Women, Peace and Security - YES!
Learning Pack
Facilitator's Guide

UN WOMEN

United Nations Entity for Gender Equality
and the Empowerment of Women

Feto, Paz no Segurança
FPS-YES!

UN Women is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

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Acknowledgements

The Women, Peace and Security - Yes! Learning Pack (WPS-YES!) is truly a collaborative product. Cooperatively pooling training materials and learning activities on raising awareness on women, peace and security issues, the learning pack is created for the unique Timor-Leste context by Timorese organizations with long histories and deep commitment to equitable and sustainable peace and development in the country.

Convened by UN Women Timor-Leste with generous support from the Government of Australia, the Government of the United Kingdom and the European Union, contributors to the WPS-YES! participated in a training needs assessment to identify priority areas of concern related to women, peace and security in July 2013. Findings suggested that, while a myriad of training modules are available, consistency of quality and relevance to the Women, Peace and Security Agenda could be strengthened. In August 2013, a 2-day workshop resulted in a Table of Contents for the learning pack, and in the ensuing months, materials from collaborating organizations were collated and organized by theme and topic. A 5-day Train-the-Trainers opportunity in October 2013, with sessions presented by peers as well as outside experts, provided opportunity to test topics and strengthen knowledge and confidence. The final result, the WPS-YES! Learning Pack, was authored by Theresa de Langis, Ph.D., an independent consultant supported by UN Women.

The staff of UN Women provided editorial, design and packaging assistance for the pack. Special acknowledgement is given to Vicenta Maria Correia and Sunita Caminha, the UN Women Timor-Leste WPS Team, for leadership in convening partners and liaison functions and providing substantive inputs into the learning pack.

Materials used from organizations are referenced throughout the learning pack, and UNW has been granted the appropriate permissions for their use. In many instances, what is presented here is only a fraction of the training resources available from organizations, and facilitators using the WPS Yes! Learning Pack are encouraged to use the Resource List below to contact organizations for more information, further training, or even to invite staff members to present or mentor your next training event.

The organizations responsible for the WPS-Yes! Learning Pack are also part of a Community of Practice, where ideas and lessons learned are shared and information is exchanged for coordinated efforts and advocacy. All are invited to join the Community of Practice Portal at https://www.facebook.com/groups/214135908767561/.

The following organizations, listed in alphabetical order, contributed to the WPS-YES! Learning Pack. Their contact information is included for reference to request more information.

Organization/Institution	Web address	e-mail contact
Asosiasaun Chega ba Ita (ACbIt)	-	acbit@chegabaita.org
ALFeLa	http://www.alfela.tl/	-
Alola Foundation	http://www.alolafoundation.org/	info@alolafoundation.org
Asia Pacific Support Collective Timor-Leste (APSC-TL)	-	Apsctl.ong2@gmail.com
Association of Men against Violence (AMKV)	-	amkvtimorleste@yahoo.com
Ba Futuru	http://www.bafuturu.org/	bafuturu@bafuturu.org
Belun	http://www.belun.tl	office.belun@gmail.com
Fokupers	-	fokupers2003@yahoo.com
Judicial Systems Monitoring Project (JSMP)	http://jsmp.tl/	info@jsmp.minihub.org
Ministry of Justice, Department of Human Rights and Citizenship	http://timor-leste.gov.tl/?lang=pt	-
nistry of Social Solidarity (MSS) Directorate of Peacebuilding and Social Cohesion		-
MSS Directorate of Social Reinsertion		-
Patria	-	patriatls2012@yahoo.com
Pradet	http://www.pradet.org/	info@pradet.org
Search for Common Ground	http://www.sfcg.org/programmes/timor-leste/index.html	-
Secretary of State for the Promotion of Gender Equality (SEPI)	http://sepi.gov.tl/home	-
cretary of State for Security, National Directorate of Community Conflict Prevention	http://timor-leste.gov.tl/?lang=en	-
National Police of Timor-Leste		-
National Police of Timor-Leste Vulnerable Persons Unit		-
UN Resident Coordinator's Office -Human Rights Adviser's Unit -Peace & Development Adviser	-	-
UNDP	http://www.tl.undp.org	media.tl@undp.org
UNFPA	http://countryoffice.unfpa.org/timor-leste/	ftesfaye@unfpa.org
UN Women	http://www.unwomen-eseasia.org/Timor-Leste/about_timor_leste.html	timor.leste@unwomen.org

Background & Objectives of the WPS-YES! Learning Pack

The unanimous adoption of UN Security Resolution 1325 (UN SCR 1325) in 2000 was a watershed moment in the peace and security world. For the first time, the members of the Security Council recognized the distinct experiences of women in times of armed conflict, as well as the important contributions of women in peacebuilding. In the ensuing years, the Security Council passed a number of follow-up resolutions further strengthening the fundamental principles of UN SCR 1325 in accounting for women's participation in peace and security endeavors, as well as their unique concerns for protection from and prevention of violence. Collectively, these resolutions are referred to as the Women, Peace and Security Agenda.

The WPS-YES! Learning Pack is created at a historic moment in the development of Timor-Leste, one of the youngest countries in the world. Emerging from decades of armed resistance to Indonesian occupation, the country is transitioning from post-conflict to stability. The country is also preparing its first UN SCR 1325 National Action Plan to ensure women's perspectives and needs are central to long-term peace efforts. The time is right to consolidate knowledge and expand understanding of the application of the Women, Peace and Security Agenda to Timor-Leste.

> **The shared objectives of the WPS-YES! Learning Pack are:**
>
> 1. To raise awareness of the importance of women's full inclusion in peace and security processes for long-term stability based on equality and rights;
>
> 2. Motivate leaders and community members to prioritize women's inclusion and perspectives in peacebuilding efforts;
>
> 3. To standardize and coordinate training on women, peace and security issues for greater impact and enhanced outcomes.

