Women Build Peace: Southeast Asia Training of Trainers Workshop on Women, Peace and Security

Facilitator's Guide

gnwp Global Network of Women Peacebuilders

In partnership with Canada

Ministry of Gender Equality and Family

UK International Development
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UN WOMEN

Contents

Module 1

Understanding Gender in the Context of Conflict

This module offers an introduction to the basic concepts of gender in the context of conflict and insecurity, along with valuable tools for analyzing gender issues in such contexts.

Facilitators and resource persons using this module should have basic to advanced knowledge and skills in gender and gender analysis.

The sessions in this module are designed to benefit those involved in planning and programming gender and peacebuilding plans, programs, projects, and services. These sessions can be simplified or adapted for executives and policymakers to highlight the importance of integrating gender and conflict analysis into the development of any intervention.

This module consists of:

SESSION	SESSION TITLE	TIME ALLOCATION
1	Understanding Gender, Conflict, and Security Issues	2 hours, 15 minutes
2	Analyzing Gender Issues in the Context of Conflict	2 hours, 15 minutes
3	Understanding the National Action Plan on Women, Peace and Security	2 hours, 30 minutes

Session 1: Understanding Gender, Conflict and Security Issues

Learning objectives: To recall basic gender concepts in the context of conflict and insecurity

Methodology: Small group workshop
Lecture

Time allotted: 2 hours and 15 minutes

Materials and equipment needed

► Easel papers or whiteboards
► Markers
► Metacards
► Masking tape
► Scissors
► Laptop and projector

Key learning messages

1. Conflict and insecurity aggravate gender issues and gender roles that already exist during peacetime.
2. Understanding the pre-conflict conditions and status of women and girls is essential for crafting strategies to address or mitigate the impact of conflict.
3. Several tools can help analyze women and girls' issues, which are crucial for policy formulation and post-conflict programming.

Session procedure and content

1. **Welcome and objective (5 minutes)**

   ► Welcome the participants.
   ► Share the objective for this session: **to recall basic gender concepts in the context of conflict and insecurity.**

2. **Group work (45 minutes)**

   ► Divide participants into groups.
   ► Ask each group to identify the key issues that women and young women experience in the context of conflict and insecurity. Groups will have 30 minutes to identify and write down their answers on easel paper or whiteboards.
      ► *Note to the facilitator: Examples of issues raised by participants in the pilot run of this training include:*
         ▷ *Violence*
         ▷ *Lack of access to public services (nutrition, education)*
         ▷ *Lack of privacy/ private space*
         ▷ *Loss of self-esteem/ loss of dignity*
         ▷ *Multiple burden/ triple roles*
         ▷ *Exclusion (decision-making, planning, further marginalized)*
   ► After 30 minutes, ask each group to make their answers visible to the other groups.

▶ Request that each group place stickers on the issues they think are similar to the ones they had identified in their group.

▶ Once the stickers have been placed, ask the participants to answer the following questions:

▶ *Are the issues they listed experienced before, during, and after a conflict?*

▶ *What are some of the common and distinct issues that women and young women experience in the context of conflict or insecurity that surfaced from the exercise?*

▶ To conclude the exercise, provide a synthesis of shared and distinct issues women and girls face before, during and after conflict.

3. Lecture (90 minutes)

▶ Proceed to revisit the **concepts of sex and gender:**

▷ Women and men are distinguished by sex or natural or biological characteristics. However, society or institutions created roles and expectations for women and men because of these biological differences. Such societal roles and expectations are called the **social construction of gender.**

▷ Gender roles or expectations vary according to age, class, race, ethnicity, religion and other beliefs and ideologies, and socio-economic and political environments. When analyzing gender issues, it is vital to consider all these intersecting factors and adopt an **intersectional approach**, since women, men, girls, and boys experience issues differently, and their severity varies depending on their contexts.

▶ Discuss what conflict is and underscore that **conflict exacerbates the gender issues that women and girls experience:**

▷ Conflict arises when two or more groups believe their interests and the means or ends to achieve such interests are incompatible. It is not a negative phenomenon. However, parties may resort to violent means to achieve their interests.[1]

▷ Women and girls are often seen as 'collateral damage' of violent armed conflict rather than active participants in peacebuilding. As such, women and girls are seen as mere beneficiaries of relief, recovery, and rehabilitation interventions. Their status and condition prior to conflict, e.g., poverty and discrimination, are often not considered in the design and provision of post-conflict programs and services, making them poorer and more marginalized.

▷ Insecurity, on the other hand, emerges when a government, faced with

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1   UN Interagency Framework Team for Preventive Action. (2012). United Nations. Available at: https://www.un.org/en/land-natural-resources-conflict/pdfs/FRAMEWORK_TEAM_FLYER-2July12.pdf

conflict and violence, cannot ensure the protection of its citizens.[2]

► Share the **various building blocks of gender analysis** in the context of conflict and insecurity:

  ▷ **Gender division of labor (Moser):** Women men, girls, and boys take on different roles in various spheres of life. According to a framework developed by Caroline Moser, these roles can be divided into reproductive, productive, community management and community politics roles. In the context of conflict, here are some of the manifestations of how women and men take on such roles:

REPRODUCTIVE ROLES	PRODUCTIVE ROLES	COMMUNITY MANAGEMENT ROLES	COMMUNITY POLITICS ROLES
Men might take on childbearing/ rearing and domestic tasks as they become targets of armed groups, hampering their mobility.	**Women** look for means of livelihood or food when **men's** mobility is hampered, vulnerable to sexual and gender-based violence (SGBV), trafficking, and cheap or unpaid labour.	**Men** and **women** may carry arms. **Men** are often on the frontline of conflict. **Women** serve as medics, cooks, or budget officers of armed groups.	**Men** are present in formal peace tables and traditional/ indigenous conflict resolution mechanisms.
Men take care of the family property while women evacuate, and are vulnerable to harm.	**Men** receive peace dividends as they are considered combatants. **Women** are sidelined as recipients.	**Boys** may be recruited to armed groups. **Girls** may be used as an enticement for boys to join armed groups.	**Women** are often excluded or underrepresented in formal peace tables and traditional/ indigenous conflict resolution mechanisms.
Women take care of immediate and extended family members.			

  ▷ During peacetime, gender division of labor already exists and that, often, women and girls face more responsibilities, especially in the domestic sphere. This hampers them from participating in the productive and community spheres. **When conflict happens, it aggravates such gender division of labor**, as shown in the table above.

  ▷ **Practical gender needs and strategic gender interests (Moser):** Another building block to gender and conflict analysis is understanding practical gender needs and strategic gender interests.

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2   Violence and Insecurity: Protecting human rights in situations of violence and insecurity. (2012). Office of the High Commissioner for Human Rights. Available at: https://www2.ohchr.org/english/ohchrreport2012/web_en/allegati/7_Violence.pdf

PRACTICAL GENDER NEEDS	STRATEGIC GENDER NEEDS
Dignity kits or hygiene packs in relief packages to include sanitary napkins, diapers, whistles, flashlights	Gender- and culturally-sensitive mental health and psychosocial support (MHPSS) (offline and online)
Special diets for pregnant and lactating mothers, the elderly or persons with disabilities (PWDs)	
Minimum Initial Service Package (MISP) for Sexual and Reproductive Health (SRH)	Mechanisms and protocols to protect and prevent sexual- and gender-based violence in the context of conflict and insecurity (offline and online)
Women-friendly spaces (e.g., for breastfeeding), daycare centers	Transitional justice
Well-lighted areas; proximity to or security detail along and near water sources	Policies and mechanisms for zero tolerance on harassment, abuse, and violence in temporary shelters and camps
Privacy in bathing areas	
Forms to access government documents or access loans or grants for the rehabilitation of homes and livelihoods	Ease of procedures and forms in cases of loss of original documents or proofs or loss of property

▷ Practical gender needs are necessary for survival and household maintenance. Such practical gender needs should be bridged towards achieving strategic gender interests, especially during the conflict since circumstances change. For example, evacuation camps and temporary shelters need safe spaces for bathing and accessing water, even at night (practical gender need). However, such camps and shelters must have policies and mechanisms to prevent and protect women and girls from gender-based violence (strategic gender interests).

▷ **Manifestations of gender bias (HASIK)**: Another building block to gender analysis is the manifestations of gender bias. This framework was developed by HASIK, a Philippine civil society organization involved in urban poor empowerment, gender equality, protection of children and youth, and housing and livelihoods.[3]

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3   HASIK stands for Harnessing Self-Reliant Initiatives and Knowledge.

MULTIPLE BURDEN	Women internally displaced persons (IDPs) take care of immediate and extended families, perform community work to support relief or aid or maintain order in IDP centers, and look for means of livelihood.
GENDER STEREOTYPING	Men are often considered combatants and benefit from peace dividends. Women and children are often considered non-combatants, incapable of carrying arms or joining armed movements.
MARGINALIZATION	Men are consulted on infrastructure and rehabilitation projects and peace interventions. Women are consulted on socio-economic recovery and rehabilitation projects. Youth are seldom consulted in peace interventions.
SUBORDINATION	Men, considered decision-makers and leaders, are more involved in conflict resolution mechanisms. Women are seldom involved in such mechanisms. Youth are typically not included in peace mechanisms.
GENDER-BASED VIOLENCE (GBV)	Rape and/or other forms of violence against women are used as a weapon of war to destroy community morale, as a form of ethnic cleansing, or to demonstrate power and dominance. Women and girls from conflict-affected areas are vulnerable to human trafficking. Youth and LGBTQIA+[4] individuals are targets of GBV.

▷ Going back to the earlier building blocks, these gender biases aggravate gender relations within and outside the domestic sphere. For example, women and girls solely do reproductive roles within the temporary shelters and evacuation camps. In that case, it affects their participation in public consultations about their and the community's recovery and rehabilitation after conflict. Multiple burdens in the domestic sphere may place women and girls in a subordinated position. The lack of support towards strategic gender interests such as prevention of and protection from violence may also put internally displaced women and girls at risk.

▷ **Women's Empowerment Framework (Longwe):** Sociologist Sara Longwe's Women's Empowerment Framework shows that empowerment takes on different forms. These levels are not sequential; instead, these may be achieved simultaneously.

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4   The intended use of the terminology 'LGBTQI+' is inclusive of all members of the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex community, including individuals who may identify across the diverse gender and sexuality spectrums

LEVEL OF EMPOWERMENT[5]	
Welfare	Women and youth as recipients of relief packages, often dependent on the males as head of the household.
Access	Women often have access to diverse economic resources that may not be connected to their pre-conflict lives or may not align with their post-conflict circumstances.
Conscientization	Women are passive information recipients, not necessarily intended to change gender relations
Participation	Women lead in relief distribution, water, sanitation, and hygiene (WASH).
Control	Women have limited control over economic resources as IDPs.

▷ Along with the other building blocks, this framework could help us understand what kinds of interventions are provided to women and girls in the context of conflict and if this help enables them to achieve their fullest potential.

▶ *Notes to the facilitator:*

   ▷ *You may need to review some responses from the earlier group work to help participants connect or confirm their answers related to different aspects of gender and conflict analysis.*

   ▷ *You could encourage participants to create various activities to identify gender-related issues in conflict and insecurity situations. For instance, they could use the 24-hour activity profiling method to determine the gender distribution of women and men in evacuation camps or temporary shelters among internally displaced peoples.*

   ▷ *Remember to stress that the "Building Blocks to Gender Analysis" mentioned earlier can be used independently or in conjunction with other tools, depending on the specific information required from the participants.*

4. Closing (5 minutes)

▶ In closing, emphasize the following points:

   ▷ There are prevailing gender roles for women, men, girls, and boys. In the context of conflict, these roles change drastically and even exacerbate gender inequalities.

   ▷ Understanding pre-conflict inequalities faced by women and girls is critical towards addressing or mitigating the impact of conflict. The building blocks are tools for analysis that can be used for policy formulation and programming.

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5   More in-depth information and examples of the levels of empowerment will be shared during the ToT.

Session 2: Analyzing Gender Issues in the Context of Conflict

Learning objectives: To analyze gender issues in the context of conflict

Methodology: Small group workshop
Case study analysis

Time allotted: 2 hours and 15 minutes

Materials and equipment needed
- ► Case studies
- ► Easel paper or whiteboards
- ► Markers
- ► Metacards
- ► Masking tape
- ► Laptop
- ► Projector

Key learning messages
1. Building blocks to gender and conflict analysis are crucial in identifying gender issues faced by women, men, girls, and boys in conflict. Such tools may be used individually or in combination with other tools.
2. Gender analysis is essential to formulate the necessary interventions and address the gender-related issues faced by women, men, girls, and boys in conflict.

Session procedure and content

1. **Recall and objective (5 minutes)**
   - ► Ask participants to recall something they have learned or that stood out to them from the previous session.
   - ► Share the objective for this session: **to analyze gender issues in the context of conflict.**

2. **Group work (60 minutes)**
   - ► Divide the participants into four groups and distribute the case studies. Two of these groups will analyze the same case study.
      - ► *Note to the facilitator:*
         - ▷ *The cases utilized in this session module can be modified or tailored to align with the specific context of the participants.*

► Give the following guide questions to each group (project questions on screen if available):

Case Study Analysis Guide Questions

1. Using the building block assigned to your group, identify the different gendered issues in the context of conflict or insecurity in the case assigned to you. The different building blocks are as follows:
   a. Gender division of labor
   b. Practical gender needs and strategic gender interests
   c. Manifestations of gender bias
   d. Women's Empowerment Framework

2. What measures or strategies would your group recommend addressing the issues you have identified in the case study assigned to you?

► Ask each group to select a group member who will present in the plenary session. The selected rapporteur will have to provide a concise summary of the group's case study analysis, along with key findings and recommendations.

► Provide each group with time to conduct their gender analysis, approximately 60 minutes.

3. **Plenary session (60 minutes)**

► Request that each rapporteur provide a summary of the analysis, key findings and recommendations. Provide time for questions and discussion following each presentation.

► Ask the participants to share their insights on how the building blocks helped analyze the case and formulate their recommendations.

5. **Closing (10 minutes)**

► Provide a brief synthesis of the findings and recommendations.

► Encourage participants to explore the use of the different building blocks in analyzing cases outside of the workshop, to further enhance their skill in gender and conflict analysis.

Case Studies

Case 1: Broken Promise

Several villages in Country A are rich with natural resources and have been targets of large-scale economic development by private companies for years. Some of these villages have indigenous cultural communities residing in ancestral domains. Women are depending on the land for their subsistence farming and food, while men depend on the land for their small businesses.

Private companies talk to local public officials during planning and design phases of these development projects. Communities, however, are not consulted by the private companies and local officials. As private companies set up their projects in the target areas, communities were told that men will gain employment in the projects. Women, however, were not consulted nor offered any form of livelihoods or employment as their farming land was starting to be cleared to pave the way for the projects.

Six months after the start of the projects, community members began to complain. They noticed that most of the workers hired in the development projects came from other provinces and very few from the affected communities have been employed. There were also no alternatives given to the women. Some of the men in the area started to vandalize the project sites, some others looted construction materials or extorted money from the trucks carrying supplies and materials. Others harassed workers employed from other areas.

Identify the different gendered issues in the context of conflict or insecurity in this case. In addition, state the measures or strategies your group would recommend to address the issues you have identified.

Case 2: Young People in Community M

Young, Muslim women and men in southern Philippines have been actively using social media to keep in touch with friends and family. Prior to 2017, there has been an increase in the use of social media to propagate seemingly conservative messages aimed at "revisiting Islamic teachings and values."

Young women are perceived as "more pious" if they wear the niqab and young men are taught to have greater "responsibility" to protect women. Failure to exercise this is considered "running against the teachings of Islam."

Soon after, clandestine or underground Islamic "schools" sprouted. Part of their teachings is to uphold Islamic teachings and values especially among younger populations, as they are led astray by "Western teachings and values," aimed at "eliminating Muslim populations." Younger populations were called to ensure the "continuity of Islam," and "fight against forces that prevent it from thriving." Some young women and men then isolated themselves from the "infidels" (kafir) and created their sub-groups and cultures within the university. Niqab-wearing young women did not mingle with other young women as they perceived them to be "disloyal" to the teachings of Islam, while young men were trained to use small arms and light weapons, readying themselves for "jihad." They used social media to entice other young Muslim women and men to "revisit" Islamic values and rebel against the "infidels" even if they were members of their own families, relatives, and friends.

In the middle of the following year, a group of militants that pledged allegiance to ISIL occupied Community M. The armed conflict lasted for five months, displacing 200,000 individuals, and causing death and injury:

- 978 militants killed (13 foreigners)
- 168 government forces killed
- 1,400+ government forces wounded
- 87 civilians dead (40 due to illnesses)

Identify the different gender issues in the context of conflict or insecurity in this case. In addition, state the measures or strategies your group would recommend to address the issues you have identified.

