

Graduate Program in Conflict Transformation

Practicum Proposal

Please fill out the form below with summary information regarding your proposed practicum:

Name: Bisakha Yonzon Tamang

Practicum Advisor: Jayne Seminare Docherty

Academic Advisor: Jayne Seminare Docherty

Credits for Practicum (6-9): 7

Semester registering for Practicum: Spring 2011

Practicum starting date: Jan 17 2011

Practicum ending date: April 15 2011

Practicum location and organization: Humanitarian Policy Section of the Office of Emergency Programmes in UNICEF, New York.

Has the organization approved you to work with them? Yes No

Describe communication you have had with the organization: I was introduced to Galit Wolfensohn, Gender and Human Rights Policy Specialist by Prof. Everett Ressler in beginning of November, 2010. After that, I was in regular communication with Galit discussing about the

role of the intern, the support she was looking for in an intern and how my own learning goals would fit the need of the organization. In December 10, 2010, I received an email from Galit stating that I have been accepted in UNICEF to work as a volunteer. Further, on December 15, 2010 I received the formal TOR along with acceptance letter from the organization.

Local supervisor and role in organization of placement :Galit Wolfensohn, Gender and Human Rights Policy Specialist.

Suggested local advisory group/persons: It is difficult for me to suggest local advisory groups since I don't know many persons who work with the U.N. However, my Practicum Advisor Jayne Seminare Docherty is in the process of connecting me with Anuraj Jha, Jill Landis Jha and Devanand Ramiah who are working in various U.N agencies in the U.N. Headquarter Newyork .

Has your onsite supervisor reviewed and agreed to expectations listed in Appendix?

Yes _____ No ___√ Not yet but I plan to discuss the expectations listed at the appendix with my on-site supervisor before I start the practicum.

Brief Description of Practicum activities:

Support the Gender Policy Specialist in managing a multi-country initiative to strengthen gender in UNICEF led clusters being carried out in 6 country offices by:

- Participating in and helping to document regular conference calls with field-based gender advisors to monitor progress of initiative
- Reviewing and consolidating monthly field reports to identify gaps, support needs, and learning
- Follow up on technical support needs of gender advisors including by helping to locate relevant support materials

- Preparing monthly newsletters updating progress on gender initiative for dissemination within UNICEF
- Review gender training materials being developed by Gender Advisors and supporting the standardization of tools
- Preparing discussion/research papers on how to strengthen UNICEF's engagement with Adolescent Girls within the Women, Peace and Security Agenda . A desk review of current practices within UNICEF and across other UN Agencies, as well as an identification of gaps and opportunities

Detailed description of practicum activities:

The Humanitarian Policy Section of the Office of the Emergency Programmes (EMOPS) in UNICEF works to mainstream and strengthen gender throughout UNICEF's humanitarian action. It documents good gender practices from its six country offices to inform policy and supports relevant Security Council Resolutions on women, peace and security and sexual violence during armed conflict through inter agency coordination.

As present, the Humanitarian Policy Section is seeking to standardize the gender tools developed by Gender advisors in the field through monitoring of progress, identifying gaps and support needs and learning. Therefore, my role is to support the Gender Specialist to manage analysis and review of the Gender tools developed by the Gender advisors in the field. Further, the expectation of the placement is preparation of a research paper on how to strengthening UNICEF's engagement with Adolescent Girls within the Women, peace and Security Agenda through review of current gender practices, identification of gaps and opportunities within UNICEF and across other U.N agencies.

Conceptual Framework

Since I am still new to the organization, I am still not aware of the theories that drive the practices of EMOPS/HPS. Nevertheless, in the course of the practicum I am hopeful that I will be able to observe and identify the underlying theories that guide the practices of EMOPS/HPS. What is the vision of EMOPS/HPS in mainstreaming gender into the broader framework of humanitarian action? Do gender tools contribute to peacebuilding or perpetuate conflict? How

gender tools increase or decrease access of women to resources? How do the gender tools reconcile the changed gender ideologies and the cultural context particularly after a conflict? What is the intersection between gender and conflict sensitivity?

