GENDER MAINSTREAMING AND CONFLICT RESOLUTION IN NIGERIA

By

Alawiye-Adams Adewale (Ph.D) 08033900620

adedams_intservices@yahoo.com

Associate Professor of Banking and Finance, at Afe Babalola University, Ado Ekiti. Nigeria

And

Babatunde Afolabi (Ph.D) 08035029400

atunne@gmail.com

Lecturer at Afe Babalola University, Ado Ekiti. Nigeria

ABSTRACT

The paper attempted to investigate the issue of Gender Mainstreaming and Conflict Resolution in Nigeria. It examined the issue of Gender equality for sustainability development. Also, UNESCO activities in the area of Gender mainstreaming was x-rayed as well as UNESCO Gender lenses was critically analyzed in terms of how meetings, workshops and conferences are held, the workshop processes, processes of issuing communiqués, recommendations as well as publications were examined.

Moreover, The Peace and Conflict Impact Assessment (PCIA) technique was employed as an instrument for the evaluation (ex post facto) of development interventions, and anticipation (ex ante) of the impact of potential projects on the structures and processes which either strengthen the prospects for peaceful co-existence and decrease the probability of violence, or increase the likelihood of responding to conflict through violent means. When we conduct PCIA ex post facto, we analyze and provide explanations for occurrences that have happened, but ex ante PCIA anticipates or predict certain phenomena and events which are yet to occur. The PCIA also helps to track positive, yet unintended peace building impact that could result from development administration.

We conclude with a number of essential findings which emerge from the study, amongst which are: That Crisis prevention and conflict management are indeed highly gendered activities. It also observed that not only do women and men have different access to power structures and material resources before, during and after the escalation of a conflict, but they also experience the pre-conflict phase, the open conflict and the post-conflict situation in different ways as well. At the same time, women and men play different roles in different types of violent conflicts. The same holds true for peace-building activities: depending on their ethnic origin, class, and cultural identity, women (and men) may have different needs and roles in crisis prevention/conflict management and post-conflict peace-building.

The study therefore reiterated that a gender perspective plays an important part in understanding the complex internal dynamics of crisis prevention and conflict management activities, and promoting social justice is germane in peace-building activities and sustainable development

KEY WORDS: GENDER, MAINSTREAMING, CONFLICT RESOLUTION AND PEACE

BUILDING

INTRODUCTION

Gender mainstreaming can be said to be a policy initiative arising from the World Conferences on women beginning in Mexico City in 1975 and culminating in the fourth World Conference in Beijing 1995. The *platform for action* agreed at Beijing, to which the Nigerian Government was one of 189 signatories (Platform action, 1996:1) articulates gender mainstreaming in the following terms; government and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes so that, before decisions are taken, an analysis is made of the effects on women and men, respectively (United Nations, 1996: 11).The focal point of this study is on the view and approach of the United Nations Educational Scientific and Cultural Organizations (UNESCO) handling of issues relating to GENDER as it relates to Development, and peace in the diversed areas of equal participation of both genders in education, in social, political and economic matters; on the one hand and the handling of issues of conflict and its resolutions on the other hand in the following key areas among others:

-       Violence against women and responses thereto,

-       Masculinity and violence.

-       Poor school attendance and lopsidedness in the quality and quantity in number of well educated girls and women (particularly in Africa)

-       Ethnic and cultural tensions and building respect for diversity.

-       Religious intolerance and hi-wired violence erupting there from causing women and children to suffer significantly.

-       Community development.

-       Border conflict and resolution.

-       Resistance to militarization.

-       Human rights violations and abuses.

-       Gender imbalances in democratization and political leadership.

-        Limitation on the part of women's participation in high political offices.

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The in-exhaustive list above among other sources of conflict constitute some of the issues bordering on gender and ultimately development, which UNESCO take critical cognizance of, in its research activities, for development programmes, including   project evaluation and monitoring.

WHAT IS UNESCO

UNESCO is an international standard setting organization, in the special areas of education, social and cultural activities. An integral part of the United Nations, established to work in partnership with member nations of the United Nations to foster and demonstrate standards of development for all nations as parameters of international acceptability.