Session 3: Understanding the National Action Plan on Women, Peace and Security

Learning objective: To assess the extent to which the National Action Plan on Women, Peace and Security (NAP WPS) has incorporated gender and conflict analysis

Methodology: Small group workshop

Time allotted: 2 hours and 15 minutes

Materials and equipment needed
- ► Copies of the NAP WPS
- ► Building Blocks Checklist
- ► Laptop
- ► Projector

Key learning messages
1. The NAP WPS involves conducting an analysis of the issues faced by women, men, girls and boys in conflict and insecurity settings, which serves as the basis for effective planning and programming.
2. The different building blocks of gender and conflict analysis may be used to enable a substantive analysis of issues, gaps, and challenges.

Session procedure and content
1. **Recall and objective (5 minutes)**
   - ► Ask participants to recall something they learned or that stood out to them from the previous session.
   - ► Share the objective for this session: **to assess the extent to which the National Action Plan (NAP) on Women, Peace and Security (WPS) has incorporated gender and conflict analysis.**
2. **Group work (60 minutes)**
   - ► Divide the participants into four groups and assign one building block to each group.
   - ► Ask the groups to assign a rapporteur to share the group's findings and recommendations during the plenary session.
   - ► Give each group the Building Blocks Checklist, which incorporates the various building blocks of gender and conflict analysis. This checklist will enable participants to efficiently evaluate the extent to which the NAP WPS has integrated gender and conflict analysis in its formulation. It will help identify areas where gender considerations and conflict analysis have been adequately addressed or where improvements are needed.
   - ► Ask the groups to use the checklist to provide comments and recommendations to improve the formulation of the NAP WPS, focusing on their assigned building block. They will have approximately 60 minutes to complete this task.

3. **Plenary session (60 minutes)**
   - ► Request that each rapporteur provide a summary of the analysis, key findings, and recommendations. Provide time for questions and discussion following each presentation.

4. **Closing (10 minutes)**
   - ► Summarize the findings and recommendations of the groups.
   - ► Encourage participants to advocate for integrating various building blocks of gender analysis into the formulation of NAP WPS and gender equality plans.
     - ► *Note to the facilitator:*
       - ▷ *You may also enable the participants to advocate for the active involvement and engagement of women and girls in conflict-affected, post-conflict, and fragile areas during the planning process to ensure that the resulting plans are more responsive to their issues and needs.*

5. **Synthesis and feedback on module (15 minutes)**
   - ► Project a list of the various sessions in this module on the screen and briefly summarize the key points covered in each session.
   - ► Ask participants to provide feedback for each session on metacards, identifying the aspects that were helpful, the aspects that were not helpful, and their recommendations for improvement, if any.
   - ► Collect the metacards with participants' feedback.
     - ► *Note to the facilitator:*
       - ▷ *This session may be shortened or lengthened depending on the time available.*
       - ▷ *Evaluation forms may be used instead of metacards.*

Building Blocks Checklist

QUESTIONS	RESPONSES	COMMENTS AND RECOMMENDATIONS
Gender division of labor		
Does your NAP WPS have considerations on addressing the reproductive roles of women and girls, men and boys in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on the reproductive roles of women and girls, men and boys have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the reproductive roles of women and girls, men and boys.
Does your NAP WPS have considerations on addressing the productive roles of women and girls, men and boys in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on the productive roles of women and girls, men and boys have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the productive roles of women and girls, men and boys.
Does your NAP WPS have considerations on the community leadership and management roles of women and girls, men and boys in the context of conflict/insecurity?	☐ Yes ☐ No	If yes, what considerations on the community leadership and management roles of women and girls, men and boys have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing community leadership and management roles of women and girls, men and boys.
Practical gender needs and strategic gender interests		
Does your NAP WPS have considerations on addressing the practical gender needs of women and girls, men and boys in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on the practical gender needs of women and girls, men and boys have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the practical gender needs of women and girls, men and boys.
Does your NAP WPS have considerations on addressing the strategic gender interests of women and girls, men and boys in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on the strategic gender interests of women and girls, men and boys have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the strategic gender interests of women and girls, men and boys.

QUESTIONS	RESPONSES	COMMENTS AND RECOMMENDATIONS
Manifestations of gender bias		
Does your NAP WPS have considerations on addressing multiple burdens of women and girls in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on multiple burdens of women and girls have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the multiple burden of women and girls.
Does your NAP WPS have considerations on gender stereotyping of women and girls, men and boys in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on gender stereotyping of women and girls, men and boys have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing gender stereotyping of women and girls, men and boys.
Does your NAP WPS have considerations on addressing the marginalization and subordination of women and girls in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on addressing marginalization and subordination of women and girls have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the marginalization and subordination of women and girls.
Does your NAP WPS consider addressing gender-based violence of women and girls and other marginalized individuals in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on addressing gender-based violence of women and girls, and other marginalized individuals have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing gender-based violence of women and girls, and other marginalized individuals.

QUESTIONS	RESPONSES	COMMENTS AND RECOMMENDATIONS
Levels of empowerment		
Does your NAP WPS have considerations on addressing the welfare of women and girls in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on addressing the welfare of women and girls have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the welfare of women and girls.
Does your NAP WPS have considerations on addressing access of women and girls to goods, services and programs in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on addressing access of women and girls to goods, services and programs have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing access of women and girls to goods, services and programs.
Does your NAP WPS have considerations on the conscientization of women and girls regarding their unequal conditions and status in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on the conscientization of women and girls regarding their unequal conditions and status have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to addressing the conscientization of women and girls regarding their unequal conditions and status.
Does your NAP WPS have considerations on participation of women and girls in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on participation of women and girls have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to participation of women and girls.
Does your NAP WPS have considerations on control of resources and decision-making among women and girls in the context of conflict/ insecurity?	☐ Yes ☐ No	If yes, what considerations on control of resources and decision-making among women and girls have been included in the NAP WPS? If no, indicate what considerations could be included in the NAP WPS in relation to control of resources and decision-making among women and girls.

Module **2**
Introducing the Women, Peace and Security Agenda

This module is designed to introduce the Women, Peace and Security (WPS) agenda as well as deepen the participants' understanding of gender mainstreaming. Participants will have the opportunity to identify entry points to address gender issues in the context of conflict.

Participants are expected to possess prior knowledge of gender analysis and gender mainstreaming

This module consists of:

SESSION	SESSION TITLE	TIME ALLOCATION
1	Identifying Entry Points to Address Gender Issues in Conflict (Part I)	45 minutes
2	Gender Mainstreaming in the Context of Conflict	1 hour, 30 minutes
3	Identifying Entry Points to Address Gender Issues in Conflict (Part 2)	2 hours, 15 minutes
4	The Four Pillars of the Women, Peace and Security Agenda under UNSCR 1325	45 minutes
5	The Regional Plan of Action on Women, Peace and Security	1 hour
6	Visualizing Women, Peace and Security	1 hour, 45 minutes

Session 1: Identifying Entry Points to Address Gender Issues in Conflict (Part 1)

Learning objective: To identify existing policies, structures, plans and programs on gender, peace and security

Methodology: Small group workshop

Time allotted: 45 minutes

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Materials and equipment needed
- ► Easel paper
- ► Markers/pens
- ► Metacards (different colors)
- ► Masking tape

Key learning messages
1. The principles of the Women, Peace and Security agenda should be integrated into existing laws and policies that serve as the foundation for developing programs, with mechanisms to ensure their effective implementation.

Session procedure and content
1. **Welcome and objective (5 minutes)**
   - ► Welcome the participants.
   - ► Share the objective for this session: **to identify existing policies, structures, plans and programs on gender, peace and security.**

2. **Group work (35 minutes)**
   - ► Divide participants into groups based on their respective countries (e.g., Indonesia, the Philippines, Thailand, and Viet Nam).
   - ► Distribute metacards and easel paper to each group.
   - ► Provide the following guide question to facilitate group discussion:

> **Guide Question:** What laws, policies, programs and mechanisms are being implemented in your country to respond to gender, peace and security?

   - ► Provide 15 minutes for each group to discuss the question and write their answers on metacards. For ease of identification, categories of answers may be assigned colors (e.g., yellow for laws/policies, pink for programs, orange for mechanisms).
   - ► After 15 minutes, ask that each group post their metacards on their easel papers.
   - ► Employ the World Café Method to allow group members to move around and explore other groups' responses. Each group will leave one member at their table with the group's easel sheet to respond to questions that members of other groups may have.

- ▶ Give each group 3 minutes to read and discuss the answers presented at another group's table. After the allotted time, announce that groups must move to the next table.
- ▶ Repeat this process until all groups have visited each other's table.
  - ▶ *Notes to the facilitator:*
    - ▷ *In a multilingual training where English is the medium of communication, as in this case, it is best to predetermine the participants' comfort level with the English language. To enhance the participants' engagement and understanding, you may need to provide translation and adjust the time allocation for all sessions and activities.*
    - ▷ *In the pilot Training of Trainers (ToT) session, participants who remained at their tables to answer questions from other groups missed the opportunity to view valuable responses and insights from other groups. As an alternative, you may consider giving all participants the opportunity to walk around and view responses from other groups. In that case, you may save several minutes before your summary for participants to ask other groups any clarifying questions.*

3. **Closing (5 minutes)**
   - ▶ Summarize answers and insights, highlighting both similarities and unique responses from the groups.
   - ▶ Emphasize that women from diverse backgrounds encounter varying levels of challenges and opportunities concerning gender, peace and security:
     - ▷ These disparities are often reflected in the presence or absence of relevant policies and mechanisms. The ultimate challenge lies in effectively utilizing available opportunities to address the specific needs of women in conflict-affected areas. These realities will be further explored and discussed in subsequent parts of this training.

Session 2: Gender Mainstreaming in the Context of Conflict

Learning objective: To introduce the concept of gender mainstreaming in the context of conflict

Methodology: Lecture

Time allotted: 1 hour and 30 minutes

Materials and equipment needed
- ► Laptop
- ► Projector

Key learning messages:
1. The strategies used to promote the Women, Peace and Security agenda must be comprehensive and integrated into various aspects of the development process.
2. Identifying suitable entry points for gender mainstreaming is a crucial strategy to effectively integrate the women, peace and security agenda into all relevant areas.
3. The tools utilized for gender mainstreaming should address the unique security challenges women and girls face.

Session procedure and content

1. **Recall and objective (10 minutes)**
   - ► Ask participants to recall something they have learned or that stood out to them from the previous session.
   - ► Share the objective for this session: **to introduce the concept of gender mainstreaming in the context of conflict.**
   - ► Explain that this session will focus on understanding the concept of gender mainstreaming and its practical application in addressing the diverse roles and needs of women in conflict-related situations. It will encompass gender mainstreaming's relevance to peacemaking, peacekeeping and peacebuilding policies, programs and activities.
     - ► *Note to the facilitator:*
       - ▷ *Make sure to contextualize this session as needed to suit the specific contexts of the participants.*

2. **Interactive lecture (75 minutes)**

 ► Present the key concepts of gender mainstreaming:

  ▷ It is important to discuss gender mainstreaming as a strategy stemming from CEDAW, Beijing Platform for Action, the Sustainable Development Goals and UNSCRs on Women, Peace and Security.

  ▷ In 1997, the UN Economic and Social Council defined gender mainstreaming as: "the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

  ▷ Mainstreaming gender in conflict is in keeping with the objectives of CEDAW, specifically in its General Recommendation No. 30 which provides that "in protecting women's human rights at all times, advancing substantive gender equality before, during and after conflict, and ensuring that women's diverse experiences are fully integrated into all peacebuilding, peacemaking and reconstruction processes."

 ► Remind participants of the significance of **Module 1 on Gender Analysis** and emphasize that this process serves as the initial step for conducting a meaningful gender mainstreaming initiative.

 ► Proceed with the lecture, beginning with the identification of entry points:

  ▷ In programs, projects and activities for women related to conflict prevention, conflict and post-conflict situations, gender mainstreaming requires interventions in the planning, programming and budgeting, implementation, and monitoring and evaluation phases.

  ▷ In implementing gender mainstreaming in institutions or communities, there are four entry points that may be used:

   1. Identify **people** that will be the sponsors for the mainstreaming actions. These may include influential people within institutions or communities, possessing power, influence, and a persuasive voice that garners followers. Another group are the change agents, or those that will work towards achieving the mainstreaming goals. These are people tasked within the institutions to implement targets. Another set of people are advocates, who, although not directly involved

with the institutions, lend their support to mainstreaming efforts and hold significant respect within the field, thereby influencing actual decision-makers.

2. Institute **policies** that aim to support mainstreaming, institutionalize guidelines, processes, and mechanisms aimed to achieve the objectives of mainstreaming.

3. Develop and implement strategic **programs** that impact women's lives.

4. Set-up **mechanisms** to enable the achievement of mainstreaming objectives. This may involve the installation of specialized systems or the creation of dedicated offices that directly respond to women's needs. Adequate funding and resources must be provided to ensure the successful implementation of mainstreaming initiatives.

▶ *Note to the facilitator:*

▷ *Experiences and feedback from the pilot TOT revealed that it may be important to clarify the legal bases of gender mainstreaming, as well as ground this topic on religious verses that support gender equality. Contextualizing the topic in this manner ensures that participants, especially those from conservative religious backgrounds, can better connect with and appreciate the topic.*

3. **Closing (5 minutes)**

▶ In closing, emphasize the following points:

▷ The application of gender mainstreaming tools to the women, peace and security agenda requires thoughtful contextualization.

▷ Gender analysis tools, as well as monitoring mechanisms, can be further customized to suit the specific needs of each situation.

▶ *Notes to the facilitator:*

▷ *In preparation for this session, it may be useful to read or review the following materials:*

▷ *UN CEDAW GR 30 on women in conflict prevention, conflict and post-conflict situations (UN CEDAW)*

▷ *Gender Mainstreaming Principles, Dimensions, and Priorities for PVE (UN Women)*

▷ *Integrating Gender in Project Design and Monitoring for the Security and Justice Sector (DCAF, OSCE, UN Women)*

Session 3: Identifying Entry Points to Address Gender Issues in Conflict (Part 2)

Learning objective: To identify gaps and/or challenges to existing policies, structures, plans and programs on women, peace and security

Methodology: Small group workshop

Time allotted: 45 minutes

Materials and equipment needed
- ▶ Laptop
- ▶ Projector
- ▶ Metacards on easel papers for each group from **Session 1** group activity
- ▶ Printed "Gaps and Challenges" guide questions and blank table
- ▶ Pen/markers

Key learning message
1. It is crucial to identify gaps and challenges in the laws, policies, programs, and mechanisms when it comes to addressing gender inequality and women's participation in peace and security.
2. These gaps and challenges can serve as a starting point to reinforce and strengthen existing entry points in gender mainstreaming.

Session procedure and content
1. **Recall and objective (5 minutes)**
   - ▶ Ask participants to recall something they learned or that stood out to them from the previous session.
   - ▶ Share the objective for this session: **to identify gaps and/or challenges to existing policies, structures, plans and programs on women, peace and security.**

2. **Group work (15 minutes)**
   - ▶ Divide participants back into their groups from **Session 1** and ensure that they have their metacards on easel paper (output from **Session 1** group activity).
   - ▶ Distribute the following guide questions (project questions on screen if available):

Please present your answers in the table below.

Gaps and Challenges Guide Questions

► When reviewing the laws, policies, programs, and mechanisms in your country, what remaining gaps/ challenges can be identified in addressing gender inequality and women's participation in peace and security?

► What roles can women and men play in these gaps and challenges that you identified?

Initiatives	Specific actions	Gaps/Challenges	Roles of women and men
Laws/Policies			
Mechanisms			
Programs			

► Ask each group to select a rapporteur who will present in the plenary session.

► Provide the groups with 15 minutes to answer the questions.

3. **Plenary session (20 minutes)**

► Ask that each rapporteur provide highlights from their group discussions. Provide time for questions and discussion following each presentation.

4. **Closing (5 minutes)**

► Synthesize the discussions by identifying common responses from the participants.

► Emphasize the significance of sharing experiences among countries, particularly regarding various entry points to address gender issues.

► Emphasize that opportunities within each entry point for gender mainstreaming are continuously evolving, and while challenges may exist, there are always possibilities for meaningful engagement.

► Highlight that participants can draw upon common experiences as valuable sources of learning and inspiration within their respective settings.

► *Notes to the facilitator:*

▷ *During the pilot ToT, participants shared similar experiences regarding the challenges related to funding for women, peace*

and security projects, as well as the general lack of appreciation of governments for this agenda.