How to Use the WPS-YES! Learning Pack

The WPS-YES! is for use by trainers/facilitators interested or mandated to raise awareness and strengthen implementation of the Women, Peace and Security Agenda in the context of Timor-Leste. The pack can be used by facilitators with varying levels of training experience. For trainers still new to the topic, it is important to read through the entire Learning Pack to see the full range of concerns involved in planning and implementing gender equality commitments in a post-conflict setting such as Timor-Leste. Whether a beginning or more seasoned trainer, it is important to read the entire WPS-YES! Learning Pack from start to finish to be sure the training is understood in full and to be able to anticipate questions as a facilitator.

The learning pack is divided into four modules. The first module is intended to provide a foundational understanding of the Women, Peace and Security Agenda, with a focus on the development of a National Action Plan. Modules 2, 3, and 4 provide deeper training into the four pillars commonly identified with the Women, Peace and Security Agenda: Participation (Module 2); Protection & Prevention (Module 3), and Peacebuilding (Module 4). Note that if training on a single module, it is easy to include selected sections from other modules. For example, if the training will focus on Module 2, participation, consider including an introductory presentation or activity from Module 1, on the Women, Peace and Security Agenda. Depending on the audience, it may be necessary to review an introduction to gender and gender equality, found in Module 3, or advocacy, which is included in Module 4. For ease of use in building the agenda, the table of contents includes timings for each presentation and activity, making it easy to "mix and match" among the different modules.

Learning materials and activities can be targeted along a spectrum of audiences—from an introduction to basic concepts in communities, to more advanced technical learning for government officials and others with mandates for implementation. The modules are not intended to be used as a single training, for a single audience, from beginning to end. Instead, they are presented in such a way to allow facilitators to "pick and choose," customizing training agendas as best meets the needs of a specific audience and their learning goals. Most activities are based on a total of 20 attendees, which is an easy number to divide into 4 small groups of 5 according to the four pillars of the Women, Peace and Security Agenda—but may be customized to include less or more participants.

The Pack includes much of what a facilitator needs for conducting a training: learning activities, handouts, videos, displays and evaluation exercises. Many of the hard-copy materials found in the WPS-YES! Learning Pack are also included in electronic format on the flash pen drives included in the pack. Other hard copy supplementary materials in the Pack, such as posters or single copy pamphlets and booklets, are included in the Pack for demonstration, display and reference purposes.

Each module lists specific objectives, as well as the materials and time needed to accomplish specific activities and presentations. Key messages and terms (also found in the glossary below) are highlighted to assist facilitators to keep training on track. The use of PowerPoint has been kept to a minimum, as this method of training may hinder interactive learning and exchange during trainings. Facilitators are encouraged to use the Presentation content of the WPS-YES! Learning Pack to create customized lecture notes and talking points on index cards for each training, so as not to rely too heavily on "pre-packaged" information that may not be relevant or of interest to the target audience. These cards can then be re-used for future training. Even in lecture-format presentations, key questions are provided to keep the session interactive.

Supplies and Equipment Needed with the WPS-YES! Learning Pack

Many of the activities in the WPS-YES! can be accomplished with few materials or equipment, while more advanced technical information, which is presented in PowerPoint format, may require a laptop, projector and screen. Other materials helpful to have in the pack for the training include:

♦ Whiteboard, marker, and eraser	♦ Tape
♦ Flip chart paper	♦ Post-It notes
♦ Colored markers	♦ Scissors
♦ Index or "meta" cards	♦ Glue stick

Consider providing each participant with a name badge, notebook and pen if possible.

Methodology and Facilitation

The training methodology used in the WPS-YES! is tailored for adult learners. Practice, rather than theory, is stressed, with focus on practical application in the professional and personal lives of the participants attending the training. Participants come to training events with a variety of skills, experiences and perspectives, and the methodology of the learning pack encourages facilitators to use these to serve as foundation for participants gaining new knowledge and skills related to women, peace and security.

The facilitator in an adult learning situation is a fellow learner, rather than a "teacher" with all the answers. A facilitator's role is to generate ideas and new knowledge, and to motivate participants to do the same.

A key role of the facilitator is also to encourage participants to move beyond the training event itself, translating and applying new skills to concrete action in communities and in the workplace.

Facilitation is a form of leadership. A facilitator has the opportunity to model the type of leadership qualities that can bring about transformational change. That means holding high standards of integrity and fairness by being impartial, inclusive, transparent and accountable, and sharing power and authority with participants. In a mixed audience of men and women, the facilitator can demonstrate gender equality by ensuring that men and women receive equal voice, roles and responsibilities as related to the training.

The facilitator has important responsibilities: to get the right people in the room for the training and create a safe space for learning; to help identify and keep the focus of the training on shared learning goals; to promote inclusive participation that links new knowledge to life experience (and action!); and to encourage participants to test received ideas in order to gain new knowledge, skills and confidence. Ba Futuru, an NGO devoted to nonviolent conflict resolution, developed the following checklist as quick tips for facilitators who see themselves as leaders and fellow learners in the training event.[i]

CHECK LIST FOR FACILITATORS

☐ **Be very clear about your role:** your behavior more than your words will convey that you are not the teacher but a fellow learner.

☐ **Be aware of your eyes:** maintain eye contact with participants.

☐ **Be aware of your voice:** try not to talk too loudly, too softly, or too much.

☐ **Be aware of your "body language":** consider where you sit or stand and other ways in which you may unconsciously exercise inappropriate authority.

☐ **Be aware of your responsibility:** make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument; curb those who dominate; draw in those who are hesitant.

☐ **Be aware when structure is needed:** explain and summarize when necessary; decide when to extend a discussion and when to go on to the next topic; remind the group when they get off the subject.

☐ **Be aware of your power and share it:** ask others to take on responsibilities whenever possible (for example: taking notes, keeping time, and, ideally, leading discussion).

Finding, Gathering & Preparing the Target Audience[ii]

One of the most important roles of a facilitator is to match the participants with the purpose of the training. It is important to know as much as possible about the people who will come to the learning event—the "target audience"—and to create the conditions that will allow them to fully participate in the learning experience. Below are some tips for getting to know and responding to the target audience.