Gender Mainstreaming in Humanitarian action and the theories that I want test during my practicum

Gender mainstreaming is the process of assessing the implications for women and men in any planned action, including legislation, policies and programs. “It is a strategy for making the concerns and experiences of women as well as men an integral part of design, implementation, monitoring and evaluation of politics and programs in all political, economic and social spheres, so that women and men benefit equally and inequality is not perpetuated”ⁱ. Therefore, mainstreaming gender perspective in humanitarian action includes a short-term strategy on fulfilling the distinct gender specific needs of men and women. While a longer-term strategy includes equitable gender roles and relationships, taking into account participation, negotiation and decision making power within the social structureⁱⁱ.

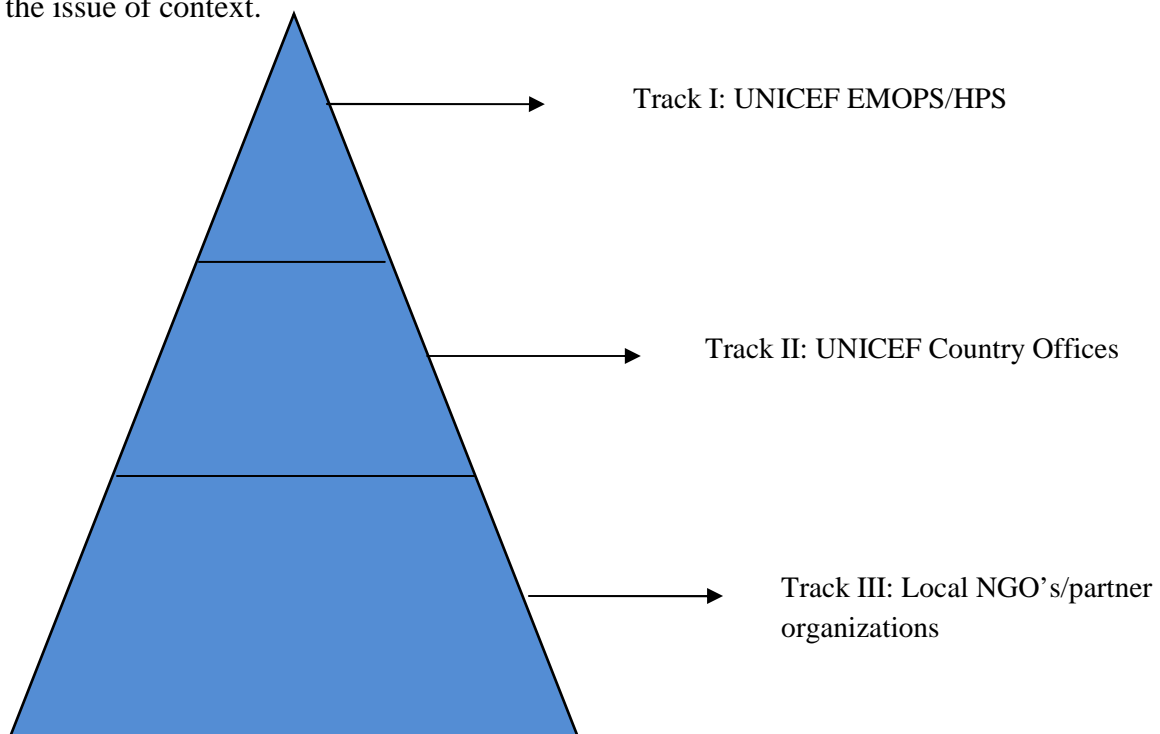
In light of the two strategies, I want to explore whether theories such as Human Needs Theory, Root Cause/Justice Theory and the Institutional development theory govern the practices of gender mainstreaming in humanitarian action of UNICEF. The Human Needs Theory states, “Human needs are a powerful source of explanation of human behavior and social interaction. All individual have needs that they strive to satisfy; therefore, social systems must be responsive to individual needs or be subject to instability and forced change either by violence or conflict” (Peter Woodrow, n.d)ⁱⁱⁱ. There are three broad categories of needs material needs (includes food, clothing and shelter), social needs (includes dignity, respect, security, independence and control) and cultural needs (includes identity, religion and culture). Analyzing the process of gender mainstreaming in light of human needs theory it too tries to end conflict by fulfilling the distinct material, social and cultural needs of men and women.