▷ *At this stage of the training, the facilitator will be able to assess the participants' comprehension of and ability to replicate the objectives of the training. It is best to take note of the more active participants and encourage those that may be less participative or vocal. In a multilingual training environment, language barriers can be a significant factor that needs careful consideration.*

Session 4: The Four Pillars of the Women, Peace and Security Agenda under UNSCR 1325

Learning objective: To introduce the four pillars of the Women, Peace and Security (WPS) agenda

Methodology: Small group workshop
Lecture

Time allotted: 1 hour

Materials and equipment needed
- ► Laptop
- ► Projector
- ► Cards with the name and definition of each pillar of UNSCR 1325
- ► Games on UNSCR 1325 and UNSCR 1820

Key learning message
1. The four pillars on UNSCR 1325 represent key areas of concern within the WPS agenda.
2. The four pillars are helpful tools to advance the WPS agenda through identified action points.

Session procedure and content

1. **Recall and objective (5 minutes)**
   - ▸ Ask participants to recall something they learned or that stood out to them from the previous session.
   - ▸ Share the objective for this session: **to introduce the four pillars of the WPS agenda.**

2. **Group activity (5 minutes)**
   - ▸ Divide participants into two groups.
   - ▸ Give each group a set of cards with four concepts associated with the WPS resolutions: Peacekeeping, Peacemaking, Post-conflict Reconstruction, Peacebuilding.
   - ▸ Give each group a set of definitions for each concept.
   - ▸ Ask the group to match the concept with the definition.

3. **Interactive lecture (35 minutes)**
   - ▸ Present the four pillars to the participants.
     - ▹ **Conflict Prevention (Peacekeeping)**
       - ▹ measures to keep the conflict from escalating (e.g., deployment of UN missions, early warning, information gathering)
     - ▹ **Conflict Resolution (Peacemaking/Peace Negotiations/Peace Process)**
       - ▹ bringing parties to the table to negotiate an agreement
     - ▹ **Post-conflict Recovery, Reconstruction and Reconciliation (DDR, Transitional Justice, Normalization)**
       - ▹ implementation of peace agreement
       - ▹ sometimes accompanied by peace operations (to keep the peace)
       - ▹ may include truth-seeking, reparations, and various measures to prevent the recurrence of new violations, the strengthening of civil society, memorialization initiatives
     - ▹ **Peacebuilding**
       - ▹ addressing the root causes of conflict
       - ▹ transforming cultural, political, and structural structures that generate conflict (a.k.a. Conflict Transformation)
       - ▹ relationship and institutional reform and building (e.g., constitutional, legal electoral educational reforms)
   - ▸ Review the history and salient points of UNSCRs on WPS, specifically UNSCR 1325 and 1820.
     - ▹ UNSCR 1325 consists of four pillars: 1) The role of women in conflict

prevention, 2) women's participation in peacebuilding, 3) the protection of the rights of women and girls during and after conflict, and 4) women's specific needs during repatriation, resettlement and for rehabilitation, reintegration and post-conflict reconstruction.

▷ **Conflict Prevention -** Incorporation of a gender perspective and the participation of women in preventing the emergence, spread, and re-emergence of violent conflict as well as addressing root causes including the need for disarmament.

▷ **Participation -** Full and equal participation and representation of women at all levels of decision-making, including peace processes, electoral processes, UN positions, and the broader social political sphere.

▷ **Protection -** Specific protection rights and needs of women and girls in conflict and post-conflict settings, including reporting and prosecution of sexual and gender-based violence.

▷ **Rehabilitation, reintegration and post-conflict reconstruction -** Promoting and working to ensure women's equal access to humanitarian and development assistance and international assistance that supports the specific needs and capacities of women and girls is crucial in all relief and recovery efforts.

The UNSCRs

Security Council adopted nine additional resolutions on WPS. These resolutions are often referred to as belonging to two sets of categories.

The **first group** of resolutions promotes women's active and effective **participation** in peacemaking and peacebuilding: SCR 1325 (2000), SCR 1889 (2013), SCR 2122 (2013), SCR 2242 (2015) and SCR 2493 (2019).

The **second group**, beginning with the adoption of SCR 1820 in 2008, aims to prevent and address conflict-related **sexual violence** (CRSV): S/RES/1820 (2008), S/RES/1888 (2009), S/RES/1960 (2010), S/RES/2106 (2013), and S/RES/2467 (2019).

UNSCR 1820 (2009)

- First institutionalized declaration of sexual violence as an international peace and security issue

- Sexual violence necessitates state response because it is committed with impunity thereby exacerbating conflicts and impeding the restoration of peace
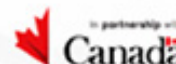
▶ Distribute the exercises below and have an interactive discussion with participants to fill them out, in order to ensure they remember the salient points of resolutions 1325 and 1820.

Key Points of UNSCR 1325 and 1820

UNSCR 1325. Fill in the blanks.
1. Ensure _____ participation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management and resolution of conflict
2. Incorporate a gender perspective into _____operations
3. Increase support for _____training efforts
4. Adopt a gender perspective when negotiating and implementing _____
5. Take special measures to protect women and girls from _____, particularly rape and other forms of sexual abuse.
6. Prosecute those responsible for genocide, crimes against humanity and war crimes including sexual and other violence against women and girls and exclude these crimes when feasible from _____

UNSCR 1820. Fill in the blanks.
7. Adopt appropriate steps to address systematic _____
8. Complete _____ of all acts of sexual violence against civilians
9. Take measures to protect _____ from all forms of sexual violence
10. Notes that rape and other forms of sexual violence can constitute a _____or a crime against humanity

Answer Key: 1. increased 2. peacekeeping 3. gender-sensitive 4. peace agreements 5. gender-based violence 6. amnesty 7. sexual violence 8. cessation 9. civilians 10. war crime

▶ Show the participants a list of countries with current National Action Plans (NAPs), then show and briefly discuss the Philippine NAP as an example of how the pillars are used to develop country action plans.

4. Plenary session (10 minutes)

- ► Ask participants to share any information they have regarding their country's efforts to implement each pillar of the resolution.
- ► While facilitating the discussion, make sure to emphasize the following points:
  - ▷ Moving from the global agenda to the national agenda is important, as supported by data showcasing the evolving trends of women's participation in decision-making over the years.
  - ▷ It is crucial to incorporate the four pillars into respective national pans, or in the absence of NAPs, any relevant policy addressing the women, peace and security agenda.
  - ▷ In crafting a framework for the implementation of the WPS agenda, each country's unique realities and existing gender policies should be considered. It may happen that additional pillars will be added beyond the four discussed in this session.

5. Closing (5 minutes)

- ► Reiterate the following:
  - ▷ There is much to do to implement the WPS agenda.
  - ▷ The pillars outlined in NAPs on WPS serve as crucial areas for identifying specific action points and indicators in implementing the WPS agenda.
  - ▷ Context-based action points may vary and evolve depending on the unique circumstances of each country or the communities where conflict exists or may have existed.

    - ► *Note to the facilitator:*
      - ▷ *The following resources might be useful for the lecture/input portions of this session:*
        - ▫ *UNSCR 1325*
        - ▫ *UN Women Sourcebook on Women, Peace and Security*

Session 5: The ASEAN Regional Plan of Action on the Implementation of the Women, Peace and Security Agenda

Learning objective: To explain the ASEAN Regional Plan of Action on implementation of the Women, Peace and Security (RPA WPS) agenda

Methodology: Lecture

Time allotted: 45 minutes

Materials and equipment needed
- ► Laptop
- ► Projector

Key learning message
1. It is important to recognize the building blocks that paved the way for the realization of the RPA WPS. The document is a product of both government and civil society efforts.
2. The RPA WPS is a comprehensive document that promotes and advances the rights and roles of women in conflict prevention, resolution, and post-conflict peacebuilding efforts within the ASEAN region.
3. The RPA WPS seeks to integrate a gender perspective into all aspects of peace and security efforts to address the specific needs and challenges faced by women and girls during and after conflicts.

Session procedure and content
1. **Recall and objective (5 minutes)**
   - ► Ask a couple of participants to recall something they learned or that stood out to them from the previous session.
   - ► Share the objective for this session: : **to explain the ASEAN Regional Plan of Action on the Implementation of the Women, Peace and Security (RPA WPS) agenda.**
       - ► *Note to the facilitator:*
           - ▷ *Recall that this session serves as a refresher for the participants,*

as they have already had a pre-training discussion on RPA WPS. However, if this topic is new to any participant, consider conducting another session to gauge their familiarity with the indicators of the four pillars in the RPA WPS. This may be through a workshop wherein participants review the RPA WPS and compare it with the outputs of **Module 1** *on gender analysis or* **Module 2** *on entry points to gender mainstreaming.*

2. **Interactive lecture (40 minutes)**
   - ► Provide the following input:
     - ▷ The RPA WPS resulted from a number of documents issued by the ASEAN on various gender issues.
     - ▷ The ASEAN's WPS Agenda recognizes the overlapping and intersecting threats and challenges related to peace and security and is designed to respond to both traditional and emerging security challenges, such as climate change, disasters, pandemics, and violent extremism.
   - ► Ask participants if these emerging issues are real in their contexts and if they can relate to the intent of the ASEAN in expanding the coverage of security in this Agenda.
   - ► Continue with the lecture:
     - ▷ The RPA WPS builds upon existing global frameworks and regional initiatives relevant to WPS and works to amplify the impact of this ongoing work while also addressing gaps.
     - ▷ The key objectives of the ASEAN Regional Plan on WPS include:
       - ▷ Empowering women's participation: The plan aims to enhance the meaningful participation of women at all levels of conflict prevention, conflict resolution, and peacebuilding processes.
       - ▷ Gender mainstreaming: It seeks to integrate a gender perspective into all aspects of peace and security efforts to address the specific needs and challenges faced by women and girls during and after conflicts.
       - ▷ Protection of women and girls: The plan focuses on preventing and addressing violence against women and girls, including sexual and gender-based violence, which tends to increase during conflicts.
       - ▷ Capacity building and awareness: It emphasizes building the capacities of relevant institutions and stakeholders to implement gender-responsive peace and security policies effectively.
       - ▷ Data collection and analysis: The plan promotes the collection and

analysis of gender-disaggregated data related to peace and security issues to inform evidence-based policies and decision-making.

▷ Collaboration and coordination: It emphasizes fostering collaboration and coordination among ASEAN member states, civil society organizations, and other relevant actors to ensure a comprehensive and coherent approach to the WPS agenda.

▷ By implementing the Regional Action Plan, ASEAN member states aim to create a more inclusive, peaceful, and secure environment for women and girls within the region and to address the gender-specific challenges faced during and after conflicts.

▷ The matrices of priority actions are divided into four different tables, each covering key pillars of the WPS agenda: protection, participation, prevention and relief and recovery. A fifth matrix is dedicated to implementation, coordination, reporting, and monitoring and evaluation.

▷ The aim of these matrices is to guide efforts to ensure that implementation of the WPS agenda is integrated into all efforts and initiatives to promote peace and security in the ASEAN region.

▷ The RPA WPS provides a mechanism within ASEAN to shepherd its implementation, monitoring and evaluation.

▷ Some ASEAN members states have implemented policies on women, peace and security:

▷ In 2010, the Philippines was the first country in Asia to launch a NAP, followed by Indonesia in 2014. The Philippines held a review of the first NAP, and in 2014, after a series of consultations, enhanced the action points and indicators for the second-generation NAP. The Philippines launched its second official NAP in 2017 for the period 2017-2022. It was also the first country in the region to localize the WPS agenda, doing so in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) through the development and implementation of the BARMM Regional Plan of Action on WPS.

▷ Indonesia has worked to mainstream the WPS agenda at the national level through the National Action Plan for the Protection and Empowerment of Women and Children in Social Conflicts, or RAN P3AKS, for the period 2014-2019.27 In 2021, Indonesia adopted its second NAP for WPS, 2020-2025, as well as the National Action Plan for Preventing and Countering Violent Extremism that leads to Terrorism (RAN-PE) 2020-2024.

▷ Thailand has issued the Measures and Guidelines on Women and the Promotion of Peace and Security, with support from UN Women.

▷ The Law on Gender Equality, enacted in 2006 in Viet Nam, guaranteed equal rights to women and called for gender strategies for each government ministry. The National Strategy on Gender Equality for Viet Nam was also respectively adopted in 2010 for the period of 2011- 2020 and in 2021 for the period of 2021-2030.

▷ The ASEAN RPA WPS Agenda consists of four key pillars, each with its set of indicators:

▷ **Prevention:** This pillar focuses on preventing conflict and violence and includes indicators related to early warning mechanisms, conflict prevention strategies, and addressing the root causes of conflicts. Indicators include:

▷ Existence and effectiveness of early warning systems for potential conflict situations.

▷ The integration of gender considerations in conflict prevention strategies.

▷ Inclusive participation of women in decision-making processes related to peace and security.

▷ **Participation:** This pillar aims to enhance the meaningful participation of women in conflict prevention, resolution, and peacebuilding efforts. Indicators include:

▷ Proportion of women participating in peace negotiations and decision-making roles related to security matters.

▷ Existence of mechanisms to protect women's rights and safety during their participation in peace processes.

▷ The presence of gender-sensitive training for security personnel and peacekeeping forces.

▷ **Protection:** This pillar focuses on protecting the rights and safety of women and girls during and after conflicts. Indicators include:

▷ The number of reported cases of violence against women and girls during conflicts.

▷ The availability and accessibility of services and support for survivors of gender-based violence.

▷ The adoption and enforcement of laws and policies to protect women and girls in conflict-affected areas.

▷ **Relief and Recovery:** This pillar addresses the needs of women and girls in post-conflict relief and recovery efforts. Indicators include:
  ▷ Access to basic services (healthcare, education, livelihood) for women and girls in post-conflict situations.
  ▷ The inclusion of gender considerations in post-conflict reconstruction and development plans.
  ▷ Participation of women in designing and implementing post-conflict recovery programs.

► Ask participants to share information on the actions taken by ASEAN members regarding some of these indicators, along with the challenges or difficulties in implementing them.

3. **Closing (5 minutes)**
  ► Close the session by informing the participants that in addition to providing a general orientation on RPA WPS, this session highlights the intention of ASEAN to encourage its members to apply or use these indicators in developing national action plans. The challenge for ASEAN lies in persuading and encouraging Member States to adopt these indicators.
  ► Emphasize that the RPA WPS should also be meaningful to its members and ask the participants if the document reflects the Agenda of its members.
  ► Emphasize that the RPA WPS is an advocacy document for all members. The challenges ahead include translating the agenda into actionable plans at the local and national levels while ensuring the active participation of not only the government but also civil society.

  ► *Note to the facilitator:*
    ▷ *You may refer to the ASEAN Regional Plan of Action on WPS as needed for this session:*
    ▷ *https://www.asean.org/wp-content/uploads/2022/11/32-ASEAN-Regional-Plan-of-Action-on-Women-Peace-and-Security.pdf*

Session 6:   Visualizing Peace and Security

Learning objectives:

- ► To review the manifestations of conflict in the participants' communities and countries as discussed in **Module 1, Session 1**
- ► To analyze the root causes and overall impact of conflicts, as well as their impact on women
- ► To visualize the kind of peace participants envision for their countries and communities
- ► To recommend pathways to achieve the kind of peace they envision
- ► To explain broadened conceptions of peace and security in the WPS agenda

Methodology: Small group workshop
Lecture

Time allotted: 1 hour and 30 minutes

Materials and equipment needed

- ► Conflict analysis guide questions
- ► Laptop
- ► Projector
- ► Easel paper
- ► Marker/pens
- ► Metacards (color coded)
- ► Masking tape

Key learning message

1. It is important to imagine and visualize the kind of peace and security we want as we discuss agency and pathways to get there.
2. Broader and more comprehensive concepts of human security, rather than traditional and militaristic concepts of peace and security, can help achieve the kind of peace we envision.

Session procedure and content

1. **Recall and objective (5 minutes)**
   - ► Ask a couple of participants to recall something they learned or that stood out to them from the previous session.
   - ► Share the objectives for this session:

▷ To review the manifestations of conflict in the participants' communities and countries as discussed in **Module 1, Session 1**

▷ To analyze the root causes and overall impact of conflicts, as well as their impact on women

▷ To visualize the kind of peace participants envision for their countries and communities

▷ To recommend pathways to achieve the kind of peace they envision

▷ To explain broadened conceptions of peace and security in the WPS agenda

2. **Group activity (30 minutes)**

   ▶ Divide participants by country.

   ▶ Ask each group to select a rapporteur who will present in the plenary session.

   ▶ Distribute the following guide questions (project questions on screen if possible):

Conflict Analysis Guide Questions

1. Recall the threats to peace and security in your country that you identified in **Session 1** of **Module 1.**
    a. What are their root causes?
    b. What are their effects?
    c. What are the specific effects on women?