Before the event:

Productive training is tailored to the target audience, and ideally that begins with a participatory training needs assessment. Assessments can be in many forms, including focus groups or short surveys included as part of a training event registration. Whatever the method, here are some tips for what to include in an assessment:

♦ Find out what similar learning experiences participants have had in the past and what skills they can bring to the learning event.

♦ Assess any gaps in skills or knowledge that can be addressed in the learning event.

♦ Determine what topics are of special interest, based on current events or new opportunities.

SOME WPS-YES! TARGET AUDIENCES

- ✓ Government ministries related to peacebuilding, conflict prevention, security, justice and development
- ✓ Elected and appointed officials at national and local levels
- ✓ CSOs and NGOs, especially those working directly and primarily with women beneficiaries
- ✓ Women's self-help groups
- ✓ Community members and elders

When choosing your audience, it is good to understand the relationship between participants, especially in terms of difference such as power and authority; literacy and education levels; and technical expertise. Participants may be reluctant to freely share ideas if a local official is present, and those at expertise levels may become impatient with new learners, for example.

When making an invitation list to a WPS-YES! training, target audiences come readily to mind. Some sections (Module 1, for example, which covers the formulation of a National Action Plan on women, peace and security) is suited to government actors, who are central stakeholders and duty bearers in implementation of governmental gender-equality commitments. Other lessons—and objectives—of the learning pack are geared for community members at the grassroots, to build awareness and enthusiasm about women's engagement and participation in peace and security issues. CSOs and NGOs are also an important audience for a WPS-YES! training.

In the planning, consider whether to have a diverse audience, inviting a mix of participants, or to hold separate trainings for different audiences. If a mixed group is the target, try to support exchange of perspectives by having participants from different backgrounds and sectors sitting next to and engaging in small group discussions.

Here are a few considerations about selecting your audience and deciding whether to hold multi-stakeholder or exclusive trainings for focused participants:

♦ **"Nothing about us without us!"** This slogan comes from the disability rights movement, frustrated with other people coming up with solutions to their problems without fully involving them. Those affected by any changes need to be involved in the process—both because it is right and also because it makes common sense to seek guidance, ideas, and leadership from those most affected. Be sure to include women in women, peace and security trainings!

♦ **Get the whole system in the room.** If we want holistic, integrated and sustainable change we need to get all stakeholders in the room, everyone who is involved or affected in any important way, including decision makers. For the Women, Peace and Security Agenda, that may mean police, local governmental officials, service providers, NGOs and, of course, women impacted by the conflict and working to build peace and stability today. Having everyone in the room means conversations do not get put into silos and solutions to identified gaps can be put into action.

♦ **Build confidence before engagement.** Sometimes people who are not confident of their own power may need some space to meet together to discover what they think, feel and want for themselves. This enables them to prepare before they meet with confident people or those with authority, so that they can engage on a more equal footing. This is especially true for women who may not be accustomed—or encouraged, or even permitted—to participate in public decision-making and consultation. Holding part or all of training exclusively for women allows women to build networks, solidarity and confidence in a supportive environment.

As a general rule, the more "formal" the authority of participants—government officials, for example—the more "formal" the training setting and agenda. Facilitators can be sure to allow time, for example, for opening and closing ceremonies when high-level government representatives can validate the efforts and the learning of the group. Often, actual training time will be at a premium—Parliamentarians, for example, may be able to spare no more than 2 hours at a time. It is appropriate to call these learning events "briefings," rather than "trainings," as they are a chance to share key messages and information. Expect these events to be more technical and text based, and a packet of important materials (a copy of UN SCR 1325, for example) is always a good idea for later reference. For such audiences, attention to detail (including how to address important dignitaries) is key.

Learning events at the community level are usually less formal and more activity based. Your timing will need to account for family and work responsibilities of participants, a venue that is convenient and does not present transportation challenges, the presence of children and their care during the training, among other things. Access to electricity may be an issue, and internet may not be available. For these training events, flexibility, creativity and loving-kindness are essential. Remember to also invite local officials to present opening remarks or to engage in a dialogue with participants—opportunities to engage rights holders and duty bearers, especially for all-women audiences—are added benefits you can build into your agenda.

During the event:

It is always a good idea to begin a training event with an activity to help identify the different levels of the group and preferences for learning styles—through writing, reading, discussion, brainstorming, action planning, etc. Consider being flexible in your facilitation approach so as to engage as many people as possible. PowerPoint may be boring to some participants, but well-liked by others; these presentations, therefore, can be mixed with more interactive activities like case studies and role plays. A variety of activities are included in this learning pack to meet a variety of needs. A few presentations are purely information-based, requiring facilitators to create customized lecture notes, and key questions are provided to throughout to lend an interactive element to the lecture-style format.

For multi-day trainings, a good way to "check in" with participants is through a daily wrap-up of what was accomplished (or not accomplished) according to the objectives and expectations of the group. In this way, quick corrections can be made even as the training is taking place, adjusting the agenda or facilitation technique as necessary to meet the needs of the group in their learning efforts. See the "Wrap Up and Evaluation" section below for more tips.

After the training event:

Providing an opportunity for participants to evaluate the training gives them voice and shares important feedback on how to improve the training for the next event. Most often evaluations are done immediately following the close of the training, once all formal learning has been accomplished and with the training still fresh in the participants' minds. Another evaluation can also be administered a few weeks, or even months, following the training events. These follow-up evaluations help to better gauge if skills and knowledge acquired during the training are being applied in real-life situations. An evaluation is included for use with this learning pack, and see the "Wrap-Up and Evaluation" section below for more tips.

Encouraging Women's Participation

A central part of the Women, Peace and Security Agenda is to support and motivate women's participation at all levels and in all aspects of peacebuilding. Including women and aiming for gender balance in the training is important. Yet, often we hear, "I invited women, but none came."