On the other hand, the Root Cause/Justice Theory postulates that peace is possible by addressing the underlying issues of injustice, oppression, threats to identity and security and people’s sense of injury. While the Institutional development theory states that peace can be secured by establishing stable social institutions that guarantee democracy, equity, justice and

fair allocation of resources. In similar ways, the Gender Mainstreaming process too explores the unequal power relations, different roles and responsibilities that determine the way in which women and men respond to crises. It aims to transform unequal social and institutional structures to just and equal structures for both men and women.

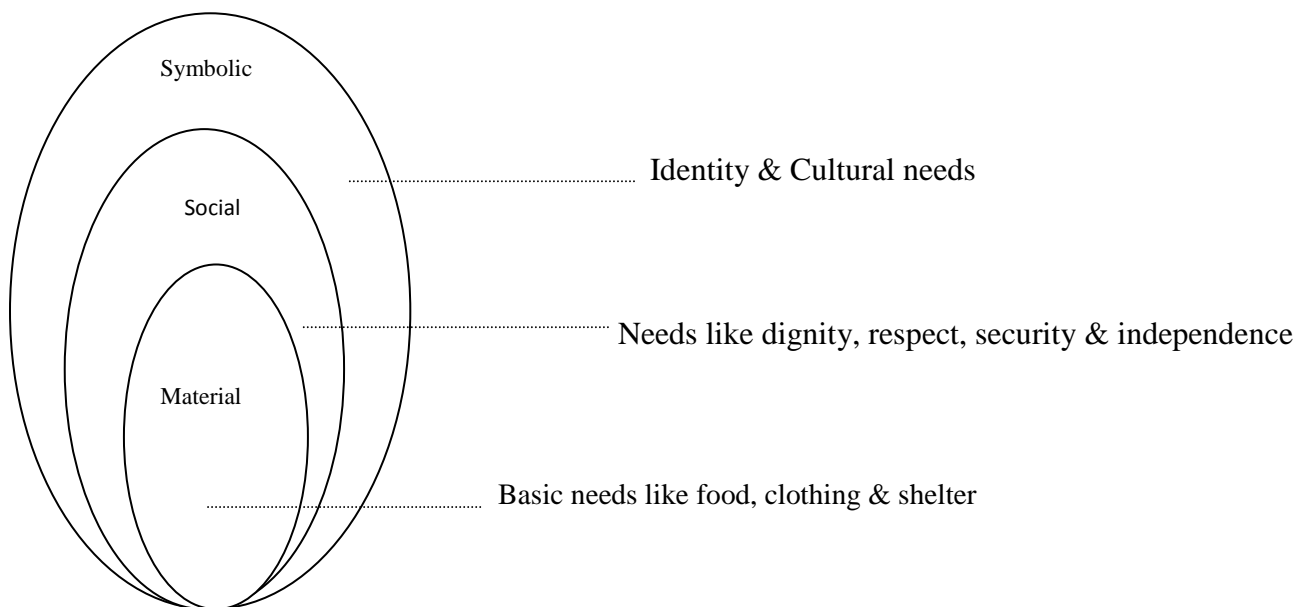
John Paul Lederach's Pyramid Model

Since UNICEF is, a multi-lateral organization that works at macro level to bring structural changes John Paul Lederach's Pyramid model will be a helpful tool to analyze the development process of Gender tools within the EMOPS/HPS. Since the EMOPS/HPS functions at the Track I level, I am curious to know the documentation and communication mechanisms that are followed in the Track II and Track II level to inform the work of the EMOPS/HPS Unit. What are the roles of the country offices and the local partner organizations in terms of analysis, evaluation and feedback on the Gender tool s?. Since they are the ones implementing the gender initiative in the field do they have input on the standardization of the Gender tool. What about the men and women who actually are a part of these initiatives are their voices included in the review and standardization process. Further, whose interest is reflected in the standardization process, is it donor driven or based on practices from the field, Has the EMOPS/HPS unit reflected on the impacts of standardization and are they willing to compromise the process of standardization over the issue of context.



Jayne Seminare Docherty's Three World's Model

Jayne Seminare Docherty's Three Worlds Model is another framework that I intend to use during my practicum. Since I will be reviewing the existing Gender tools for identifying gaps and opportunities, I will be looking at whether the gender interventions of EMOPS/HPS look at Symbolic, Cultural and Material issues. Which world do the Gender tools of EMOPS/HPA give most emphasis to, which world determines their programming, do they consider identity and cultural issues when they design interventions and are they giving more priority to women's than men's needs.