2. Illustrate these on an easel paper using the conflict tree:

   ▶ Trunk: Threats to Peace and Security

   ▶ Roots: Causes of Conflict

   ▶ Branches: Effects of conflict

   ▶ Leaves: Specific effects on women
      (Source: Search for Common Ground)

3. Vision of peace and pathways to get there
    a. Given these threats, what is your vision of peace and security? On another easel paper, draw this vision.
    b. What elements need to be present for you to say that there is peace? That you feel secure? (E.g., when basic economic needs are met, when diversity is respected)
    c. How do you achieve your vision? Suggest pathways to peace using an arrow from the conflict tree to your image of peace.
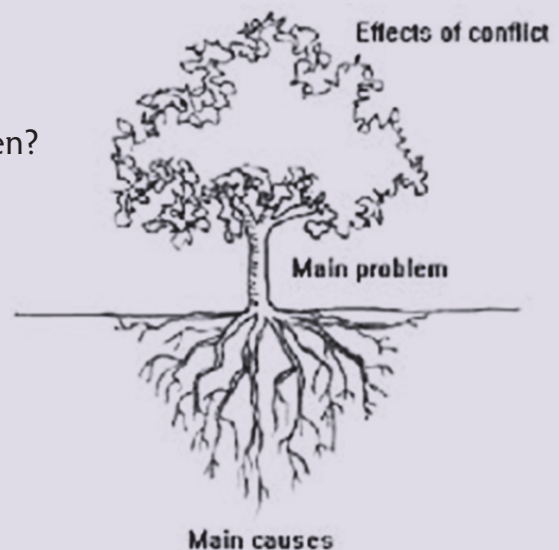
Threats to Peace and Security, Effects and Specific Impact on Women

Effects of conflict

Main problem

Main causes
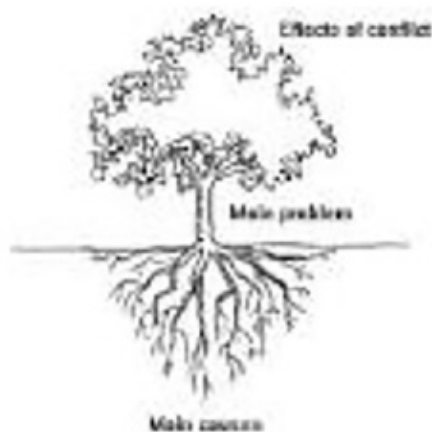
Source of conflict tree image: sfcg.org

Your Vision of Peace and Security

How to Achieve Your Vision: Pathways to Peace

This Photo by Unknown Author is licensed under CC BY-NC

► Provide the groups with 30 minutes to answer the questions.

3. **Plenary session (30 minutes)**

► Ask that each rapporteur provide highlights from their group discussions. If possible, provide time for questions and discussion following each presentation.

► *Note to the facilitator:*

▷ *This session delves deeper into the analysis of conflict and security issues faced by the participants. Various concerns may arise, including threats linked to terrorism, ethnic conflicts, intolerance, conservatism, and human rights-related issues. This presents an opportunity to broaden the understanding of security, transitioning from traditional definitions to encompass emerging challenges. The exchanges among participants serve as a rich source of insights, fostering a deeper understanding of the complexities and nuances surrounding these issues.*

4. **Interactive lecture (20 minutes)**

► Begin by sharing definitions of traditional concepts of peace and security, where peace is seen as the absence of war, and security as:

▷ Protection of state borders from external threats, protection of state authority in the case of intra-state conflict

- ▷ Territorial integrity
- ▷ Protection of national sovereignty

► Emphasize that traditional conceptions are a militaristic discourse where participation of civil society in the development of security strategies is **limited.**

COMPREHENSIVE MEANING OF PEACE

NEGATIVE PEACE
Absence of direct/physical violence (both macro and micro)

POSITIVE PEACE
Presence of conditions of well-being and just relationships: social, economic, political, ecological

Direct Violence
e.g., war, terrorism, human rights violations, that can cause massive displacement and humanitarian crises, crimes sexual violence like rape

Structural Violence
e.g., poverty, hunger

Socio-cultural Violence
e.g., racism, sexism, religious intolerance

Ecological Violence e.g., climate change, environmental disasters that can cause massive displacement and humanitarian crises

VIOLENCE/ THREATS TO PEACE

Source: Center for Peace Education, Miriam College

Source: Castro, L. and Galace, J. (2018). Peace Education as a Pathway to a Culture of Peace. QC: Center for Peace Education

► Discuss the comprehensive meaning of human security, including freedom from want, fear and humiliation and share the seven components of human security as identified by the United Nations:
- ▷ Economic Security: Ensuring access to basic economic resources and opportunities, as well as protecting individuals and communities from economic vulnerabilities and shocks.
- ▷ Food Security: Guaranteeing access to sufficient, safe, and nutritious food for all individuals, ensuring they are free from hunger and malnutrition.
- ▷ Health Security: Ensuring access to healthcare services, including prevention, treatment, and support, to protect individuals from diseases and health threats.

- ▷ Environmental Security: Safeguarding communities and individuals from environmental risks and ensuring sustainable management of natural resources.
- ▷ Personal Security: Protecting individuals from physical violence, abuse, and exploitation, and promoting the rule of law and human rights.
- ▷ Community Security: Fostering inclusive and harmonious communities that are resilient to conflict and social tensions.
- ▷ Political Security: Guaranteeing individuals' participation in decision-making processes and protecting them from political repression and violations of their rights.
- ► Synthesize the kind of peace participants have envisioned for their countries and relate these to the comprehensive conceptions of peace and security.
- ► Discuss the pathways to peace including through peacemaking, peacekeeping and peacebuilding, with focus on the role of women. This session will be interconnected with UNSCR1325, underscoring its relevance in promoting women's meaningful participation in peace processes.

6. Closing (5 minutes)

- ► End the session by emphasizing the importance of imaging and visualizing the kind of peace and security we want as we discuss agency and pathways to get there.
- ► Project on the screen and/or read aloud this quotation from former UN Security Council President Anwarul K. Chowdhury: "Women bring new breadth, quality, and balance of vision to our common effort to move away from the culture of war towards the culture of peace."

7. Synthesis and feedback on module (15 minutes)

- ► Project a list of the various sessions in this module on the screen and briefly summarize the key points covered in each session.
- ► Ask participants to provide feedback for each session on metacards, identifying the aspects that were helpful, the aspects that were not helpful, and their recommendations for improvement, if any.
- ► Collect the metacards with participants' feedback.

  - ► *Note to the facilitator:*
    - ▷ *This session may be shortened or lengthened depending on the time available.*
    - ▷ *Evaluation forms may be used instead of metacards.*

Module **3**

Localizing Women, Peace and Security

This module aims to facilitate the implementation of the Women, Peace and Security agenda within local communities by identifying actionable steps. The insights, information, and outputs derived from **Modules 1 and 2** will serve as valuable inputs for this module.

This module consists of:

SESSION	SESSION TITLE	TIME ALLOCATION
1	Localization as a Strategy for Implementing the ASEAN RPA WPS, Sharing Practices for Localizing the Women, Peace and Security Agenda	1 hour, 30 minutes
2	Identifying Modalities to Implement the Women, Peace and Security Agenda	1 hour, 30 minutes

Session 1: Localization as a Strategy for Implementing the ASEAN RPA WPS, Sharing Practices for Localizing the Women, Peace and Security Agenda

Learning objective: To showcase diverse practices and modalities employed by different countries in applying the Localization of the Women, Peace and Security (WPS) resolutions strategy[6]

Methodology: Lecture/presentation
Group workshop

Time allotted: 1 hour and 30 minutes

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6   Localization of WPS strategy was pioneered by the Global Network of Women Peacebuilders (GNWP), it is a bottom-up approach that convenes key local and national stakeholders to collaborate in implementing WPS commitments in local communities and bring about concrete actions that respond to the needs and priorities of local women and young women. The strategy has been cited multiple times by the UN Secretary-General in his WPS reports to the Security Council as a key tool for translating policy into practice.

Materials and equipment needed

- ► Laptop
- ► Projector
- ► Markers/ pen
- ► Easel paper
- ► Case studies on Localization
- ► Guide questions on Localization

Key learning messages

1. Localization is a strategy for policy making on and implementation of the WPS resolutions and/or National Action Plans on WPS.
2. Developing local policies fosters women's participation in decision-making, consonant to the objectives of UNSCR 1325.

Session procedure and content

1. **Welcome, recall and objective (10 minutes)**
   - ► Welcome the participants.
   - ► Explain that this session builds on the previous modules:
     - ▷ In this session, the knowledge and insights gained from **Modules 1 and 2** will serve as the foundational building blocks for further exploration. Analyzing the conflict situation of each local area, identifying entry points for integrating gender and peace, and exploring potential opportunities will collectively contribute as valuable inputs in planning effective and sustainable local efforts.
   - ► Recall the reports and insights shared by participants regarding the current status of their National Action Plans and/or the national laws, policies, or programs.
   - ► State the specific objective for this session: **to showcase diverse practices and modalities employed by different countries in applying the Localization of the WPS resolutions strategy.**
     - ► *Note to the facilitator:*
       - ▷ *During this session, participants should be able to imagine creative means of reaching out to women, especially those in the communities. By understanding their situation and utilizing the knowledge gained from **Module 1**, trainers leading the localization efforts will be equipped to adapt their strategies and determine the most effective approaches for engaging with women in a meaningful manner.*

2. **Lecture (40 minutes)**
   - ▶ Share the following key learning inputs:
     - ▷ **Translating policy to practice: Localization strategy.** This approach is rooted in the recognition that effective policy-making and implementation require local leadership, ownership, and participation. It adopts a bottom-up approach, directly involving key local actors in the implementation of the WPS resolutions within their communities. It capitalizes on the decision-making power, authority and official mandates vested in local authorities as granted by the country's local governance laws and decentralization policies.
     - ▷ A basic requirement of the Localization program is that the country has a decentralized system of government, which encompasses various dimensions:
       - ▷ Political decentralization, enabling local entities, and citizens to have more influence in the formulation and implementation of policies.
       - ▷ Administrative decentralization, entailing the transfer of responsibility for planning, financing and managing specific public functions.
       - ▷ Fiscal decentralization, which allows the local entities to collect taxes and participate in self-financing or co-financing arrangements to support local governments.
     - ▷ An overarching goal of Localization is to enhance the implementation of the WPS resolutions at the local level, to subsequently improve implementation at the national, regional and global levels, with a specific focus on promoting women's active participation in local policy and decision-making processes.
   - ▶ Present the Theory of Change developed by the Global Network of Women Peacebuilders when Localization is utilized as a strategy, using the slides captured below.

Implementing UNSCR 1325: Theory of Change

Component 1
Engaging Local Actors
IF
Local authorities, local women's organizations/civil society and other key local stakeholders are convened to analyze the WPS resolutions and the NAP (where it exists) and to identify and discuss the WPS issues affecting their communities

Implementing UNSCR 1325: Theory of Change

THEN

The local stakeholders will have greater awareness and understanding of the WPS resolutions and how they correspond to their priorities; develop ownership, leadership and commitment to their implementation; increase their capacities to hold duty bearers accountable; and work together to effectively implement them
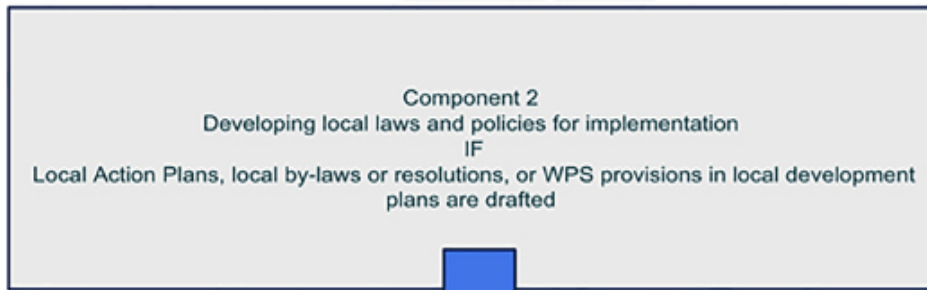
Implementing UNSCR 1325: Theory of Change

Component 2
Developing local laws and policies for implementation
IF
Local Action Plans, local by-laws or resolutions, or WPS provisions in local development plans are drafted

Implementing UNSCR 1325: Theory of Change

THEN

Local stakeholders will have concrete legal and policy instruments to guide their efforts to implement the WPS resolutions, and local civil society will have the tools to hold duty bearers accountable

Implementing UNSCR 1325: Theory of Change

Component 3
Ensuring sustainability
IF
Context-specific "Localization Guidelines" are developed and localization experts are identified and trained, so that they can train others and monitor the implementation of the Local Action Plans and other commitments

THEN
Local ownership, leadership and commitment to implement the WPS resolutions across the country will be institutionalized; and systematic cross-sectoral coordination will be sustained

THEN
There will be better local, national, regional and global implementation of the WPS resolutions
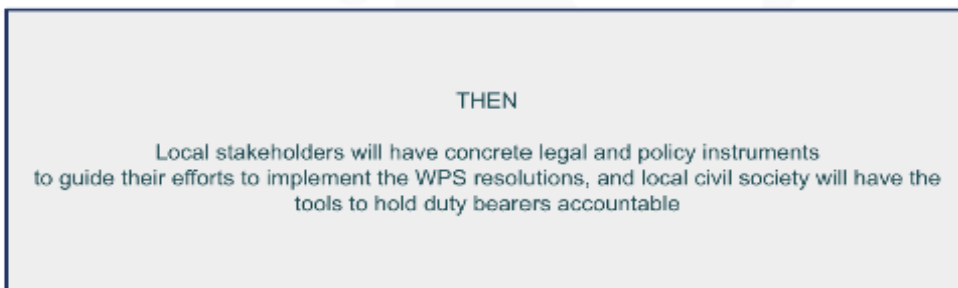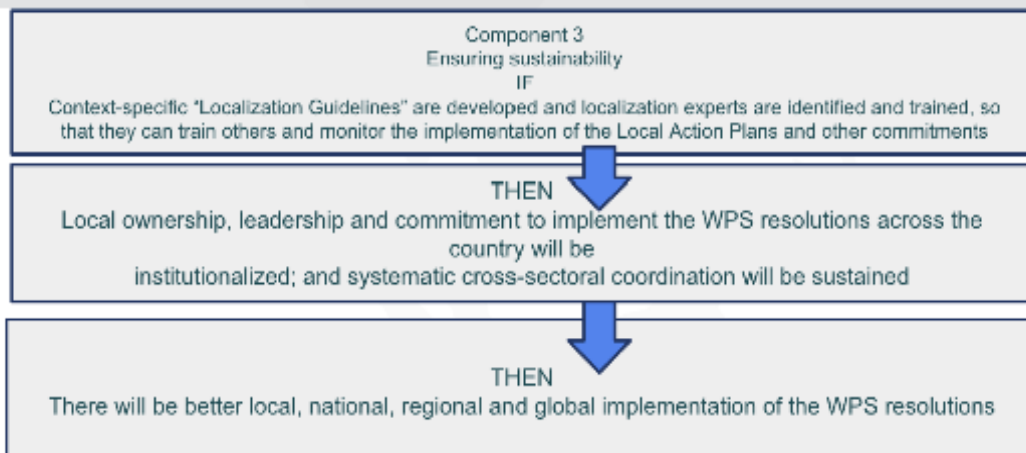
- ▶ Recall entry points for mainstreaming and identify key people who can support and assist localization efforts.
- ▶ Emphasize that Localization efforts should be adaptable and responsive to local realities. Localization should be driven, accepted, and owned by women themselves ensuring their leadership throughout.
- ▶ At this point, pause the lecture to ask participants what they think is the best approach to Localization in their specific contexts. Their responses may be a valuable source of information and foster meaningful discussion.
- ▶ Transition back to the lecture on Localization, with the following input:
  - ▷ Localization complements national-level policy and programming initiatives. National plans may be difficult to implement and sustain when communities do not have enough understanding, participation (and ownership), and contribution to the whole process of its development, implementation, and assessment. All available resources in the communities, including from the private sector, may be tapped and utilized.
  - ▷ Another key component of the Localization strategy (in addition to local knowledge and ownership) is contextualization. It gives an opportunity to local leadership - both local authorities and civil society leaders - to further contextualize national-level plans and commitments. In countries where there are no national-level policies on WPS (i.e. National Action Plans (NAPs), strategies or laws), Localization has also allowed local-level institutionalization and application of WPS. In Colombia, for example, nine local areas developed Local Action Plans after a decade of Localization efforts which led the national government to launch its efforts to develop a NAP. The national government recognized, in 2022-2023, the local leadership and Localization process as the main reason for their decision to develop a NAP. The NAP consultations are now in progress.
  - ▷ GNWP's Localization of WPS Strategy[7] involves the inclusion of women in traditional conflict resolution councils to improve response to sexual and gender-based violence. Specifically, it involves developing local legislation that addresses the unique challenges to peace experienced by the community as well as the identified needs of women within that community.