Women have many competing priorities and their assigned gender roles may not encourage—or permit—participation in public activities or leaning events. As such, it may not be enough to simply invite women to participate in a training and expect a strong turnout. Instead, organizers will need to proactively promote women's participation.

Experienced facilitators know this means spending more time and resources building relationships of trust with women in groups and individually. Multiple visits with the target audience to explain the purpose and goals of the event may be needed; talking with community leaders and gate keepers can help to build support for women's participation; providing supportive services, such as transportation or childcare, may also be necessary. The important point is not to give up, and to prioritize including women in equal numbers as men so their skills are strengthened and perspectives heard. See also **Module 2** for more ideas on how to encourage women's participation.

Planning a Learning Event

Trainings take time to plan, especially when built around relationships of trust and confidence and are based on an assessment of participants' needs and interests. Once the aims of the training are established, logistics and other planning considerations also take time and energy. Creating a planning team can help to share these responsibilities and keep timing on track. Three elements to consider in the team are:

♦ *Logistics***:** Securing the location, providing for translation and technology needs, setting up the room and checking sounds, lights, temperature, arranging for refreshments and food

♦ *Administration***:** Sending out invitations and keeping track of RSVPs, taking care of payments and invoices, putting together packets of materials and supplies, processing evaluations and follow-up communications

♦ *Facilitation***:** Identifying the target audience and assessing their learning needs, design training agenda and set learning objectives and outcomes, identify and invite guest speakers or experts, facilitate learning event and create customized lecture notes

Building the Agenda

The WPS-YES! can be customized for a variety of audiences on the topics that are of highest interest and use for participants. Because different people learn in different ways, try to create a mix of these different methods[iii]:

♦ ***Informational*:** Specific, often technical, information is shared with the group. These sessions should be placed early in the day or when the attention and energy level of the group is highest.

♦ ***Interactive*:** Information is applied to personal experience and previous knowledge. These sessions encourage participation, either in pairs, in small groups, in plenary or a combination.

♦ ***Relief and Refocus*:** Participants are provided a chance to rest, relax and process new information and ideas. These sessions may be unstructured and informal to allow networking among participants, such as lunch. They may also involve game-like activities such as icebreakers and energizers.

   While thinking of diverse methodologies for sharing new knowledge, the training agenda should also include the following standard elements. See the **Agenda Worksheet** included in the Learning Pack to help manage timing in building the agenda while including the elements.

♦ ***Learning Objectives & Outcomes***

   Each of the learning modules included in the learning pack begins with Learning Objectives and Outcomes. These can and should be customized to meet the level of skills and previous experience of your target audience based on an assessment survey (see above). It is important to be realistic in the aims while still challenging participants to expand their knowledge and skills—leaving participants feeling a sense of accomplishment at the end of the learning event. The Objectives and Outcomes should be clearly stated at the top of the agenda.

♦ ***Validating Learning Objectives & Outcomes***

   Learning Objectives and Outcomes are usually set by the facilitator before the training, so it is important at the beginning of a learning event to allow participants to validate—and revise if needed—the Learning Objectives and Outcomes to best meet the needs and interests of the group. This will encourage full ownership by all participants of the learning experience and demonstrate willingness as a facilitator to share authority and decision-making. See below, Setting Expectations and Norms, on how to validate learning objectives and outcomes.

♦ *Setting Expectations and Norms[iv]*

Setting expectations and norms for the training helps to create a safe space where participants feel empowered to participate and take the risk needed to learn new skills and knowledge. The Setting Expectations and Norms Activity included in the learning pack is a tool to help facilitate group decisions on what the learning event will cover, what is expected of the role as facilitator, and what each participant will bring to the training to ensure its success. The activity is also a good icebreaker to get participants to begin thinking together, negotiating different perspectives and reaching consensus.

A NOTE ON NORMS

Norms are the ground rules participants adopt to create a safe and enabling learning environment for all. Norms are unique to each group, and some common norms are listed below:

♦ Turn off cell phones
♦ Respect differing views
♦ Don't interrupt
♦ Keep confidentiality
♦ Keep comments short and to the point
♦ Come on time and stay for the whole training

Expectations can be used to validate, or revise, the learning objectives and outcomes. The box below aligns the questions asked during the activity to the purpose of validating objectives and outputs and setting norm behavior.

Activity Questions for Expectations Check/Norm Setting

Validating Objectives & Outcomes:

> Station 1. What knowledge and skills do you expect to gain from this training?

Setting Norm Behavior:

> Station 2. What are you willing to contribute to make this training a success?

Setting Norm Behavior:

> Station 3. What do you expect from the facilitator(s)?

Setting Norm Behavior:

> Station 4. What may be potential blocks to your learning?

For an alternative activity on Setting Expectations and Norms, see the *Role Play on Dealing with Difficult People* discussed below.

♦ ***Sharing Authority and Power: Creating Learning Teams***

The learning pack includes an activity called *Creating Learning Teams*, which can be accomplished early in the training. Learning teams help to share authority and responsibility for the learning outcomes with participants, and they shift the role of staying true to ground rules and timelines from the facilitator to the group. Each team is given a task: motivating, validating, time-keeping, energizing, and norm-keeping. For multi-day training, tasks rotate for each team each day. See the instructions and handout in the Learning Pack for this activity.

♦ ***Wrap Up & Evaluation***

At the end of each training event—or each day for multi-day learning events—give opportunity for participants to review what has been learned that is of value, what new ideas have developed, and what next steps are needed to move from knowledge to action.

A simple evaluation—ideally used at the end of each day for a multi-day learning event—is a SWOT analysis. This exercise, which can take as little as 15 minutes, identifies Strengths, Weaknesses and Opportunities and Threats for keeping the training on track and successful. Use a whiteboard to draw the table below, and then solicit input from participants in the form of a brainstorm. The underlined text are examples of some possible responses.