For the limited purpose of this study, we shall be looking at the focus and consideration of UNESCO on GENDER matters for effective development purposes. We therefore need to briefly look at the ordinary meaning of GENDER and DEVELOPMENT.

<u>GENDER</u> - refers to the social differences and relations between women and men (i.e. as it concerns   roles, responsibilities, constraints, opportunities and needs in all areas). Gender identities are socially constructed roles, activities, tasks and responsibilities of males and females.

Therefore in a context of conflicts or peace building, gender roles, responsibilities, constraints and opportunities, and needs in chosen areas can be analyzed for every sector and function of society.

GENDER EQUALITY FOR SUSTAIANABLE DEVELOPMNT

To ensure sustainable development in a political environment of a developing nation like Nigeria. It is important to respect full gender equity and equality. Development activities may affect women and men differently, and therefore must be emphasized, the need to apply appropriate "gender planning" In order to ensure that the resulting conditions and results are equitable to women and men.

Gender equality, development and peace are linked that there can be no peace without development, and no sustainable development without gender equality.

UNESCO – Gender Lens

UNESCO has various standards on various factors of living and projects, established as yard sticks for consideration by various stakeholders and development partners of the world body. Some of these will be reviewed in turn.

MEETING WORKSHOP AND CONFERENCES

It is necessary to consider the following in a meeting /workshop and conferences situation as a standard of practice:

Preparation and determining the terms of Reference

- Do the terms of reference state a gender objectives and gender outputs for the events?

- Do the planning and execution team observe and maintain gender equality or balance?

- The participants, the speakers and the coordinators, do they represent a balanced gender profile?

- The facilitators/moderators, are they gender responsive?

- Do course materials, handouts and facilitation materials/tools highlights gender issues, avoid gender bias and valued the experience of male and female participants.

- Have gender issues been mainstreamed into the content and agenda?

The Workshop Process:

- Do the workshop or conference process encourage both men and women to participates fully and be comfortable to the meeting/workshop/conference.

  Examples of working methods and workshop processes include:- Group discussions, committee level work and discussions, discussions in pairs, system of rotating chairs, limited speaking time per participant, going around the tables an ask each participant, both female and male to say a few words

- Is gender distribution in working groups being considered within the meeting/workshops/conference? (Is it mixed or single sex groups)?

- Is anyone monitoring to ensure that that incorporation of gender issues and the participation of both men and women are happening proportionately?

Process Reporting Issues of Communiqué, Recommendation/Publication

- Does the post -event report in the form of communiqués, recommendations, and publications finally reflect the gender issues and discussions covered in the meeting/workshop?

- Does the workshop evaluation form ask for sex – aggregated information in order to analyse if men's and women's needs and expectation have been met?

- Will any impact assessment analyses on the programme of event explain how female and male participants are applying the skills and content gained?

UNESCO – "Capacity Development and Training in gender Mainstreaming Programme

- It enables facilitators, moderators and participants to understand UNESCO'S approach and commitment to Gender- Equality in capacity Building, for social economic development both in the private sector and in Civil Service Organizations, by ensuring that "Capacity Building Training Programmes," carry equal representation of men and women and the contents of such programmes reflect adequately a balanced gender issues that all participants irrespective of their sex benefit equally and can impact the knowledge and experience received in such trainings on subordinates in due course.

- A balanced gender capacity building programme enables focused and attentive participants to mainstream gender in their daily functions.

- It enables all participants to understand changes in attitude and behaviours in support of the UNESCO's principle of "GLOBAL PRIORITY OF GENDER EQUALITY" at all levels, locally, nationally, regionally and internationally.

WOMEN ARE NOT JUST THE TARGET OF NEEDS

Needs are common to both men and women, and none of the two sexes can be subordinated to the other on the basis of dependency as the African culture tend to picture of women, thereby heightening the incidence of gender inequality in the African cultural environment.

International developmental gender principles, have advocated a more favourable point of view for women, based on the "principles of equal rights and priviledges" for men and women on

needs both practical (i.e. immediate basic needs) and strategic (long term personal and environmental needs).