3. Group work (15 minutes)
- ▶ Divide the participants into five groups.

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7   Localization of Women, Peace and Security Strategy. Global Network of Women Peacebuilders. Available at: https://gnwp.org/wp-content/uploads/GNWP-Localization-of-WPS-1-pager.pdf

- ▶ Assign the following case studies to each country group: Colombia (Group 1), Nepal (Group 2), Philippines (Group 3), Sierra Leone (Group 4) and Uganda (Group 5).
- ▶ Ask the groups to assign a rapporteur.
- ▶ Give each group 15 minutes to read the case studies and answer the following questions:

Localization Case Studies Guide Questions
1. What strategies were used to localize UNSCR 1325?
2. How did these strategies affect the localization agenda?

4. **Plenary session (20 minutes)**
   - ▶ Request that each rapporteur provide a brief summary of their answers (2 minutes each).
   - ▶ Encourage participants to share their thoughts and observations following the presentations.

5. **Closing (5 minutes)**
   - ▶ In closing, emphasize the importance for implementers to develop strategies for localizing UNSCR 1325 that are rooted in the specific realities of each country. By doing so, they can work towards achieving the desired transformative change.

Localization Case Studies[8]

Voice from Colombia: *Indigenous women use UNSCR 1325 to defend their right and role in peacebuilding.*

"I do not know the international laws very well. Ofentimes, one understands some of the national laws, but for us the law that we follow is the law of our ancestry our own law. That is why when we see so many problems within our reservations, so much violence, so much persecution, so much war, one does not know what to think. The magnitude of the problems that we have had for such a long time has changed us greatly as indigenous peoples. Things are seen or are known that were not seen or known earlier; for example, brutal violence against us under the noses of our authorities and the national and international authorities. That is why talking with different cultures and branches of government are useful to us. This way, we identify the things that fail us in our lives as women. We become conscious of it and realize how our cultures also have to question themselves. Human rights can not be a matter simply for discussion. it has to be applied."

"That is why being able to learn about our rights, and better yet, our rights in conflict situations like the ones we live in, is very important. We, as women, did not know anything about Resolution 1325. Now, we know a little bit more. We are progressing little by little. Conquering the fear... hopefully this will take our authorities and us to a better place. There is a long path ahead of us and we must follow it."

"It is not easy for us as women. Our commitment is to defend our culture, and our right to have territory and autonomy. That is why the authorities are opposed when we speak about our individual rights. But I believe that this will change. This communication must show the reality and how the balance is broken. We must help ourselves to these resources in order to restore our balance."

— María Márquez, Participant in the Indigenous Women Localization Workshop from Sierra Nevada de Santa Marta, Cauca Department, October 2012

Voice from Sierra Leone: *Paramount Chief boldly upholds women's rights*

"In implementing the principles of the WPS resolutions, we have to work in ways that are suitable for our communities. As Paramount Chiefs we play an important role in the informal justice sector, mediating and preventing conflicts between individuals and communities. I take care to address conflict involving women diligently, and to ensure that people understand that I aim to uphold women's rights."

"I have made it policy in my chiefdom that false claims against women seeking to divorce their husbands will not be encouraged or allowed. Wicked men would make bogus allegations against their wives; for example, that the wife stole huge sums of money from her husband, in order to keep the woman in bondage since her relatives will not be in a position to pay back. that is now a thing of the past. Also, any man who divorces his wife after the harvesting of their farm crops must now share the harvest yields as compensation to the woman. This a new phenomenon in Neni chiefdom. I am also working on protection issues for women, especially girl child education. Teenage pregnancy is the greatest threat that is frustrating parents in sending their girl child to school. To minimize this in my chiefdom, I took it up with the chiefdom committee and we recommended serious fines for those in the habit of impregnating girls. We made it clear also that parents who attempt to protect defaulters or their own interest will be reprimanded. This seems to be yielding fruits as there has been no report in this vein since."

8   Case studies from Implementing Locally, Inspiring Globally: Localizing UNSCR 1325 in Colombia, Nepal, the Philippines, Sierra Leone and Uganda. New York: Global Network of Women Peacebuilders/International Civil Society Action Network, October 2013.

"From my research, there are just four applicants [for current vacances] in Koinadugu, all of whom I think should be given a try since they are not allowed to serve as town, section nor paramount chiefs... I am also currently working on a bridge project through community effort my chiefdom, in response to a plea made by women to ease their problems of getting their crops to market centers as a means to empower them economically. The project is not yet complete but we will continue in the coming dry season."

"I am happy with these phenomenal successes far from the localization of Resolution 1325 and 1820 in our NAP in Sierra Leone"

— Foday Alimamy Umaro Jalloh III is the paramount chief of Nieni chiefdom in a remote rural area of Koinadugu District, Northern Region. Jalloh attended the localization workshop in Makeni in June 2012.

Voice from the Philippines: *Localization workshops empower local women to speak out for their participation in peace processes*

"NAP 1325 localization has greatly influenced my outlook on many things, especially on the role of women. As a member of the indigenous people in the northern part of the Philippines, the Province of Kalinga, it is very difficultif not impossible for a woman to join a peace negotiation panel. The dominant culture says that women have secondary roles in almost everything, especially in decision-making and peace negotiating. Most of the time, a woman's role is in the kitchen, cooking or preparing food for the peace negotiators or just merely sitting as observers or listeners. Our indigenous peace mechanism, the Bodong (peace pact) is male dominated. This century-old mechanism is male dominated. In fact, of the 2,000 recorded peace-pact holders, there is only one woman."

"Through the series of NAP 1325 localization seminars and workshops that I attended and coordinated, my self-confidence has been i ncreased to the fullest. Yes, it may be true that I used to have self-confidence before the NAP 1325 localization workshops, but there were many times when I was hesitant or even apprehensive to speak out in community meetings that were male dominated, especially if the participants are considered to be the wisest people in the community, the elders. A woman leader, a peacemaker and a peace negotiator is generally frowned upon by most elders, but through NAP 1325 I am now more challenged to continue and persevere to coordinate, to lead and to encourage the women in our community to participate in peace negotiations, especially now that I am also aware that there is a national legal mandate, the NAP 1325. Challenged by the NAP 1325, our institution also added peace education as a subject in the school curriculum, with UNSCR 1325 as one of the main topics."

"Lastly, I am even more motivated to continue disseminating NAP 1325, knowing that there are women, nationally and internationally, who are very supportive of this initiative. Through my involvement in the Localization program and in the overall implementation of NAP 1325, I learned that we can also use other instruments on women: rights such as CEDAW. Women will be more empowerediif we use these instruments and violence against women will continue if empowered women do not act!"

-- Therese Grail C. Lawagan, Ph.D., St. Louis College of Bulanao, Kalinga, Philippines Member of WE ACT 1325 and participant in localization workshops

Voice from Nepal: *The Localization workshop raises hopes for women in Nepal*

"The Localization program in Nepal with the active participation of district partners has raised great hopes. The post conflict period was not able to address the concerns of women and girls victims and they are still not able to speak out openly about their problems. The experience sharing and knowledge gained at the ToT program has helped us to raise women's and girls' concerns at the VDC and DDC level and also to encourage them to voice their concerns based on their rights. This program has also taught us that the collaboration between NGOs and the government is essential for the effective implementation of NAP. We now engage with the local government entities at the time of formulating their annual plans to ensure that the concerns of women and girls are incorporated."

"The series of 1325 NAP workshops and ToTs that attended including pre testing at the VDC level has helped to enhance my conviction and capacity to empower and mobilize women and girls of the local community to advocate for their rights and security. With my increased capacity and knowledge I am now approached by many other NGOs besides Saathi to provide training at the local level. Prior to the Localization workshops and ToT, I used to think that 1325 was a UN jargon that is not relevant to our concerns. But now, though it may take time, I am convinced that 1325 and NAP are the best tool to ensure women's participation, rights and security."

—Juna Gurung, Kaski district, ToT and Localization workshop participant in August 2012

Voice from Uganda: *Voice from Uganda: District Action Plan (DAP) on UNSCR 1325, developed as a result of the localization workshops leads to greater gender budget allocation in Dokolo district*

"The district's implementation of the Dokolo District Action Plan (DAP) on the NAP 1325 has resulted in an increase in gender budget allocation from 0.03 percent of the total district budget in the 2012-2013 financial year to 7 to 8 percent this financial year (2013-14). In addition, all CSOs working in Dokolo district now have to show commitment to fight gender based violence by implementing some of the strategies in the DAP and to help women participate in governance and decision making through different approaches. For example, the Youth Social Association - a CSO that aims to improve girl-child education in the district as an implementation strategy - received copies of the DAP and as a result, the Association now works with the police to make sure that no school-age child is at home or working as a laborer in town councils, as a maid in homes."

"As result of the DAP, there is increased peace in homes, well-functioning schools and health centers and more productive farms, and women have money to save. This has led to the formation of a savings and credit organization (SACCO) known as BOLICAP, where each member of the group saves 15 US cents a day, or just over 1 US dollar a week. The women can access their savings or take a small loan using their savings as collateral after giving verifiable information on a project they intend to undertake. Members are encouraged to borrow to start an income-generating projects, to pay school fees for their children, or to meet an urgent family need. If a member reports that her husband is demanding money for drinking, the member will not release the funds. If the woman is mistreated by the husband because she has failed to give him money for drinking, the police will intervene. Since the police was party to the development of the District Action Plan, they are knowledgeable and helpful when they respond to sexual and gender based violence."

"Following the adoption of the DAP], the district also held a dialogue on issues affecting women and sought solutions among community members. The dialogue was held at the town council hall (Local level III), where there has been a number of gender related violence instances. The district has agreed to hold a yearly dialogue to be held right before the International Women's Day on the 8th of March. This will be hosted in a different sub-county each year. The intent of the dialogue is to seek solutions to issues that affect women, children and community members; develop communally agreed-upon strategies with all stakeholders; and ensure that a gender perspective informs the next district development plan and budgets."

— Rebecca Mwima, participant in localization workshops in Dokolo and technical officer designated by the District to chair the District Action Plan Task Force

Session 2: Identifying Possible Modalities to Implement the Women, Peace and Security Agenda

Learning objective:
 ► To identify potential entry points and implementation modalities for the Women, Peace and Security (WPS) agenda, while also building scenarios for each modality

 ► To agree on key/major modalities to be adopted in the participants' respective countries

Methodology: Small group workshops

Time allotted: 1 hour and 30 minutes

Materials and equipment needed
 ► Laptop
 ► Projector
 ► Markers/pen
 ► Easel paper
 ► Metacards
 ► Guide questions
 ► Outputs from **Module 1, Session 1 (Understanding Gender, Conflict and Security Issues)** and **Module 2, Session 6 (Visualizing Women, Peace and Security)**

Key learning messages:
 1. Localization strategies must be sensitive to the unique realities of women within the communities.
 2. Localization can be done in every community. It can be effectively tailored to suit the unique contexts and needs of different regions.
 3. It is important to maximize all resources, both human and material, in order to effectively support localization efforts.

Session procedure and content

1. **Recall and objective (5 minutes)**
   - ▶ Welcome the participants.
   - ▶ Share the objectives for this session:
     - ▷ **to identify potential entry points and implementation modalities for the Women, Peace and Security agenda, while also building scenarios for each modality.**
     - ▷ **to agree on key/major modalities to be adopted in the participants' respective countries.**

2. **Group work (35 minutes)**
   - ▶ Divide participants into groups by country.
   - ▶ Ask each group to select a rapporteur who will present during the plenary session.
   - ▶ Make outputs from previous sessions available to participants (in particular, outputs form **Module 1, Session 1** and **Module 2, Session 6**).
   - ▶ Ask that each group select **1-2 key issues women face in the community** (identified in previous sessions) and come up with a localization plan with concrete actions and strategies to address them. They should use the following guide questions to formulate their plan:

Identified Issue	What action is needed?	Who should be responsible for it?	What resources are required to implement this action?

   - ▶ Ask that each group also select 1-2 key peace and security issues affecting their community (identified in the previous sessions) and come up with concrete actions and strategies, **with a focus on women as key agents, in addressing these issues.** They will use the same guide questions for their localization plan:

Identified Issue	What action is needed?	Who should be responsible for it?	What resources are required to implement this action?

► Provide groups with 35 minutes to complete their work.

3. **Plenary session (30 minutes)**
   ► Give each group rapporteur 5 minutes to present their localization plan.
   ► Provide time for participants to ask questions and share insights following each presentation.
   ► Contribute to the discussion by emphasizing and highlighting actionable points, inquiring about timelines and the amount of time required to achieve the identified actions. This approach will enable participants to prioritize tasks, identify low-hanging victories, and actions that may take longer to achieve.

   > ► *Note to the facilitator:*
   >   > ▷ *During this plenary session, be sure to take note of the key points raised by participants. This discussion provides an opportunity to revisit the entry points for mainstreaming, i.e., which people, policies, mechanisms and programs can be maximized more effectively.*

4. **Closing (5 minutes)**
   ► In closing, emphasize that the process of developing localization plans should be guided by a clear understanding of the issues affecting women and the community's capacities to establish sustainable responses.

5. **Synthesis and feedback on module (15 minutes)**
   ► Project a list of the various sessions in this module on the screen and briefly summarize the key points covered in each session.
   ► Ask participants to provide feedback for each session on metacards, identifying the aspects that were helpful, the aspects that were not helpful, and their recommendations for improvement, if any.
   ► Collect the metacards with participants' feedback.

   > ► *Note to the facilitator:*
   >   > ▷ *This session may be shortened or lengthened depending on the time available.*
   >   > ▷ *Evaluation forms may be used instead of metacards.*

Localization Plan Guide Questions

Identified Issue	What action is needed?	Who should be responsible for it?	What resources are required to implement this action?

Module 4

Monitoring the Implementation of the Women, Peace and Security Agenda

This module aims to assist civil society organizations (CSOs) in understanding the essential elements of monitoring and evaluating the implementation of their respective National Action Plans on Women, Peace and Security (NAP WPS). It is necessary to recognize that each country has its way of monitoring and evaluating plans and programs, particularly NAP WPS. Hence, this module can be tailored to introduce national and local guidelines, mechanisms, and processes for conducting monitoring and evaluation.

In some instances, CSOs have been given spaces to formulate, assess, and evaluate NAP WPS. However, in other cases, CSOs create their own "shadow" reports. While the responsibility for monitoring and evaluation lies with the government, CSOs play a crucial role in ensuring that WPS interventions are effectively implemented at the local and community levels, and are positively impacting the lives of women and girls in conflict, post-conflict and fragile areas.

The sessions in this module aim to familiarize CSOs with monitoring and evaluation concepts and elements that can be valuable in their involvement in assessing and evaluating NAP WPS or in preparing their own "shadow" reports.

This module consists of:

Session	Session title	Time allocation
1	Introducing Monitoring and Evaluation Concepts for the National Action Plan on Women, Peace and Security	45 minutes
2	Revisiting the National Action Plan on Women, Peace and Security through Monitoring Elements	1 hour, 15 minutes

► *Note to the facilitator:*

▷ *During the pilot run of this training, participants attended from countries with varying levels of progress regarding their NAP WPS. Some participants came from countries that have not yet developed their NAP WPS, while others have already implemented localized action plans on WPS. In the sessions and exercises, encourage participants to use their existing national plans on women or local action plans as references.*

Session 1: Introducing Monitoring and Evaluation Concepts for the National Action Plan on Women, Peace and Security

Learning objectives: To introduce essential monitoring and evaluation concepts applicable to the National Action Plan on Women, Peace and Security (NAP WPS)

Methodology: Lecture

Time allotted: 45 minutes

Materials and equipment needed
▶ Laptop
▶ Projector

Key learning messages

1. Effective monitoring and evaluation of the NAP WPS require early integration into the planning process. Hence, the plan must include the necessary results, indicators, and targets to be achieved to facilitate future monitoring and evaluation.

2. Monitoring encompasses various components, each serving a distinct purpose. However, it is important to prioritize progress that leads to changes in the lives of women and young women in conflict-affected and post-conflict communities and changes in the peace and conflict situation, particularly where women and young women played pivotal roles as agents of transformation.

3. Monitoring and evaluation are closely linked to learning. Hence, monitoring and evaluation results serve as means for improving plans and programs for women and young women in conflict-affected and post-conflict communities and improving the peace situation in these communities.