Strengths	Weakness
We had active exchange and dialogue	Not enough time to cover all the material in depth
Opportunities	**Threats**
If we are concise, all may get the chance to share ideas and learn from each other	Those who have more experience or knowledge may dominate the conversation

Usually, at the end of multi-day training, a more extensive evaluation is used in order to receive feedback about the entire learning event. The final evaluation will look to measure change in participants' attitudes, behavior, understanding and likely actions as a result of their new knowledge and skills, as well as to get feedback for improvement to the learning event. See the **Final Evaluation Handout** for use with this WPS-YES! Learning Pack.

Some Sample Energizers

Learning new information is hard work! It happens mostly in the head, so it is important to give time to also move the body and give the brain a rest. The result is stronger group cohesion, greater trust, and a more positive learning environment. Usually these activities take 10 to 15 minutes, and can be used whenever energy level is low in the group, or to refocus and recharge participants immediately after lunch or other breaks. Here are a few energizers to include in trainings—and feel free to invent more yourself!

✓ *The Women, Peace and Security - Yes! Energizer*

The title of learning pack—Women, Peace and Security (WPS) - YES!—comes from a spontaneous energizer "invented" during a workshop to decide the WPS-YES! Learning Pack Table of Contents. The energizer is simple but fun, and helps to validate the new learning and motivation of participants. Participants stand in a circle and clap three times while shouting F! P! S!, and at YES! raise their fist in the air, repeating three times at least. The energizer gets more fun throughout the training as it is repeated! Dance, clapping and silly moves can also be incorporated, as well as increasing volume as the cheer is repeated louder and louder. The WPS-YES! Energizer is included in the sample agendas.

✓ *The Count Off*

People have a tendency to stick with what is known, and will naturally sit with other participants they know outside of the training. This energizer can encourage new relationships and exchange across sectors or areas of expertise using an arbitrary method to form them into groups. Ask participants stand and shake out their hands. Remind participants that the Women, Peace and Security Agenda is transformative and requires change and new approaches. It means mixing things up. Have participants count off from one to four, clapping the same amount of times as their number. Encourage the count to get faster, but not so fast that the count is disrupted. Assign each table a number. Once the count is finished, ask participants to move to tables based on their number. Adjust groups as needed to ensure balance in terms of gender, age, sector, levels of expertise. Provide a few minutes for introductions among new group members. This energizer is in **Module 1**.

✓ *The Shake Up*

Unlike the Count Off, the Shake Up is used to create groups by topic and interest, which is helpful to motivate learning that can be action oriented after the training. Assign four tables according to one of the four pillars of the WPS Agenda: Participation, Protection, Prevention, and Peacebuilding. Ask participants to stand up and shake their hands out. Ask participants to collect their things and stand by the table of the pillar they most identify with—either through professional duties or personal interest. Once at the table, ask each group to discuss among themselves who should get a seat at the table and why. For example, a police officer may be drawn to the protection table and say, "My job is to protect women from violence, I should have a seat at this table." If the group agrees, that person can take a seat. There should only be 5 seats at the table, so decisions will need to be made as to who gets a seat if there are more people than seats. Decisions should be strategic and based on good reasons—what mix of people will have the best outcomes for the group work at that table? Gender balance should also be a consideration, and the group is allowed to use a "temporary special measure" according to CEDAW in order to ensure women are represented in a critical mass at each table. For those not given a seat, they should move to another table and present new reasons for taking a seat. For example, a male police officer is not given a seat at the protection table and so goes to the participation table, saying, "My job is protection, but when I try to get women involved in consultations with the police, they never come. I need help with participation." The aim is: 1. To motivate learning through direct applications; 2. To demonstrate that each of the four pillars are indeed inter-related and necessary. This energizer is included in **Module 1**.

✓ *I Am A Resource[v]*

Ask each participant to write I AM A RESOURCE on the top of a blank sheet of paper and to list three areas of expertise or a resource they have related to the training. They should include their name at the end of the list. Once completed, ask participants to mill about the room in silence holding their sheet in front of them so it can be read by others. As participants walk around the room, they should notice the resources of others—in silence! After circulating for about 5 minutes, ask participants to tape their sheet on a wall. During the next break, ask participants to make connections with the people behind the lists—either by introducing oneself as a person with a resource who can be of help, or as a person in need of a resource another person possesses. Some examples of resources may include:
- I have a four-wheel drive car that can get to the most remote areas
- I have had media and public speaking training
- I am active on social media
- I am a gourmet cook

✓ ***Pass It On*[vi]**

Ask participants to form a circle, standing shoulder to shoulder. The activity begins with one person, "A," pivoting to face the person to their right, "B." Instruct the two to clap their own hands at the same time while looking each other in the eye. "B" will then turn to the person on his/her right and repeats the simultaneous clap with "C.' The game continues around the circle. Once the group seems to have a handle on the pattern, ask them to speed up, slow down, or change directions. Remind participants to be attentive so they can receive and then pass the current of "energy."

✓ ***Who's Stronger?*[vii]**

In pairs the participants sit at a table. Tell the participants that the objective is to get the back of a hand to touch the table as many times as possible. Be careful in how this is explained, because it is important for participants to assume that they should do so by forcing each other's hand while arm wrestling. Give two minutes and have them count how many times a hand touches the table. The way to "win" this game is for the two people in the pair not to compete but to come to a cooperative understanding—when they do not resist one another, they can each take turns easily touching their hand to the table many times. This energizer is included in Module 2.

Dealing with Difficult People[viii]

When learning about armed conflict, gender inequality, and violence against women controversial and sensitive issues may emerge. The group may be able to accept all the issues participants bring up, however, the facilitator needs to acknowledge openly that some topics will cause discomfort or offense and seek the group's opinion about how they want to deal with them.

The important principle here is that the session belongs to the participants, and they should determine what is discussed and how. The facilitator's role is to keep the discussion relevant, avoid argumentation, maintain a safe environment for everyone, including herself or himself, and provide a nonjudgmental forum for interactive learning.

