and burning of the mosque is an expression of the arrogance of the Kissis, who believe their way of life and religion are superior to theirs.

The Marelas have their honor and dignity to protect. They are not going to let the Kissis humiliate them again and have taken up arms and waged a “war” against them.

The war has been ongoing for almost a year and the two sides have suffered more than 100 casualties.

In this stalemate, the prefect of the town has intervened in the conflict and has asked both sides to find an amicable resolution or face the might of the military force that will be deployed to enforce the peace.

Many Marelas are counting on their numerical strength and feel the war should continue. They believe if they persevere, they would win the war and end the tyranny of the Kissis.

Some of the Marelas want to make peace and continue the cattle trade, which has been affected drastically since the war broke out, but on the condition that the Kissis must rebuild their 15 huts and the mosque, pay for the 20 animals and publicly beg Allah for forgiveness.