4. Monitoring and evaluation promote accountability, not only to national and local mechanisms on Women, Peace and Security, but also to international bodies. Engaging civil society in monitoring and evaluation supports collaborative partnerships and informs future planning and programming initiatives.
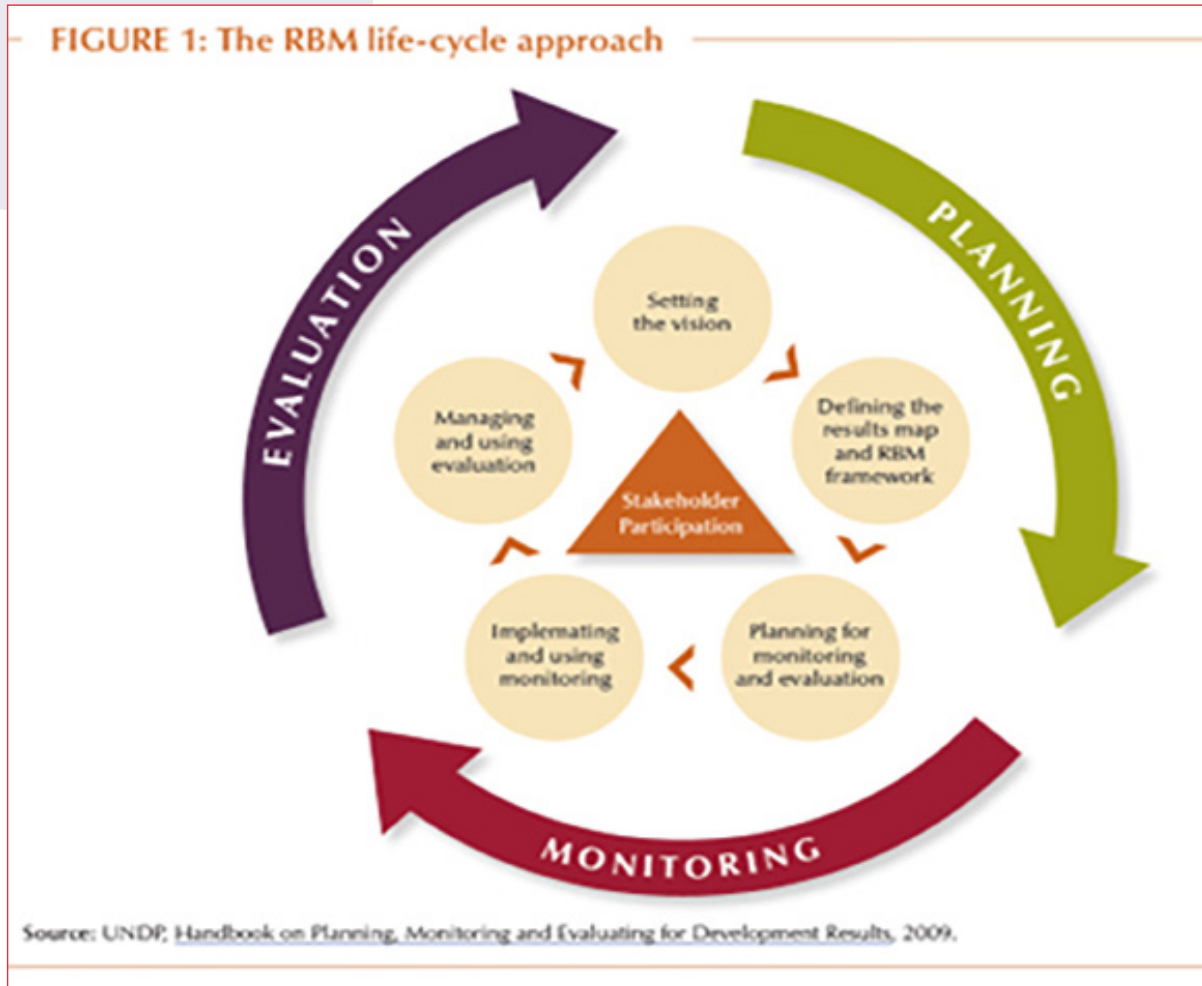
Session procedure and content

1. **Welcome and objective (5 minutes)**

   ▶ Welcome the participants.

   ▶ Share the objective for this session: **to introduce essential monitoring and evaluation concepts applicable to the NAP WPS.**

   ▶ Remind participants of some of the issues they raised and actions they included in their localization plans during previous workshops sessions, in particular during **Module 3 (Introducing Women, Peace, and Security Agenda)** and **Module 4 (Localization of Women, Peace, and Security Resolutions strategy).**

   ▶ Explain the following:

   ▷ It is vital to establish a strong link between agenda-setting and formulating plans with monitoring and evaluation, as these have a significant impact on the peace situation and the lives of women and young women in conflict-affected, post-conflict and fragile communities. Monitoring and evaluation results provide learning opportunities among planners and implementers on how to improve plans and programs and harvest good practices for replication and institutionalization.

2. **Lecture (40 minutes)**

   ▶ Introduce the concept of monitoring and evaluation in the context of Women, Peace, and Security:

   ▷ **Monitoring** refers to systematic and regular collection and analysis of data related to the ***progress*** of implementing the NAP WPS, mainly as it contributes to results, i.e., the four (4) pillars of Women, Peace, and Security: participation, prevention, protection, relief, and recovery.

   ▷ **Evaluation** refers to assessing the results and achievements of various Women, Peace, and Security interventions vis-à-vis their ***impact*** on women's lives in conflict-affected, post-conflict, and fragile areas and into the larger context of building or sustaining peace.

   ▶ Introduce **Results-Based Management** (United Nations Development Group, 2011) as a strategy to manage results:

   ▷ Results-based Management (RBM) is a management strategy by which all actors contribute directly or indirectly to achieving results, ensuring that processes, products, and services are aligned with achieving those results. Information and evidence of actual results are utilized for recalibrating plans, programs and activities, as well as for reporting and accountability purposes.

▷ By using RBM as a strategy throughout the development planning cycle of the NAP WPS, we proactively incorporate monitoring and evaluation results from the early stages of plan formulation. This intentional approach guides planners and implementers in working towards achieving positive results, particularly in the lives of women and girls in conflict and fragile areas.

FIGURE 1: The RBM life-cycle approach

Source: UNDP, Handbook on Planning, Monitoring and Evaluating for Development Results, 2009.

▷ The RBM life-cycle approach places stakeholder participation at its core, giving prominence to the active engagement of women and girls and other marginalized individuals affected by conflict and insecurity throughout the entire cycle to ensure that vision, as well as plans and interventions, have considered their voices, needs, and rights.

► Go over the three principles of RBM:

▷ RBM has three principles: accountability, national ownership, and inclusiveness. These principles are all connected and are not to be taken in silos.

▷ **Accountability:** parties are working together towards shared

outcomes. Governments bear primary responsibility for delivering on the NAP WPS. Civil society organizations are vital in holding the government accountable for its commitments. Furthermore, the NAP WPS is anchored in several international and national mandates (as discussed in **Modules 2 and 3**), necessitating governments to report on compliance with these mandates.

  ▷ **National ownership:** NAP WPS are formulated at the national level, ideally, following a bottom-up approach that considers perspectives from conflict-affected, post-conflict, and fragile areas while aligning with national development priorities. As such, the implementation results and lessons learned should be collectively owned by all actors involved.

  ▷ **Inclusiveness:** As previously mentioned, stakeholder participation is at the heart of the RBM approach. Hence it is crucial to include women, girls, and other marginalized individuals throughout the development planning cycle of the NAP WPS.

► Stakeholder participation is often perceived as resource-consuming regarding time, human resources, and funds. However, investing in women's participation throughout the RBM life-cycle ensures inclusivity of processes and more significant support for women, peace and security efforts and results. Given that CSOs are adept in using participatory and inclusive approaches in engaging stakeholders, it is helpful for governments to work alongside CSOs in the development planning process of NAP WPS.

► Differentiate between the different types/categories of **results**:

  ▷ One of the essential terms in RBM is **results**, which can be categorized as follows:

    ▷ **Impact,** or the long-term result, represents societal goals that go beyond a specific period covered by the plan, such as the end of a government administration. These changes in women's and girls' lives may or may not be achieved within the timeframe covered by the NAP WPS.

    ▷ **Outcomes** refer to the results a plan aims to achieve within a specific period. In the case of NAP WPS, outcomes typically focus on the synergy and contributions of various actors and their outputs toward advancing the four pillars of the Women, Peace, and Security agenda – participation, prevention, protection, and relief and recovery – within a particular time frame.

    ▷ **Outputs** are the results arising from various activities or interventions undertaken by different actors to support the four pillars of the WPS agenda within a particular time frame.
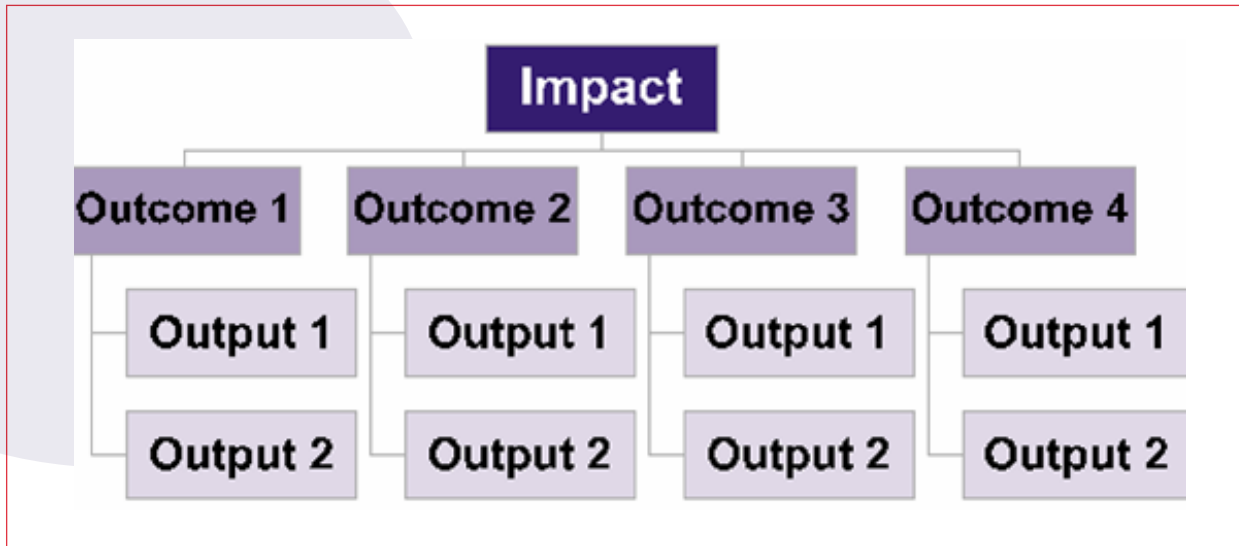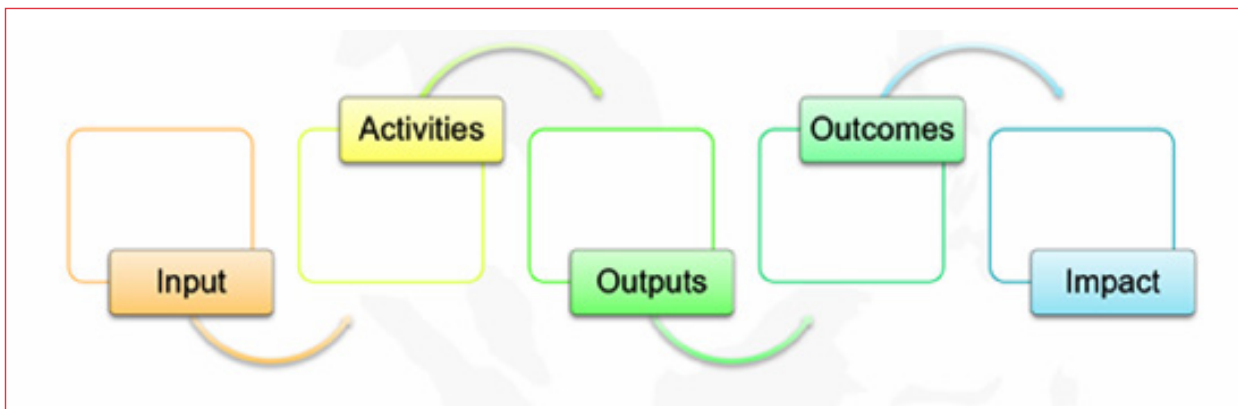
Figure 1. Schematic depiction of the Theory of Change

▶ Explain the **results chain:**
  ▷ Another important term in RBM is the results chain. Results chain is the causal sequence to achieve the desired results - beginning from inputs, moving towards activities and outputs and then towards outcomes and impact.

▶ Example how results are measured:
  ▷ Still part of RBM is **performance measurement**. Results need to be measured, and measurement mechanisms should be included in plans, monitored and evaluated later.
  ▷ **Indicator:** An indicator is a tool to measure outcomes and outputs. It may be a quantitative and/or qualitative measure that tracks the progress toward attaining the various outcomes articulated in the NAP WPS.
    ▷ **Quantitative** indicators may be in the form of numerical values, ratios, or percentages. For example: "The number of participants in the Training of Trainers workshop" is a quantitative indicator. These can be derived from

existing national or local data or surveys, questionnaires and attendance sheets. For example, "Number of participants in the workshop" is a quantitative indicator.

▷ **Qualitative** indicators encompass perceptions, opinions, or levels of satisfaction. For example, "Attitude towards women's participation in formal peace talks" is a qualitative indicator. These insights can be drawn from focus group discussions, public hearings, testimonials, and participant observations.

▷ **Baseline:** This represents the status of an indicator when the plan is initiated, serving as a reference point against which progress or achievements can be assessed.

▷ **Target**: This represents the desired level of achievement for a specific indicator within a defined time frame.

▷ Developing indicators should be **SMART:**

  ▷ **S**pecific
  ▷ **M**easurable
  ▷ **A**ctionable
  ▷ **R**ealistic
  ▷ **T**ime-bound

► Highlight the following:

▷ In some cases, NAP WPS only covers the impact and outcomes, along with their corresponding outcome indicators. Baselines and targets are seldom included in the NAP WPS, and outputs are most likely reflected in the individual government institution or local government plans as part of their contribution to implementing the NAP WPS.

▷ It is important to keep RBM in mind when considering your NAP WPS (or existing women's plans), and examine whether there are any missing elements within the plan, such as indicators, baselines, and targets.

► Proceed to a discussion of the **results matrix**, while projecting the matrix below on the screen.

▷ Another RBM term is the **results matrix**. The results matrix outlines the results at both the output and outcome levels, encompassing the associated indicators, baselines, targets, and means of verification.

▷ Integrating risks and assumptions into the matrix is equally essential, as they provide information on the factors affecting the delivery of results.

  ▷ **Assumptions** are the variables or factors that need to be in place for the results to be achieved. These factors can be either internal or external to the plan or institution. These should be stated in positive

language. Ideally, assumptions should be established prior to the formulation of indicators, as they influence the results chain. For example, "Security sector support to the women, peace and security agenda" is a vital assumption to achieve any target number for the indicator "Number of security sector institutions that formulate their institutional women, peace and security interventions."

▷ **Risks** encompass potential future events, fully or partially, beyond our control, which could negatively affect the achievement of results. Risks can also include threats that have the potential to hinder results and opportunities that could enhance the likelihood of achieving the desired outcomes. These risks can span strategic, environmental, financial, operational, organizational, political and regulatory dimensions. For example, "Changes in leadership in the security sector" is a risk that may lead to shifts in support for the women, peace and security agenda.

Results Matrix					
	Performance indicator	**Baseline**	**Target**	**Means of verification**	**Risks and assumptions**
Outcome 1	Quantitative or qualitative measures of an outcome or output	Information gathered at the beginning of the project or programme	Value that the indicator should reach by the end of the project or programme		**Assumption:** variables or factors that need to be in place for results to be achieved
	Quantitative: number, ratio, percentage			Surveys or questionnaires	**Risks:** potential future events that are fully or partially beyond our control which could negatively impact the achievement of results
	Qualitative: perception, opinion, or level of satisfaction			FGDs, public hearings, testimonials, participant observation	

- ► Make the following important observations and distinctions between the monitoring and evaluation process:
  - ▷ It is important to note that during the **monitoring process**, there is a tendency for implementers to prioritize the reporting of activities and the completion of outputs. However, it is crucial to shift the focus towards understanding how these efforts contribute to achieving results, particularly concerning the four WPS pillars and, ultimately, their impact on the lives of women and girls in conflict-affected, post-conflict, and fragile areas. It is crucial that CSOs consistently emphasize the need to focus on the changes in the lives of women and girls throughout the reporting, monitoring, and evaluation of the NAP WPS or any other WPS interventions included in national plans.
  - ▷ **Evaluation,** on the other hand, is typically conducted over time (often aligned with the conclusion of an administration) vis-à-vis the results outlined in the plan. It is carried out systematically and impartially. Evaluations typically follow the Organization for Economic Cooperation and Development (OECD) evaluation criteria:[9]
    - ▷ **Relevance:** *Are the interventions aligned with the appropriate objectives? Are the interventions doing the right things in conflict-affected and post-conflict areas?*
    - ▷ **Coherence:** How well do the interventions fit? *How well do the interventions fit in the context of conflict?*
    - ▷ **Effectiveness:** Are the interventions achieving their objectives? *Are the interventions achieving Women, Peace, and Security results?*
    - ▷ **Efficiency:** How well are resources used?
    - ▷ **Impact:** What difference are the interventions making? *What difference are the interventions making in the lives of women and young women in conflict-affected and post-conflict areas? In the peace and security situation in the community?*
    - ▷ **Sustainability:** Is the enduring impact of the benefits ensured? *Will these benefits endure within fragile and volatile communities such as those affected by or vulnerable to conflict and other security threats?*
- ► Introduce the monitoring and evaluation frameworks, guidelines, and forms or templates on NAP WPS as adopted by various countries:

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9 Development Evaluation (EvalNet). (2020). OECD. Available at: https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

▷ In some countries, the NAP WPS is integrated into broader, strategic national plans, with accompanying monitoring and evaluation mechanisms. It might be helpful to contextualize the NAP WPS within its role in supporting these more comprehensive national plans and how the monitoring and evaluation processes are executed for such strategic plans.