Interventions addressing strategic gender interests focus on fundamental issues related to structural changes in society regarding women's status and equity. They included necessary legislation for equal rights, reproductive choice, increased participation in politics and governance and in decision-making at all levels.

Ban Ki-moon (2008), the United Nations (UN) Secretary General in a special report on the Millennium, Development Goals, concerning Promoting Gender Equality and Empowering Women in New-York on Sept.5, 2008, corroborated that assertion, that women are not just the target of needs and measures to be seen and treated as subordinated genders of inequalities,

Ban Ki-moon described women in the following internationally accepted description which this study whole heartedly agree with, – that:

(1)   Women are not just the target of special measures and needs, they are the driving force to overcome poverty, reduce ;hunger, fight illiteracy, heal the sick, prevent the spread of diseases and promote economic and moral stability.

(2)   Women are not just poor beneficiaries of foreign aid; they are law makers, police, mothers, farm workers, sisters, teachers and stewards of our environment.

(3)   They are diplomats, they are presidents.

(4)   They have the power to rebuild war-torn societies and solidify lasting peace.

(5)   If you empower a woman, you empower her children, her community and her nation

With this true words from no less a person than the Secretary General, of the United Nations, to which this study concur, as an advocate of Gender equality, the women folk only need to awake and arise and occupy their pride of place in equal rights in the social economic political and leadership position in Africa and particularly now in Nigeria, No time is .more appropriate to take full advantage of the word of developments proclamation under the full support of the fundamental Human rights convention and gender equality provisions worldwide.

WOMEN AND GIRL CHILD EDUCATION - "THE FINAL WORD" FROM UNESCO'S GENDER LENS

UNESCO seem to be more concerned with Education and Culture than any other social factor, because education undoubtedly is the foundation rock of civilization, Civil liberty, democratization, human rights and every other virtue that is associated with freedom and liberty.

Gender discrimination against women particularly in sub Saharan Africa and the development world is deeply rooted in the high level of illiteracy among women and the earlier the educational disadvantage among women is corrected, the earlier the gender inequality malaise will become a thing of the past Every educated woman desires her own children to be well educated, so poor education among the women folk, can only be eradicated by all ensuring that every girl child and every woman receives some level of education to fill into any position in society.

ESSENTIAL COMPONENTS OF MAINSTREAMING PEACE BUILDING

The process requires that the practitioner should:

🕐 Carry out a conflict analysis and update it regularly;

🕐 Interface the outcome of the conflict analysis with the situation analysis and the programming cycle;

🕐 Utilize a multivariate and multi-sector checklist for tracking peace building and social inclusiveness (including gender disaggregating, budgeting and auditing);

🕐 Plan, implement, monitor and evaluate the programme /project intervention in a conflict sensitive manner;

The Role of Conflict Analysis

Conflict analysis is the methodical study of the profile of a conflict, its root causes, actors and dynamics. The profile of a conflict includes the history, political, economic and socio-cultural elements involved in the conflict. Since every development intervention triggers some change in the environment, for better or for worse, the ability to conduct conflict analysis is invaluable for the intervener. The analysis of the conflict helps with the understanding of the context in which a

programme is being implemented and the interaction between the intervention and the context or environment.