Relation to Personal and CJP goal

In relation to my personal goal, I see this practicum as opportunity where I can develop my research and analysis skills. Since, UNICEF works at the track one level to bring social change and as my previous work with women issues has been mostly at the track two level. I am looking forward to this transition, as it will give me a better understanding of the linkage between policy and practice; whether the policies inform practice or practice inform policies in UNICEF.

From the perspective of CJP, I am interested to explore how track II and track III actors' inputs are fed back to track I, in the process of gender mainstreaming in the humanitarian action of EMOPS/HPA. Moreover, since it is the men and women at the local level are important stakeholders who actually live the gender initiatives developed, do they have a voice in the process? As sustainable peace comes when there is local ownership and all the stakeholders are heard in the process. Therefore, I am eager to know how this translates in the work of UNICEF. Lastly, I am deeply interested to explore how the Pyramid model and Three Worlds Model will correlate with the gender mainstreaming practices within EMOPS/HPS

Practicum Goals

- a) To fulfill the course credit required for my graduate degree through the volunteer work.
- b) To explore the underlying social change theories that drives the practices of EMOPS/HPS.
- c) To understand the relationship between gender and humanitarian aid whether gender mainstreaming in humanitarian aid actually increases or decreases a woman's access to resources.
- d) To explore the intersection of gender responsive interventions and conflict-sensitive programming
- e) To explore the dynamics of changes in gender ideology and identity post-conflict.
- f) To strengthen my competency in review and analysis of gender tools
- g) To expand my professional networks with various professionals working in the field of Gender, Humanitarian Aid and Peacebuilding
- h) To develop self-care habits through self-reflection, reading, meditation and prayer.

Support and Accountability

Jayne Seminare Docherty is my practicum advisor and she will be my primary support system throughout my practicum. I will be in regular communication with her through e-mails and phone calls. I will also be submitting journals and regularly updating Jayne about my practicum to receive feedback. I also expect to receive additional support from my onsite supervisor and local advisor on critical issues that may arise during the course of the practicum.

Evaluation

- Monthly review meetings with my on-site supervisor to monitor my progress; focusing on strengths and building upon my weaknesses.
- Regular communication with my practicum advisor to give updates on my weekly journals and reflection papers.
- Submission of deliverables in terms of research reports, monthly newsletters to my on-site supervision.
- Successful dissemination of the research findings in the form of a final report to the Practicum Committee.

ⁱ UN Economic and Social Council, *Agreed Conclusion*, E/197/1.30, UN New York, 1997

ⁱⁱ Dijkhorst, H.V & Vonhof Suzette (2005). *Gender and Humanitarian Aid : A Literature Review of Policy and Practice*. Disaster Studies, Wageningen University.

ⁱⁱⁱ Excerpt from along paper: Strategic Analysis for Peacebuilding Programs (in draft)

Appendix

Practicum Checklist

Please fill in a projected date for each item in the “Due Date” column. Then make a copy and submit to your Practicum Advisor along with your Practicum Application.

*Student’s Name: Bisakha Yonzon Tamang
Practicum Advisor: Jayne Seminare Docherty*

Anticipated Time Frame	Papers Due	Due date	Completed
First Third of Practicum	Report of initial meeting with supervisor including of approval of supervisor on guidelines in the appendix – Submit to both on-site supervisor and practicum advisor	17 Jan, 2011	
	First Evaluation Report -submit to Practicum Advisor and on-site Supervisor	Feb 17, 2011	
	First Reflection Paper-submit to Practicum Advisor	Feb 20, 2011	
Second Third of Practicum	Second evaluation report- submit to Practicum Advisor and on-site Supervisor	March 17, 2011	
	Second Reflection paper-submit to Practicum Advisor	March 20, 2011	
At the end of the practicum	Final Evaluation report- submit to Practicum advisor and on-site supervisor	April 14, 2011	
After the Practicum	Written document in preparation of Capstone Presentation- submit to Practicum advisor prior to capstone presentation	April 20, 2011	
	Capstone Presentation-presentation to CJP Community	April 26,2011 (Tentative)	
	Abstract form of practicum activities –submit to Practicum Advisor and Practicum Coordinator	29 April 2011	