▷ For example, a Gender Action Plan for law enforcement was developed in Cambodia in collaboration with the Cambodia Ministry of Interior, the Ministry of Justice, and other stakeholders. Myanmar enacted the National Strategic Plan for the Advancement of Women (2013-2022), while Viet Nam adopted the National Strategy on Gender Equality in 2021, spanning 2021-2030, with some contributions to addressing WPS pillars.

► Shift the topic to **reporting**:

▷ **Reporting** on the NAP WPS is done regularly, typically annually, and spans across defined periods (say, by the conclusion of an administration). Annual reports should not be seen as standalone reports but as integral components contributing to the progression of WPS over the long term. More importantly, these reports should serve as learning tools to improve the implementation of Women, Peace, and Security interventions by addressing the concerns of women in conflict-affected and post-conflict areas and by promoting peace.

► Highlight that it is essential to understand who is responsible for the implementation of the NAP WPS:

▷ Understanding which entities are responsible for implementation as well as monitoring and evaluation of the NAP WPS is essential.

▷ Reports on the implementation of NAP WPS may be submitted to national inter-agency committees on Women, Peace, and Security, the President or the Legislature, as well as international treaty bodies like the CEDAW Committee, the Human Rights Council, and the UN Security Council, among others.

▷ It is also important to monitor how financial resources for the implementation of the NAP WPS are being allocated and spent, to demand and ensure accountability.

► At this point, ask participants if they are familiar with the institution responsible for preparing NAP WPS implementation reports.

► Continue the lecture with a note about the ASEAN Regional Action Plan on Women, Peace, and Security[10] (RAP WPS):

10   ASEAN Regional Plan of Action on Women, Peace and Security. (2022). ASEAN. Available at: https://wps.asean.org/resources/asean-rpa-wps/.
11   ASEAN Regional Plan of Action on Women, Peace and Security. (2022). ASEAN. Available at: https://wps.asean.org/resources/asean-rpa-wps/.

▷ The ASEAN Regional Action Plan on Women, Peace, and Security[11] (RAP WPS) must also be considered in monitoring and evaluating the NAP WPS.

▷ National reports should consider how they contribute to implementing the RAP WPS. However, the monitoring and evaluation plan of RAP WPS is still in its developmental phase.

3. Closing (5 minutes)

► To conclude this session, ask participants about their engagement in monitoring, assessing, and evaluating NAP WPS or any other women's or gender equality plans. Participants may share their insights, experiences, and learnings from these processes.

►Emphasize once more the importance of monitoring and evaluation when it comes to existing plans or NAP WPS, as well as any new plan or initiatives on WPS.

Session 2: Revisiting the National Action Plan on Women, Peace and Security through Monitoring Elements

Learning objective: To assess the adherence of the National Action Plan on Women, Peace and Security (NAP WPS) and Regional Plan of Action on Women, Peace and Security (RPA WPS) to monitoring elements

Methodology: Small group workshop

Time allotted: 1 hour and 15 minutes

Materials and equipment needed
► Markers/pen
► Easel paper
► WPS Monitoring Checklist
► National Action Plan on Women, Peace and Security (NAP WPS) or any other national plan on women/ gender equality and women's empowerment
► ASEAN Regional Plan of Action on Women, Peace and Security (RPA WPS)

Key learning messages

1. The NAP WPS should incorporate essential elements for future monitoring and evaluation. These elements must include result statements, indicators, baselines, and targets.

2. Each result in the NAP WPS should feed into another, ensuring both vertical and horizontal alignment of outcomes.

3. Results in the NAP WPS should be developed in alignment with other national or regional plans.

Session procedure and content

1. **Recall and objective (5 minutes)**
   - ▶ Welcome the participants.
   - ▶ Share the objective for this session: **to assess the adherence of the NAP WPS and RPA WPS to monitoring elements.**

2. **Group activity (30 minutes)**
   - ▶ Divide the participants into four groups, according to the four pillars of the WPS agenda: Participation, Prevention, Protection, and Relief and Recovery.
   - ▶ Ask each group to select a rapporteur who will present during the plenary session.
   - ▶ Distribute the WPS Monitoring Checklist, as well as copies of NAP WPS and ASEAN RPA WPS.
     - ▶ *Note to the facilitator:*
       - ▷ *For this exercise, participants from countries without NAP WPS can use existing national plans on women/gender equality and women's empowerment. Using the WPS Monitoring Checklist, they will ascertain whether these national plans adequately incorporate monitoring and evaluation elements to track any changes and/or progress in addressing WPS concerns.*
   - ▶ Ask participants to use the WPS Monitoring Checklist to answer the following questions:
     - ▷ Is there an **outcome** statement in the NAP WPS (or other national plans on women/gender equality and women's empowerment) focused on your assigned pillar?
     - ▷ Are there **output** statements that contribute to the achievement of outcomes for your assigned pillar?
     - ▷ Do the outcome and output statements have **Indicators? Baselines? Targets?**

▷ Are the indicators **SMART?**

▷ Are there data sources identified, by which the indicators could be populated?

▶ After this initial assessment, ask each group to do the following:

▷ Match each result statement you have identified in your WPS Monitoring Checklist with the particular Output and Priority Action in the RPA WPS it contributes to.

▷ Based on your assessment, identify possible action points to improve the NAP WPS (or other national plans on women/gender equality and women's empowerment), considering the various monitoring elements covered.

3. **Plenary session (20 minutes)**

▶ Request that each rapporteur provide a brief summary of their assessments and action points/recommendations (5 minutes each).

▶ Encourage participants to share their thoughts and observations following the presentations.

4. **Closing (5 minutes)**

▶ Briefly summarize some of the key takeaways from the plenary session.

▶ Encourage participants to actively collaborate with the government and share their assessment and insights on their NAP WPS, guided by their acquired knowledge of monitoring and evaluation.

▶ Note that in cases where a NAP WPS does not currently exist in the country, participants can advocate for its development or work towards ensuring that WPS considerations are integrated into national plans related to women or gender equality and women's empowerment (you can refer to the succeeding module: **Module 5: Advocating for Women, Peace, and Security Agenda).**

5. **Synthesis and feedback on module (15 minutes)**

▶ Project a list of the various sessions in this module on the screen and briefly summarize the key points covered in each session.

▶ Ask participants to provide feedback for each session on metacards, identifying the aspects that were helpful, the aspects that were not helpful, and their recommendations for improvement, if any.

▶ Collect the metacards with participants' feedback.

▶ *Note to the facilitator:*

▷ *This session may be shortened or lengthened depending on the time available.*

▷ *Evaluation forms may be used instead of metacards.*

WPS Monitoring Checklist

Country	
Pillar	

No.	QUESTIONS	RESPONSES	COMMENTS AND RECOMMENDATIONS
1	Is there an outcome statement in the NAP WPS focused on your assigned pillar?	☐ Yes ☐ No	If yes, kindly indicate the outcome statement that is focused on your assigned pillar.
1.1			If yes, kindly indicate the output statements that contribute to the achievement of outcomes for your assigned pillar.
1.1.1			If no, recommend how the NAP WPS could reflect outcomes focused on your assigned pillar.
1.1.a	Do the outcome statements in the NAP WPS have indicators?	☐ Yes ☐ No	If yes, do they have baselines? ☐ Yes ☐ No
1.1.b			If yes, do they have targets for which year: _____ ☐ Yes ☐ No
1.1.c			If yes, are the outcome indicators SMART (specific, measurable, achievable, realistic and timebound)? ☐ Yes ☐ No
1.1.d			If no, recommend possible indicators that could measure the outcomes focused on your assigned pillar.
1.2.a	If you answered 'yes' in 1.1, choose one output stateme? nt. Does this particular output statement have indicators	☐ Yes ☐ No	If yes, do they have baselines? ☐ Yes ☐ No
1.2.b			If yes, do they have targets for which year: _____ ☐ Yes ☐ No
1.2.c			If yes, are the output indicators SMART (specific, measurable, achievable, realistic and timebound)? ☐ Yes ☐ No
1.2.d			If no, recommend possible indicators that could measure the output statement anchored on your assigned pillar.

Module 5
Understanding Gender within the Context of Conflict

This module provides opportunities for civil society organizations (CSOs) to share their experiences advocating for that advancement of the Women, Peace and Security (WPS) agenda. It will cover advocacy principles and strategies.

By the end of this module, participants will reflect on their current advocacy strategies for the WPS agenda and consider possible improvements based on the learnings and insights gained from this module.

Sessions in this module are helpful for those involved in advocacy, information, education, and communications in CSOs.

This module consists of:

Session	Session title	Time allocation
1	Identifying Challenges and Successes in Advocating for the Women, Peace, and Security Agenda	1 hour, 30 minutes
2	Advocating for the Women, Peace, and Security Agenda	45 minutes
3	Revisiting Advocacy Strategies for the Women, Peace, and Security Agenda	1 hour

> ▶ *Note to the facilitator: During the pilot run of this training, some participants came from countries that have not yet developed their NAP WPS. Participants are encouraged to share their experiences advocating for gender equality and women's empowerment during the sessions and exercises in this module, as points of reflection on how they could integrate women, peace, and security into their existing advocacy work.*

Session 1: Identifying Challenges and Successes in Advocating for the Women, Peace and Security Agenda

Learning objectives: To take stock of women advocates and civil society organizations' lessons and experiences in support for the Women, Peace, and Security agenda

Methodology: World Café exercise

Time allotted: 1 hour and 30 minutes

Materials and equipment needed
- ► Easel paper
- ► Colored pens or crayons
- ► Topics for discussion for each table

Key learning messages
- ► Advocating for Women, Peace, and Security has its challenges. It is crucial to take stock of approaches and practices to overcome such challenges and celebrate successes resulting from these advocacy efforts

Session procedure and content
1. **Welcome and objective (5 minutes)**
   - ► Welcome the participants.
   - ► Share the objective for this session: **to take stock of women advocates and civil society organizations' lessons and experiences in support for the WPS agenda.**

2. **Group activity (1 hour)**
   - ► Prepare the room with three tables, each equipped with easel paper and colored pens or crayons, and an assigned topic for discussion:
     - ▷ **Table 1:** What challenges have you encountered while advocating for the Women, Peace, and Security agenda or issues?
     - ▷ **Table 2:** What approaches or practices have you taken to advance the Women, Peace, and Security agenda or issues?
     - ▷ **Table 3:** What milestones have you achieved in advancing the Women, Peace, and Security agenda or issues?

- ► Ask the participants who would like to take on the role of "hosts" at each table. The role of the host is to open the conversation on each topic and synthesize these conversations at the end of the activity.
- ► Ask the rest of the participants to count off from one to three:
    - ▷ Ones will go to Table 1, twos will go to Table 2, and threes will go to Table 3.
- ► Request the hosts to initiate the session with a warm welcome and proceed with the discussion on the assigned question for the table.
    - ▷ Participants can use colored pens or crayons to draft their responses or directly write their insights on the easel papers.
    - ▷ Each round of conversations will last twenty (20) minutes. Then, the host will wrap up the conversation, invite the participants to move to the following table, and welcome a new group of participants for the next round.
        - ► *Note to the facilitator:*
            - ▷ *Even if some participants have not advocated for the Women, Peace, and Security agenda, encourage them to share insights and experiences from advocating for other women or gender issues.*

3. **Plenary session (20 minutes)**
    - ► After all the participants have visited each table, ask each host to briefly share insights from all the rounds (about 5 minutes per host).
    - ► Encourage participants to share any additional thoughts or insights.

4. **Closing (5 minutes)**
    - ► Thank all the hosts for the harvest, and the participants for actively sharing their thoughts.

Session 2 : Advocating for the Women, Peace and Security Agenda

Learning objectives: To learn about advocacy principles and strategies

Methodology: Lecture

Time allotted: 45 minutes

Materials and equipment needed
- ► Laptop
- ► Projector

Key learning messages

1. Advocacy aims to bring about change. Amid conflict and insecurity, advocacy seeks to bring about peace for all.

2. There are several key advocacy strategies to push for the Women, Peace, and Security Agenda. These strategies must involve planning, monitoring, and evaluation, in order to ensure that they are focused and effective in driving transformation for both the peace and security situation of the community, and the lives of women and girls in conflict areas.

Session procedure and content

1. **Recall and objective (5 minutes)**

   ► Ask participants to recall something they have learned or that stood out to them from the previous session.

   ► Share the objective for this session: t**o learn about advocacy principles and strategies.**

2. **Lecture (35 minutes)**

   ► *Note to the facilitator:*

   ▷ *To enhance the learning experience throughout the lecture, you may encourage participants to actively participate and share their insights and experiences related to advocating for Women, Peace and Security.*

   ► Begin by revisiting the concept of **advocacy:**

   ▷ Advocacy encompasses various strategies to influence decision- and policymakers to bring about change. In the context of conflict and insecurity, advocacy seeks to bring about just and lasting peace for all.

   ▷ It is crucial for advocacy to be anchored in the basic principles of equality, justice, and respect for human rights. Advocacy activities such as lobbying, campaigning, research, communication, organizing, and alliance-building should incorporate these principles and messages.

   ▷ Advocacy must be connected and grounded in the peace and conflict realities and the realities of women and girls in conflict-affected and post-conflict areas. Their voices must remain central to our advocacy efforts. As a result, advocacy should be interwoven into the daily work on Women, Peace, and Security, raising consciousness on the peace situation and the plight of women and girls. This approach should go hand in hand with fostering participation and building capacities.

► *Note to the facilitator:*

    ▷ *During the pilot run of this training, one insight shared is that the significance of placing individuals at the forefront of advocacy work is just as important as the actual content of the advocacy being pursued. CSOs are being reminded to be mindful of the faces or front liners of their advocacy work, as it can impact the messages being conveyed. Whenever feasible, it is crucial to ensure the representation of women from conflict-affected, post-conflict, and fragile areas, enabling them to voice their concerns in advocacy activities, given that they bear the direct impacts of conflict and insecurity in their areas.*

▷ Advocacy needs to be strategic. There are "invited spaces" which are initiated by decision- and policymakers at the national and local levels, and there are also 'created spaces' that are opened by advocates themselves.[12] Advocates need to determine where their efforts can have the most substantial impact on the lives of women and girls in conflict areas.

► Go over some of the **key advocacy strategies:**[13]

▷ **What to say**

    A. Structure your advocacy based on data and facts. Reflecting on **Module 1**, it is essential that the issues, gaps, and challenges faced by women in conflict-affected and post-conflict areas, as well as challenges to peace and security in the community, are grounded in evidence and analyzed from gender and peace perspectives.

    B. Make your advocacy relatable by understanding your target audience. If you are addressing a legislator who does not hail from a conflict-affected or post-conflict area, ascertain which legislative committee they belong to and consider how they can connect with the issues and data you are presenting. For instance, if the legislator is from the finance or budget committee, it might be helpful to present data and facts about military expenditure versus post-conflict recovery and rehabilitation spending, which directly impact community well-being, women's health and livelihoods, and children's education. Find what your policymaker values or prioritizes the most and tailor your advocacy accordingly.

    C. Prepare for counterarguments and strategic responses. Anticipate potential objections from non-supporters or critics. Listen to differing opinions, as they can offer valuable guidance in shaping your key messages and advocacy strategies.

12   An Advocacy Guide for Feminists. (2003). Association for Women's Rights in Development (AWID). Available at: https://iknowpolitics.org/sites/default/files/feminist_advocacy_guide_awid_2.pdf.

13.   Chetail, P. (2021). 15 Top tips for Effective Feminist Advocacy. The Brussels Binder. Available at: https://brusselsbinder.org/15-top-tips-for-effective-feminist-advocacy/.   .

D. Appeal to emotions. Sometimes data and facts do not matter as much as emotions. Utilize positive emotions that cultivate respect for women's human rights, equality, non-discrimination, diversity, justice, and sustainable peace, development, and security, among others. Showcase stories of women and youth change-makers in conflict-affected and post-conflict environments.

E. Foster solidarity and hope. It is easy to make narratives that sow hate and division. Thomas Coombes suggested five shifts:[14]

    a. Talk about solutions, not problems.
    b. Highlight what you stand up for rather than what you oppose.
    c. Create opportunities, drop threats.
    d. Emphasize support for heroes, not pity for victims.
    e. Show that "we got this" by providing illustrative examples of solidarity and hope in action.