Figure 1 below displays a typical cycle of the analysis of conflict, showing the conflict profile, actors, causes, dynamics and the context of their interrelationships. Here, the conflict cycle is highlighted with the intervention and the development programming cycle embedded within. Thus, when we conduct conflict analysis with these elements in the backdrop it enables us act upon the understanding and awareness of the context that would lead to the positive impacts being minimized.
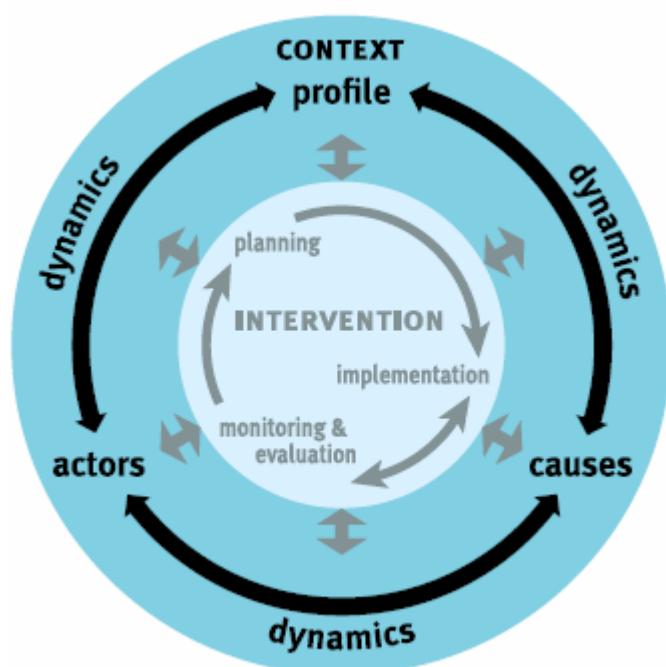

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Figure 1: Conflict Analysis and the Development Programme Cycle

Whatever the level at which it is applied, conflict analysis involves the application of tools of social analysis to understand the conflict profile, root causes, actors and dynamics, and how these impact on one another, and on the context or environment. At the project level, conflict analysis can be conducted with a focus on the family, community, local, state or national levels.

The 'nested' levels of conflict analysis help to explain the linkages across the hierarchy of social and political units, such that a conflict at one stratum could impact on another and vice versa. Thus, the 'nested' levels of analysis shows that the development programming cycle for a programme/project at any of these levels (family, community, local, state, and national) has the potentials of multiplying pains (violent conflict) or gains (peace building) for the society.

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Family

Community

Local Government

State

National

Adapted from International Alert Resource Pack on Conflict Transformation, 2003.

Development, Peace and Conflict in the Nigerian Environment

The history of inadequate planning capacity in Nigeria has had destabilizing effects on development at the micro (individual), meso (community), and macro (country) levels. In particular, the politics of the exploitation of oil, the control and appropriation of the huge revenues accruable to this sector, and the political economy of systemic corruption have remained the mainstay of the centrifugal forces that sustain conflict in the context of development. Development and conflict must count as part of an integrated picture of the social realities that shape Nigeria's political economy. The relationship between development and conflict in Nigeria goes beyond just crossing each other's path.

Nigeria's choices of development must be moderated in such a way that they are sustainable and ultimately contribute to building peace and reducing the risk of violent conflict. This is obviously a serious challenge given the country's low human development index and evolving institutions of governance. In grappling with this challenge, an immediate option that recommends itself is to build institutional capacities in development programming in Nigeria.

Whether the conflicts are resource-based, political, social, religious, identity or ethnic, their root causes can be linked to the specific context and the stage of development. Furthermore, development processes often challenge the existing socio-economic, political and cultural

equations in ways that could threaten or inhibit the aspirations of some individuals, groups or communities. The capacity of the stakeholders to respond constructively to perceived threats or hindrances would determine if such conflicts will enhance or jeopardize the peace of the environment.

A few conflict scenarios in Nigeria would suffice to illustrate the reciprocal impact of conflict and development. The development interventions by oil companies in the Niger Delta region have been notoriously conflict-ridden, causing massive damage to human life, property and the ecosystem of the area. In the Niger Delta scenario, the context, the parties, the government, oil companies and the communities are implicated at different levels in the degenerating conflict profile of the area. Indeed, the high stakes associated with the investments in the oil and gas sectors in the Niger Delta, the neglect and/or feeling of same, by the communities have exacerbated violent conflicts. For example, the three communities of Oluasiri, Soku and Elem-Sangama in Rivers and Bayelsa states in the Niger Delta, contested over the ownership of the land where the Liquefied Natural Gas (LNG) plant is established. They killed and maimed, destroyed property and displaced families that had lived together and maintained cordial relationships for ages. If development is understood to be the pursuit of the enjoyment of human rights, then the government, oil firms as well as the communities should employ development interventions to **heal** rather than **hurt** the people, in consonance with the 'do no harm' principle for development interventions.