Sometimes facilitators may meet resistance to gender equality awareness from participants on the grounds that the subject matter contradicts and threatens local values and customs. Facilitators should address these objections directly: acknowledge that gender equality and social change necessarily involve conflicts of values and explain that participants will benefit from understanding these conflicts and seeking to resolve them for themselves. See Module 3 for activities focused on how to discuss the strengths and possible weaknesses of cultural practices.

Another difficult situation arises when the participants and the facilitator come from different social or cultural backgrounds. One way facilitators can meet this challenge is by taking the time to explore with participants how basic human rights values match with many, if not all, of the fundamental values of the their tradition. The key is not to impose but to work together with participants to find common ground. Areas of conflict can become excellent points for discussion and analysis. At the same time, participants need to understand the universality of gender equality based on human rights principles.

Ba Futuru offers these tips in dealing with difficult situations during a learning event, below. Remember also to depend on the Learning Teams to help keep learning on track and shared norms in play.

✓ ***Managing participants who have difficult behavior*** (blocking roles), different levels of education and experience, or those who have more knowledge and experience than the facilitator.
  - ♦ It is important to know the participants before the training to prepare in advance the right materials for the level of participants' needs. If possible, prepare participants' profile: male, female, age, experiences (training within and outside the country, for example)
  - ♦ Invite participants who have experience and are willing to share to co-facilitate some activities
  - ♦ Share leadership roles in the group, even for simple activities, as this will help participants to feel empowered

✓ ***Participants are not focusing or some are very quiet***

  - ♦ Whenever some engage in side talking, call their attention and ask whether they have questions
  - ♦ Sometimes in community meetings we just have to say out loud that people need to quiet down and to bring the group back to focus
  - ♦ For people who are quiet, give more attention to them asking from time to time if they are following the session or if they have questions. Consider having a one-on-one informal chat with the person, especially during break time

✓ ***Dealing with people who talk for a long time or are not direct to the point***

  - ♦ Rephrase or reframe what they are saying; bring them back to the specific question
  - ♦ Use open-ended question for a more detailed answer
  - ♦ Use close-ended question for a 'yes and no' answer

Included in the Facilitator's Guide is the activity, **Role Play: Dealing with Difficult People**. This exercise is a fun way to set norms of behavior, and it can be an alternative activity for *Setting Expectations and Norms* as discussed above.

Glossary of Key Terms

Some of the vocabulary used in the Women, Peace and Security Agenda sounds like words used every day. These words actually have specific meanings according to human rights, humanitarian and security frameworks. Some of these key terms are noted here.

Conflict-Related Sexual Violence: violence perpetrated by actors to the conflict (including potentially the state) and/or associated with the context of armed conflict (including the disintegration of rule of law). Sexual violence may be considered a method of warfare when used systematically to torture, injure, extract information, degrade, threaten, intimidate or punish in relation to armed conflict. It may include forced prostitution; sexual slavery; forced pregnancy; forced marriage; forced termination of pregnancy; enforced sterilization; indecent assault; trafficking; inappropriate medical examinations and strip searches.

Conflict Transformation: a conflict mitigation methodology that recognizes that conflict is part of the dynamics of life and can be transformed for productive ends when channeled in positive ways. Conflict transformation goes beyond merely seeking to contain and manage conflict, instead seeking to transform the root causes of a particular conflict, including inequality and social injustice.

Critical Mass: refers to the number of women included in the total group. Studies have shown that, in order to have influence, women should comprise at least 30 percent of the total. Otherwise, as only a slight minority, women will have little voice in decision making. More recently, policy makers have stipulated a 60-40 split, whereby no identity groups (be that men or women, or some other category) may not make up more than 60 percent of the total—and therefore dominate overwhelmingly.

Gender: the socially constructed roles ascribed to men and women, as opposed to their biological and physical characteristics.

Gender Equality: when women and men have the same rights, responsibilities and opportunities and are given equal consideration of their interests, needs and priorities. Gender equality does not mean that men and women are the exactly the same, but rather that they are not discriminated against based on their differences.

Participation: for the Women, Peace and Security Agenda, participation refers to the meaningful engagement of women in all aspects and at all levels of decision-making in public and private spheres. To avoid "tokenism" (including only one or two women), a "critical mass" of women should be included to ensure influence and diversity of views.

Peacebuilding: the set of activities aimed at preventing the relapse of conflict by strengthening national capacities and ownership at all levels for conflict mitigation and management so that peace is not simply the absence of war. Peacebuilding requires sustained and long-term engagement and can include monitoring ceasefires; demobilizing and reintegrating combatants; assisting the return of refugees and displaced persons; helping organize and monitor elections of a new government; supporting justice and security sector reform; enhancing human rights protections and fostering reconciliation after past crimes. The five priority areas of peacebuilding are: safety and security; political processes and inclusive dialogues; the provision of basic services; the restoration of core government functions; and economic revitalization, jobs and livelihoods.

Prevention: for the Women, Peace and Security Agenda is usually used in regards to gender-based violence, including sexual violence committed as a tactic of war. Prevention entails a holistic and comprehensive intervention at the level of the individual, the family, the community, and the larger society in activities ranging from urgent responses for victims to prevent the recurrence of violence to establishing legal frameworks and changing social attitudes and behaviors that allow violence to take place.

Protection: encompasses all activities that seek to achieve the full respect for the rights of the individual in international and national laws, including human-rights and humanitarian law. Protection from violence against women, in the community and in homes, is a priority for the WPS Agenda.

Recovery: can refer to both post-conflict scenarios or to the period immediately following natural disaster or humanitarian crisis. Often, the focus is on economic recovery of the state to provide for family livelihood and community welfare. This may entail land reforms, access to credit and capital, and employment creation.

Transitional Justice: the full range of processes and mechanisms associated with a society's attempt to come to terms with a legacy of large-scale past human rights abuses, in order to ensure accountability, serve justice and achieve reconciliation. It consists of both judicial and non-judicial processes and mechanisms, including criminal prosecutions, truth commissions and memorialization, delivering reparations, and institutional reform and national consultations.