▷ **What to do**

A. Define your objective. What are the Women, Peace, and Security issues you want to address? What do you want to achieve in the short term? Medium-term? Long term?

B. Find the right timing. Identify a news topic that aligns with the Women, Peace and Security agenda to attract attention. Find opportune moments such as political gatherings, conferences, and networking events.

C. Find allies and partners. Engage men and other allies to support the Women, Peace, and Security agenda. Create a room and encourage women, particularly in conflict-affected and post-conflict areas, to speak up.

▷ Regularly monitoring and assessing advocacy messages and strategies is essential. Revisiting the original objectives of the advocacy plan and interventions is beneficial, assessing if they are effectively progressing toward achieving positive changes in the lives of women and girls. Recalibrating advocacy plans and strategies is necessary, especially when there are changes in the policy environment or conflict-affected and post-conflict areas. Women and girls need to be looped into these changes, seeking their input to validate whether the initial issues and WPS agenda are still pertinent or have evolved.

14   A Guide to Hope-based Communications. (n.d.). Open Global Rights. Available at: https://www.openglobalrights.org/hope-guide/ .

▶ *Note to the facilitator:*

▷ *One of the challenges raised during the pilot run of the training is the frequent turnover of government officials. Advocates frequently encounter this reality. Therefore, they must anticipate such changes in their advocacy plans and adjust their strategies, accordingly, based on the capacities and commitments of institutions to pursue women, peace and security. Sustaining advocacy interventions with the government should be an integral part of advocacy plans.*

▷ *As shared by participants, advocacy is effective if pursued at the "top" and "bottom," a concept known as the "bibingka" or rice cake approach. The "bibingka strategy" is a popular framework used by civil society groups in the Philippines in pursuing reforms and promoting accountability. It comes from the word "bibingka," a Filipino rice cake cooked by placing live charcoal above and below the dough while baking. This strategy posits that reform is more likely when: (1) there is sustained citizens' pressure from below and (2) state reformers undertake simultaneous actions from above. Pressure from below is generated by CSOs clamoring for substantive policy changes or better policy implementation. Action from above, on the other hand, comes from state officials who seek to enhance service delivery or rectify government inefficiency.*

5. Closing (5 minutes)

▶ In closing, summarize that advocacy strategies on Women, Peace and Security cover the following: [15]

Research and analysis	Lobbying
Alliance and partnership building	Communication

15   An Advocacy Guide for Feminists. (2003). Association for Women's Rights in Development (AWID). Available at: https://iknowpolitics.org/sites/default/files/feminist_advocacy_guide_awid_2.pdf .

Revisiting Advocacy Strategies for the Women, Peace and Security Agenda

Learning objectives:	To revisit current advocacy strategies to advance the Women, Peace and Security (WPS) agenda
Methodology:	Small group workshop
Time allotted:	1 hour

Materials and equipment needed
- ► Easel paper
- ► Markers
- ► Metacards
- ► Masking tape
- ► Checklist for assessing current advocacy plans or strategies

Key learning messages
1. Advocacy plans and strategies to advance the WPS agenda must be revisited regularly to ensure they are still anchored on the peace and security situation and the realities of women and girls in conflict and post-conflict areas.
2. Advocacy should challenge existing power dynamics and build transformative power.

Session procedure and content
1. **Recall and objective (5 minutes)**
   - ► Ask participants to recall something they have learned or that stood out to them from the previous session.
   - ► Share the objective for this session: **to revisit current advocacy strategies to advance the WPS agenda.**

2. **Group activity (30 minutes)**
   - ► Building on the earlier sessions, divide participants into groups to revisit their respective advocacy plans and strategies for advancing WPS implementation.

▶ *Note to the facilitator:*
  ▷ *For those who have not yet developed advocacy plans and strategies specific to WPS, this is the opportunity to develop one.*

▶ Ask each group to select a rapporteur who will present during the plenary session.

▶ Hand out the **WPS Advocacy Strategy Checklist** and **WPS Advocacy Plan Template** (see below).

▶ Give the following instructions:
  ▷ Use the WPS Advocacy Checklist to assess their existing Women, Peace, and Security advocacy plans/strategies.
  ▷ After reflecting on the result of the checklist, use the WPS Advocacy Plan template to develop improved Women, Peace, and Security advocacy strategies, identifying two to three initial outcomes as a starting point for developing an advocacy plan. For example:

Expected outcomes	Power holder (Identify 1 or 2)	Influencers (Identify 3 to 5)	Allies	Strategies to challenge existing power	Strategies to build transformative power
Women, peace and security provisions are included in the upcoming Gender and evelopment (GAD) legislation of the municipality.	Municipal legislators	Female municipal mayor Women's council Village chieftains	Women from conflict-affected and post-conflict villages Civil society organizations working in conflict areas Media	Provide concrete data and information to municipal legislators on the impact of historical and current armed conflicts on women and girls in conflict-affected and post-conflict areas.	Lobby to ensure that women epresentatives from conflict-affected and post-conflict villages have a voice in the public consultations/ hearings on the GAD legislation of the municipality.

▶ Provide for the groups with 30 minutes to complete their work.

3. **Plenary session (10 minutes)**
  ▶ Give each rapporteur a few minutes to present highlights from their assessments and plans.
  ▶ Encourage participants to ask questions and share insights following each presentation.

4. **Closing (5 minutes)**
   - ▶ In closing, provide insights or summarize key takeaways from the plenary discussions, as well as reiterate the key points covered in Session 2.
   - ▶ Encourage participants to integrate their learnings in the module into their respective advocacy plans, focusing on strengthening women, peace, and security in their ongoing advocacy efforts.

5. **Synthesis and feedback on module (15 minutes)**
   - ▶ Project a list of the various sessions in this module on the screen and briefly summarize the key points covered in each session.
   - ▶ Ask participants to provide feedback for each session on metacards, identifying the aspects that were helpful, the aspects that were not helpful, and their recommendations for improvement, if any.
   - ▶ Collect the metacards with participants' feedback.
       - ▶ *Note to the facilitator:*
           - ▷ *This session may be shortened or lengthened depending on the time available.*
           - ▷ *Evaluation forms may be used instead of metacards.*

WPS Advocacy Strategy Checklist

Country	

Questions	Responses	Comments and recommendations
Is your advocacy plan based on data and facts?	☐ Yes ☐ No	State the women, peace and security issue/s, gap/s and challenge/s focused on by the advocacy plan, with accompanying data and facts.
Is your advocacy plan clear on what it wants to achieve in the short-term?	☐ Yes ☐ No	If yes, indicate the short-term outcomes of your advocacy plan.
Is your advocacy plan clear on what it wants to achieve in the medium-term?	☐ Yes ☐ No	If yes, indicate the medium-term outcomes of your advocacy plan.
Is your advocacy plan clear on what it wants to achieve in the long-term?	☐ Yes ☐ No	If yes, indicate the long-term outcomes of your advocacy plan.
Who is/ are the target audience/s of your advocacy plan?		State the 1-2 power holders in relation to your advocacy plan.
		Identify 3-5 influencers in relation to your advocacy plan.
		State your allies in relation to your advocacy plan.
Does your advocacy plan have specific messages per target audience identified?	☐ Yes ☐ No	If yes, state your specific message/s per target audience identified.
		Does your specific message talk about solutions? ☐ Yes ☐ No
		Does your specific message talk about what it stands up for? ☐ Yes ☐ No

Questions	Responses	Comments and recommendations
		Does your specific message create opportunities? ☐ Yes ☐ No
Are there identified counterarguments in relation to issue/s, gap/s and challenge/s focused on by the advocacy plan?	☐ Yes ☐ No	Is yes, state the possible counterarguments identified in relation to the issue/s, gap/s and challenge/s focused on by the advocacy plan.
		State the strategies to address the counterarguments identified.
Does your advocacy plan have specific strategies for finding champions and partners?	☐ Yes ☐ No	If yes, state the strategies to find champions and partners.
Does your advocacy plan engage with men and other allies to support the women, peace and security agenda?	☐ Yes ☐ No	If yes, state the other allies to support the women, peace and security agenda.
Does your plan have strategies to challenge existing power?	☐ Yes ☐ No	If no, what are your strategies to challenge existing power?
Does you plan have strategies to build transformative power?	☐ Yes ☐ No	If no, what are your strategies to build transformative power?

WPS Advocacy Plan Template

Expected outcomes	Power holder (Identify 1 or 2)	Influencers (Identify 3 to 5)	Allies	Strategies to challenge existing power	Strategies to build transformative power
Women, peace and security provisions are included in the upcoming Gender and Development (GAD) legislation of the municipality.	Municipal legislators	Female municipal mayor Women's council Village chieftains	Women from conflict-affected and post-conflict villages Civil society organizations working in conflict areas Media	Provide concrete data and information to municipal legislators on the impact of historical and current armed conflicts on women and girls in conflict-affected and post-conflict areas.	Lobby to ensure that women representatives from conflict-affected and post-conflict villages have a voice in the public consultations/ hearings on the GAD legislation of the municipality.

Supplementary Session

Women Leaders Speaking Up for Peace

Prepared by: Jasmin Nario-Galace

This supplementary session is adapted from the session "Women Leaders Speaking up for Peace-Lobbying, Campaigning, and Public Speaking authored by Nario-Galace J. (2015), which is included in the Women Engaged in Action 1325 Training Manual on Women's Leadership in Politics, Peace, and Security

Learning objectives: At the end of the session, participants will be able to:

1. Discuss the skills of effective public speaking; and

2. Demonstrate how to deliver a good public speech.

Time required: 1 hour

Materials and equipment needed
▶ Laptop and projector for PowerPoint presentation
▶ White board and white board marker

Session procedures
Activity 1: Practice Speech (45 minutes)

1. Ask participants to express their fears about public speaking and suggest strategies to help them overcome these fears.
2. Inform participants that some of these fears can be overcome through familiarity with the skills of effective public speaking and an understanding of what is not considered good public speaking.
3. Demonstrate how to deliver a speech poorly. Then, ask participants to suggest improvements to your presentation and list these on the board.
4. Provide information on "Women Leaders and Advocates Speak Up for Peace:

Tips on Effective Public Speaking" (Appendix 1).

5. Afterward, assign each participant a topic based on the material discussed in previous sessions.

6. Instruct the participants that they will prepare a one-minute presentation on the topic, following the proposed structure:

- ► Name
  - ▷ Who you are, where you are from
  - ▷ Why you are speaking to the audience (reason for your speech) and discuss your concern or issue
- ► Propose solutions or actions
- ► Call the audience to action
- ► Demonstrate how to deliver the required speech.
- ► Give each participant five minutes to prepare their presentation and one minute to deliver it.
- ► After each speaker, provide constructive feedback.
- ► After all speakers have made their presentations, ask the participants to share how they can apply the skills they have learned in this module in their local context.

References:

Lansu, P. (2009, June 1). Spirituality of Advocacy in Pax Christi International, International Representation, Advocacy and Campaigning. Retrieved September 7, 2015, from https://cpn.nd.edu/assets/12990/spirituality_of_advocacy_pax_christi.pdf

Lynn, S. (2005, June 20). Trainer's Manual on Increasing Opportunities for Women within Politics and Political Parties. Retrieved September 7, 2015, from https://www.ndi.org/files/strengthenwomen_southeastasia.pdf

Appendix 1. Women Leaders and Advocates Speak Up for Peace:
Tips on Effective Public Speaking[16]

PREPARING THE SPEECH

1. Know your topic. Choose a topic you know very well. Do your homework.
2. Know your audience (educational level, age group, and their knowledge about the topic you will discuss).
3. Know the program. If you are speaking on a panel, what is the sequence? How much time is allocated for your speech?
4. Prepare your speech:
   - ►What do you want to communicate to the audience? What action do you want them to take? What key points do you want them to remember from your speech? What personal examples, facts, or statistics can you use to support your message?
   - ►Create an outline of your speech, including your opening and closing remarks. Your opening speech should grab the audience's attention and generate interest. Conclude with a compelling statement that will inspire your audience to take action.
   - ►Reiterate your main message throughout your speech.
   - ►Summarize your key points.
5. Practice with a colleague and request for feedback.
6. Plan your attire carefully. Dress appropriately.

DELIVERING THE SPEECH

1. Relax. If you are nervous, take deep breaths, move your body, and drink water before delivering your speech.
2. When called to speak, remember to stand up straight.
3. Recognize dignitaries at the beginning of your remarks.
4. Introduce yourself loudly and clearly. State your name, where you are from, and the purpose of your speech.
5. Make eye contact with your audience, but avoid prolonged gaze at one person for more than three seconds.
6. Use simple words and short sentences. Avoid acronyms. Remember that you are there to communicate a message, not to impress or confuse your audience.

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16   The content of this appendix is adapted from the National Democratic Institute's Trainer's Manual on Increasing Opportunities for Women within Politics and Political Parties. Available at: https://www.ndi.org/files/strengthenwomen_southeastasia.pdf

7. Use statistics and stories in moderation.

8. Likewise, do not overuse hand gestures and facial expressions to explain your points. Avoid playing with your hair, clothing, or accessories.

9. Identify people in the audience who appear receptive and attentive—they will boost your confidence.

10. Maintain a moderate speaking pace; don't speak too fast or too slowly.

11. Smile when appropriate.

HOW TO DELIVER A PERSUASIVE POLITICAL SPEECH

1. Begin by introducing yourself.

2. Establish the need for your audience to listen to your presentation. Explain why you are addressing them and highlight the issue or concern you aim to bring to their attention.

3. Focus on three main messages, including your position on the issue or your proposed solution to a problem.

4. Explain how your proposed solution can positively impact lives.

5. Conclude with a specific call to action or a request.

Annexes

Pre-Workshop Evaluation Questionnaire
Training for ASEAN Media Practitioners: Media and Women, Peace and Security Workshop

Note to Participants: The disclosure of the following demographic information is optional. To remain anonymous, please leave out your name and email. Thank you.

Name	Representation*	If others, please specify
If you prefer to remain anonymous, please leave this blank	☐ National Government ☐ Local Government ☐ Civil Society Organization ☐ International Organizaciotn [incluides multilateral, bilateral representation and technical cooperation, civil society] ☐ Media ☐ Faith-based group ☐ Network ☐ Others	

Organization/ Affiliation*	Country*	Position*

Gender*	Age*	Please select any of the below that you identify with:*
☐ Female ☐ Male ☐ Other ☐ Prefer not to disclose ☐ Other:	☐ 18-24 ☐ 25-30 ☐ 31-35 ☐ 36-45 ☐ 46-55 ☐ 56+	☐ Internally displaced person ☐ Refugee ☐ LGBTQIA+ ☐ Person with disabilities ☐ Non-dominant ethnic group ☐ Non-dominant religious group ☐ Non-dominant linguistic group ☐ Other:

Email	Phone/WhatsApp*	In your work, have you heard of the United Nations Security Council Resolution (UNSCR 1325) and the Women, Peace and Security agenda? *
If you prefer to remain anonymous, please leave this blank		☐ Yes ☐ No
If you answered Yes to question 1, on a scale of 1 to 5 (1 being the lowest and 5 being the highest), how would you rate your knowledge on United Nations Security Resolution 1325 and Women, Peace and Security agenda?	Please explain:	Have you ever participated in any media training or workshops on peacebuilding and/or women's rights*
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5		☐ Yes ☐ No
Please explain when you attended the training and what was the main focus of the training:*	Do you think the media has a role to play in advocating for equality between women and men, preventing and resolving conflicts, and building peace? *	Please explain: What is the role of the media?*
	☐ Yes ☐ No	
If you answered yes, to the question above, what are the three main ways you think journalists can contribute to the implementation of laws and policies that advance women's meaningful participation and equality between women and men?*	How effective do you think the media in your country is in portraying women as leaders in achieving peace and security? (from 1 to 5, with 1 being the lowest and 5 being the highest)*	Please explain: If you rated it at 3 or less, please explain what could be done better:

	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	
How would you rate your own ability to effectively communicate and advocate for reporting that advances women's leadership and equality between women and men? (from 1 to 5, with 1 being the lowest and 5 being the highest)*	**How would you rate your own ability to effectively analyze and reflect the dynamics of conflict and peacebuilding in your reporting? (from 1 to 5, with 1 being the lowest and 5 being the highest)***	**Do you think the COVID-19 pandemic has had a different impact on women and men?***
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Yes ☐ No
Please explain why*	**Do you think gender is important when covering issues related to COVID-19 and other crises? Why or why not?***	**Please explain why***
	☐ Yes ☐ No	
Are you aware of any initiatives or resources (either by the government or other actors) designed to support women journalists or peacebuilders during the COVID-19 pandemic?*	**Please explain (If yes, are these resources useful to your work?):***	**What are the three main goals you want to achieve through the media workshop and resolutions on Women, Peace and Security?**
☐ Yes ☐ No		