In Ife-Modakeke, Osun State, in South-Western Nigeria, the creation of a Local Government Area as a development unit turned into a keg of gunpowder due to the insensitivity of the authorities to the history, psycho-social and identity needs of the communities concerned. These few scenarios underscore the point that development interventions and the socio-political realities in many otherwise 'peaceful' communities in Nigeria predispose them to violent conflict.

Since development is about change, and change often creates social and political dislocations, the outcomes of development intervention do not always 'equal peace'; they could exacerbate existing violent conflict or even stir new ones. In other words, a development project inevitably has an impact on the peace and conflict environment – positive or negative, direct or indirect, intentional

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or otherwise. 'The conflict that followed the construction of Bakolori Dam in 1980 is said to have arisen from grievances about compensation and the fate of those displaced. Both the Federal and Sokoto State governments were taken aback to see docile peasants dare the firearms of mobile policemen to protest the fact that compensations routed through traditional rulers by government did not get to them. The loss of life of 24 peasant farmers to police bullets could have been averted if the government had properly factored in conflict of interest and the consequences of such in planning and executing projects.'

Given this basic fact, the framework for mainstreaming peace building in development enables planners to initiate proactive response to the potential impact of their interventions on peace and conflict dynamics. Indeed, in Nigeria, development interventions often provide some politicians, bureaucrats and others the opportunity to deploy ethnicity, religion, indigene-settler issues, etc., to secure political and economic advantages and other forms of patronage. When this happens, the community is put under intense pressure that often results in manifest conflict disorders. Therefore, building peace involves both immediate responses and long-term preventive measures before, during and after a conflict.

This framework can also be used to facilitate recovery in a community that has just experienced violent conflict. In this case the framework serves as a toolkit for social reconstruction, peace building and reconciliation. The intervention would be designed to address the root causes of the conflict, ensure fairness, justice and inclusion, as well as economic and political empowerment. When such an intervention is well monitored within the development programming cycle, the victims of conflict are once more empowered to take charge of their lives rather than become recipient beneficiaries of humanitarian assistance. Community participation in a project produces an opportunity for individuals to appreciate better their potentials for leadership within the context of generating solutions and contributing to a common good. Through their participation in development initiatives the stakeholders can bridge existing gaps in relationships and communication and thereby work for social cohesion and peace.

When development fails to contemplate its potential impact on conflict and peace building, it is more likely to generate tensions or exacerbate existing conflict fault-lines. The diagram of mutual

impact of development, peace and conflict provides a basis for a dialectical understanding and appreciation of the impact of development on the context of peace or conflict. The mutual impact diagram shows that the horizontal continuum of peace and conflict is often intersected by development. It also illustrates that the dynamics of peace and conflict can also directly impact on each other and present development challenges. Thus, development programming for peace building must take into account the key role that development interventions can play in conflict generation. This consciousness is to be integrated into the stages of the development programme cycle – planning, implementation, and monitoring and evaluation.

CONCEPTS AND TOOLS

There are key concepts and tools that must be carefully defined and described to make this framework a practical toolkit for end-users. We have explained some of these in this section for easy understanding by development programmers not previously exposed to peace building.

Mainstreaming Peace building

Mainstreaming is the term used for describing the art of integrating a given set of values from one primary domain into a secondary one with the aim of bringing the insights from the former to bear on the latter and to achieve by this process a value–added outcome for the resulting practice. Therefore, mainstreaming peace building in development programming is about incorporating peace building and conflict-sensitivity into the four main stages of the development programme/project cycle. Mainstreaming peace building in development programming does not mean changing what we do, but it has everything to do with how we do them. It is about adding value to a good process such that it results both in the achievement of the planned developmental targets **and** contributing to building lasting peace. Its main tool is incorporating conflict analysis into the overall situation assessment and analysis and the programme design process and documentation. Critical peace-building indices such as community participation, information-sharing, and gender-sensitivity should form part of all four stages of the cycle Conflict Sensitive Development Checklist).