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[i] Adapted from PECT Update (13 August 2013), Ba Futuru, page 18.

[ii] Adapted from *The Barefoot Guide: Designing and Facilitating Creative Learning Activities* (2011), page 3-4. For more information or to download the guide, see http://www.barefootguide.org/.

[iii] Adapted from "Introduction & Users Guide," *Inclusive Security: A Curriculum for Women Waging Peace,* page 2

[iv] Adapted from *Training on Transformation: Transformative Leadership, Politics & Communities,* Alola Foundation, page 5-7.

[v] Adapted from "Introduction & Users Guide," *Inclusive Security: A Curriculum for Women Waging Peace,* page 2

[vi] Adapted from "Introduction & Users Guide," *Inclusive Security: A Curriculum for Women Waging Peace,* page3

[vii] Adapted from Ba Futuru, PECT Update (13 August 2013), page 15.

[viii] Adopted from PECT Update, Ba Futuru (13 August 2013), page 23-26.

Objectives:

1. To validate learning objectives and outcomes with participant expectations

2. To create a safe and enabling learning environment for all participants

Timing: 30 minutes

Materials: 4 sheets of flipchart paper, tape, 4 markers

Note to the facilitator:

Before the activity, write the station number and corresponding question on each sheet of flipchart paper. Use tape to post the sheets at different locations in the room. Fold and tape each sheet in such a way that only the station number at the top of the sheet can be seen.

Questions for Expectations Check/Norm Setting

Station 1. What knowledge and skills do you expect to gain from this training?

Station 2. What are you willing to contribute to make this training a success?

Station 3. What do you expect from the facilitators?

Station 4. What may be potential blocks to your learning?

Divide into Groups: (5 minutes)

1. The facilitator divides the participants into four groups. Each group is given a marker. Where possible, mix the groups so that new relationships are made, especially across sectors (governmental, NGOs, civil society, etc.) and fields of interest (peacebuilding, protection, prevention, participation, etc.).

2. The facilitator focuses the attention of the participants to the sheets of flipchart paper posted on the walls of the room marked as stations. Each group is asked to meet in front of the station marked with their group's number.

3. Each group is asked to select a member who will use the marker to write the group's answer on the sheet. When all the groups are in their appropriate stations, the facilitator gives the instructions for the activity.

Instructions & Activity: (20 minutes)

1. When the signal to START is given, unfold the sheet of Manila paper and brainstorm as a group to the question posed. The member with the marker will write their answer(s) on the sheet in the space below the question. You will be given **5 minutes** to write your answer(s).

2. When the signal to MOVE is given, move on to the next station (i.e., Group 1 moves to Station 2, Group 2 to Station 3, and so on) and respond to the question on the sheet in the new station that you are in. You have **2 minutes** to write your answer(s). Repeat this process until each group has visited each station.

3. When the signal to RETURN is given, go back to your point of origin. Read the answers listed on the Manila paper. Note the most common, similar, and unique answers, and be prepared to present a summary of responses. You have **5 minutes** to complete this process.

Debrief: (10 minutes)

4. At the end of the activity, the facilitator posts the sheet from each station in front for everyone to see.

5. Referring to the answers, the facilitator engages the participants in dialogue and validates responses. The facilitator shares his or her thoughts on whether the training can respond to the content and process expectations (Question 1).

6. The facilitator recognizes the intended contribution by participants and generates collective commitment to the manifestation of behaviors and attitudes that would facilitate learning. This becomes the "ground rules" and norms for the training. (Questions 2, 3, 4).

7. During a break, write two clean lists and post the sheet in a visible place for the duration of the training. One list is "Expectations" and one list is "Norms."

> **FACILITATOR TIP:** Follow this exercise immediately with "Creating Learning Teams" as a means of sharing authority and responsibility for the learning outcomes with participants

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[i] Adapted from *Training on Transformation: Transformative Leadership, Politics & Communities,* Alola Foundation, page 5-7.

Activity Instructions: Creating Learning Teams[i]

Objective: To encourage ownership and accountability for learning outcomes by sharing responsibilities and authority for the duration of the training event.

Timing: 15 minutes

Materials: Activity Sheet: Creating Learning Teams

1. The facilitator explains the concept of Learning Teams. Learning Teams are small groups assigned specific tasks during the training to help keep it on track through mutual accountability.

2. The facilitator initiates the organizing of five Learning Teams. If this activity follows the Setting Expectations and Norms activity, you may use the same groups to organize Learning Teams.

3. The Learning Teams task chart is presented on the board and Learning Teams are asked to take note of their tasks during each day of the training. Each participant is also provided the Activity Sheet: Creating Learning Teams with a description of each action.

   A. The learning team in charge of *Motivation* will open the training each day to focus participants on their commitment to increasing their skills and knowledge. For example, this can involve a song, prayer, inspiring story, or quote from a well-known leader.

   B. The learning team in charge of *Validation* will close the training each day by providing a summary of the significant decisions and results/learnings of the day. This can be done by the team members or through an interactive activity with participants contributing their ideas on key results from the day.

   C. The learning team in charge of *Time-Keeping* will ensure that each session starts and ends at the scheduled time. This should be done in a respectful and playful way.

   D. The learning team in charge of *Energizing* will present and encourage their fellow participants to participate in short icebreakers in between sessions. See the facilitator for ideas, or use energizers you have been introduced to at other trainings.

   E. The learning team in charge of *Norm-Keeping* will ensure that each participant follows the expected ground rules set up by the group. These ground rules are posted in the training room.

4. Remind teams that tasks rotate each day of the training. The chart below is an example for a 4-day training, with Learning Teams beginning their tasks on Day 1 of the training.

Learning Team Task Chart				
Task	**Day 1**	**Day 2**	**Day 3**	**Day 4**
Motivation	Team 1	Team 2	Team 3	Team 4
Validation	Team 2	Team 3	Team 4	Team 5
Time-Keeping	Team 3	Team 4	Team 5	Team 1
Energizing	Team 4	Team 5	Team 1	Team 2
Norm-Keeping	Team 5	Team 1	Team 2	Team 3

[1] Adapted from *Training on Transformation: Transformative Leadership, Politics & Communities,* Alola Foundation, page 7-8.