The programme /project cycle

The ultimate purpose of development as expressed in the United Nations Millennium Declaration and the Millennium Development Goals (MDGs) is the realization of human rights. Many of the rights that the Convention on the Rights of the Child (CRC) codifies, such as the right to the highest attainable standard of health, to education or to protection from abuse and neglect, are what "good programming" used to refer to as basic needs. These needs have traditionally been the focus of most development work undertaken by national governments, the United Nations agencies, international organizations, non-governmental organizations (NGOs) and other bodies. Nigeria is committed to the attainment of the MDGs through the government reforms agenda driven by the National Economic Empowerment and Development Strategy (NEEDS).

Every development programme/project cycle has a lifespan with a timeline for specific activities. A development cycle refers to the period of time it takes to complete the three stages of the development rung: assessment, analysis and programme design (preparation); implementation; and monitoring and evaluation. The programme/project aims at the realization of defined results through implementing activities between the commencement and completion of a programme/project. This cycle remains valid irrespective of which organization is developing the programme or the environment in which the programme/project is implemented.

The intervention and the development programming cycle as conspicuous features in programming for peace building. Here, planning, implementation, and monitoring and evaluation must be conducted with a view to mainstreaming peace building and conflict mitigation. The reversal of emphasis – the former stresses conflict analysis with the intervention elements in the background while the latter brings out the intervention/programming cycle with conflict profile, actors, causes and dynamics as a backdrop. The double-edged arrows encircling the intervention and the development programme cycle are highlighted and indicate the reflexive relations of the intervention/programming cycle with the conflict profile, actors, causes and dynamics with implications for the peace and conflict environment.

Development Programme Cycle and Conflict Analysis

Conflict

Conflict refers to a struggle involving two or more opposing forces. Conflict could be over resources, ideas, values, wishes, or deep-seated needs. It provides an opportunity for changing the status quo. Conflict as a social phenomenon becomes negative only when it is violent. A conflict could have a chain of causes - root causes, proximate causes and triggers and can be at various stages of escalation or de-escalation.

Context

The context of a conflict is the environment within which conflict occurs. This could also be referred to as the conflict setting. It also includes the geo-physical and psycho-social environments in which the conflict occurs. The context of a conflict could be the family, workplace, community, local government, state or national levels.

Conflict Dynamics

The dynamics of a conflict is the result of the interaction of the conflict profile, actors, and causes. Conflict dynamics are the activities and events in the political, economic and socio-cultural domains which result from and are shaped by the interaction of the profile, actors, and causes of conflict. A good understanding of conflict dynamics helps the intervener in scenario building. This could be in the form of (i) best case scenario, (ii) middle case or status quo scenario, and (iii) worst case scenario. This enables us to have a total picture of the events and to design an entry point.

Conflict Actors

Conflict actors are individuals, groups or institutions that are involved with a conflict directly or indirectly. They may be actors in the conflict at the primary, secondary, tertiary or shadow levels. Conflict actors have some interest in the conflict and in its outcome.

Conflict Analysis

Conflict analysis is the methodical study of the profile of a conflict, its root causes, actors and dynamics. The understanding gained from conflict analysis informs the response strategies in the form of programme/project interventions. Within the context of this framework, conflict analysis

is incorporated into development programming cycle for the purpose of building peace or mitigating violent conflict.

Peace and Conflict Impact Assessment (PCIA)

The PCIA is an instrument for the evaluation (*ex post facto*) of development interventions, and anticipation (*ex ante*) of the impact of potential projects on the structures and processes which either strengthen the prospects for peaceful co-existence and decrease the probability of violence, or increase the likelihood of responding to conflict through violent means. When we conduct PCIA *ex post facto*, we analyze and provide explanations for occurrences that have happened, but *ex ante* PCIA anticipates or predict certain phenomena and events which are yet to occur. The PCIA also helps to track positive, yet unintended peace building impact that could result from development administration. With the help of conflict analysis, interveners could use the Peace and Conflict Impact Assessment (PCIA) which is a generic conflict-sensitive tool, in auditing *ex ante* the impact of development on conflict and peace-building activities and vice versa.

PCIA indicators are brought to bear on the situation analysis as a tool of the framework for mainstreaming peace building. The outcome of the analysis would enable the interveners to proactively engage, in a conflict sensitive fashion, the challenges that would interfere with the development programming process. To effectively mainstream peace building the planning process should incorporate:

☺ an assessment of the peace-building environment (situation/causal analysis);

☺ an identification of conflict actors/parties and peace-builders (stakeholder analysis);

☺ an identification of the objectives and activities; and

☺ integrating measurable peace building variables into the logical framework for the intervention.

To achieve the desired results, the foregoing steps are to be complied with through planning, implementation, monitoring, and evaluation stages of the programme/project intervention.

Logical Framework

Designing a logical framework is useful to enable us assess the input, activities, outcomes and results of an intervention. The logical framework helps an intervener focus on

designing/mobilizing the right activities/resources for the mitigation of conflicts and for building and supporting peace-enhancing structures. Given a hypothetical log frame for a project on the impact on peace/cooperation between youth in two post-conflict communities. These communities are linked by a river and had always jointly engaged in a lot of activities around and across the river before the outbreak of hostilities. An NGO decided to fund the construction of a bridge across the river to strengthen intercommunal relations after the ceasefire. Here, peace building is mainstreamed into this project, for instance, by introducing peace and conflict sensitive variables into the vertical and horizontal logic.

WHERE DO WOMEN PRESENTLY STAND EDUCATIONALY? AND WHAT IS UNESCO DOING IN THE APPAULING EDUCATIONAL STANDARAD AMONG WOMEN IN AFRICA, AND PARTICULARLY NIGERA?

As affirmed in the "Universal Declaration of Human Rights," every one has right to education. UNESCO convention against discrimination in education underlined the need to promote equal opportunity and treatments. Education is a means of ensuring that girls and boys have equal opportunity and treatment in every life endeavor.

STATISTICAL ANALYSIS

United Nations, statistics affirm that most of the 100 million children deprived of access to primary education are girls and mast of them live in sub-Saharan African, South and West Africa and the Arab States.

In rural Africa (including Nigeria and most largely from the Northern part of Nigeria) about 70% of gender does not finish primary school education. (Despite UBE) and Women Account for 64% of the adults illiterates worldwide who cannot read and write with understanding. Also, only 88 adult women are considered literate for every 100 literate adult men. These figures are grossly appalling and totally unacceptable for today's civilization and must be corrected.

Well, it is heartwarming that the situation in Ondo State is categorized as the best, nationwide, in the primary school enrolment figures and the significant increase in the registration of the girl child into primary school as a result of the present government's drive and

determination to educate every child in Ondo State as a push from the "A caring Heart" Programme of Mr. Governor,. We are hopeful that as the present trend continues every child residing in Ondo State will acquire not only the basic primary education but a basic secondary education or at the least, a basic technical school training.

With this development and if it is sustained no doubt, the issue of gender inequality will in the next few years fizzle away in Ondo State and women will proudly assume that pride of place as described by the United Nations Secretary General.

CONCLUSION

This paper attempted to look at Gender Mainstreaming and conflict resolution in Nigeria.

A number of essential findings emerge from the study. Crisis prevention and conflict management are indeed highly gendered activities. Not only do women and men have different access to power structures and material resources before, during and after the escalation of a conflict, but they also experience the pre-conflict phase, the open conflict and the post-conflict situation in different ways as well. At the same time, women and men play different roles in different types of violent conflicts. The same holds true for peace-building activities: depending on their ethnic origin, class, and cultural identity, women (and men) may have different needs and roles in crisis prevention/conflict management and post-conflict peace-building.

A gender perspective plays an important part in understanding the complex internal dynamics of crisis prevention and conflict management activities, and promoting social justice in peace-building activities and hence sustainable development. Looking at conflict management through "gender lenses" brings into focus the interrelations between the micro, meso, and macro levels, the gendered identities of women and men, the underlying cultural norms of femininity and masculinity, and their structural manifestation in organizations and institutions. It is equally vital to avoid placing exclusive focus on the **impact of conflict on women, men and gender relations**, since this may obscure the wider **impact of gender relations on conflict and crisis prevention/conflict management**.

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