Activity Sheet: Creating Learning Teams[i]

Creating Learning Teams is a great way to share responsibility and accountability for the learning outcomes of the training. These roles are important for keeping the training on track, inclusive, participatory and fun while still meeting our shared learning goals.

♦ The learning team in charge of ***Motivation*** will lead everyone in an inspiring thought or activity at the start and end of each day. This can be in the form of a prayer, an inspirational quote, a few minutes of meditation, or some other culturally appropriate means to remind participants of the importance of their practice.

♦ The learning team in charge of ***Validation*** will give everyone a summary of the significant events and results and learning at the end of each day.

♦ The learning team in charge of ***Time-Keeping*** will ensure that each session starts and ends at the scheduled time. The team may also levy a "penalty" (singing a song, for example) for those participants go over time.

♦ The learning team in charge of ***Energizing*** will present and encourage their fellow participants to participate in short icebreakers in between sessions.

♦ The learning team in charge of ***Norm-Keeping*** will ensure that the ground rules established are followed throughout the training. The team may also levy a "penalty" (singing a song, for example) for those participants who break the norms.

Learning Team Task Chart				
Task	**Day 1**	**Day 2**	**Day 3**	**Day 4**
Motivation	Team 1	Team 2	Team 3	Team 4
Validation	Team 2	Team 3	Team 4	Team 5
Time-Keeping	Team 3	Team 4	Team 5	Team 1
Energizing	Team 4	Team 5	Team 1	Team 2
Norm-Keeping	Team 5	Team 1	Team 2	Team 3

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[i] Adapted from *Training on Transformation: Transformative Leadership, Politics & Communities,* Alola Foundation, page 7.

WPS – YES! Learning Pack: Final Evaluation[i]

Date:

Place:

QUESTIONS?	YOUR FEEDBACK . . .
Overall, what is the **one most important** thing you gained from the workshop/ training that you will remember one week from today?	
How has your **attitude** changed about women, peace and security?	
How do you think your **behaviour** will be different than it was before?	
Do you feel that you have a better **understanding of** how the status and roles between women and men are related to armed conflict? Please give an example of how women and men's status and roles are related to armed conflict.	
How **will you use** what you have learned in the future? [What will you **do differently** in the future?]	

What was **not covered** in the workshop/ training that you wish had been included?	
What was the **one least useful** aspect of the workshop/ training that you wish had been better?	
Please feel free to add any other comments here.	

Thank you!

i Adapted from PECT Update, Ba Futuru (13 August 2013), pp 269-270.

WPS-YES! LEARNING PACK: AGENDA WORKSHEET

Why? What is the purpose of the training? What are the expected outcomes?

Who? Who is the Target Audience and what is the level of knowledge?

How? Which presentations and activities are best suited to the needs of the Target Audience?

When? How much time can the target audience devote to a training event? Half-day, full-day, multiple days?

Where? What is a convenient place for the Target Audience to meet?

Time	Time Needed	Topic	Description	Responsible Person
8:00	30 minutes	Registration	Participants sign in and receive packets of information, notebooks, etc.	Organizers
8:30	15 minutes	Opening Remarks	Organizers and invited guests provide a short welcome. Invited guests may be a leader, dignitary, or some other figure that helps to acknowledge participants. (*Informational*)	Organizers Invited Guests
	15 minutes	Introductions	Participants give a sentence or two introduction of name, title and organization if appropriate. Other questions besides name can also be included depending on the audience (i.e., Where were you born? How many children do you have? etc.) (*Interactive*)	Facilitator
9:00	10 minutes	Overview of Learning Objectives and Outcomes	A review of the goals of the training and the expected knowledge, skills and confidence to be gained. (*Informational*)	Facilitator
	20 minutes	Setting Expectations & Norms	Participants validate expectations against objectives and outcomes, and identify shared norms for behavior (*Interactive*)	Facilitator Participants
9:30	15 minutes	Creating Learning Teams	A group activity to assign responsibility and authority to participants to keep learning on track for the training (*Interactive*)	Facilitator
9:45	15 minutes	Break	Relief & Refocus	Organizers
10:00				
10:30				
11:00				

11:30				
12:00	60 minutes	Lunch	Relief & Refocus	Organizers
13:00				
13:30				
14:00				
14:30				
15:00	15 minutes	Break	Relief & Refocus	Organizers
	15 minutes	Energizer	Relief & Refocus	Facilitator
15:30				
16:00				
16:30	10 minutes	Validation	An opportunity to recap important learning from the day's training (Interactive)	Validation Learning Team
	20 minutes	SWOT/Evaluation	An opportunity to evaluate strengths, weaknesses, opportunities and threats of the training day	Facilitator
17:00	5 minutes	Closing	An opportunity to thank participants and acknowledge accomplishments	Organizers
17:30	30 minutes	Debrief	Organizers and facilitator discuss evaluation results, taking corrective action as necessary and possible	Organizers Facilitator

WPS-YES! SAMPLE AGENDA

Topic: A 2-day training on the Women, Peace and Security Agenda (Module 1)

Target Audience: Advanced. Government, elected officials, NGOs, CSOs and other in programs and policies on women, peace and security.

Timing: 8:00 Registration; 8:30 a.m. to 5:00 p.m.

Objective & Outcomes: The objective of Module 1 is to provide participants with an introduction to the Women, Peace and Security agenda and its application to the specific national context of Timor-Leste and its unique phase of development. The outcomes of the Module 1 are:

1. Raised awareness of the specific ways women experience conflict and contribute to conflict-resolution and stability
2. Increased understanding of the WPS Agenda and the obligations of specific actors
3. Deepened knowledge of the pillars of UN SCR 1325 and their overlap with CEDAW
4. Enhanced skill in prioritizing women, peace and security issues for the development of a UN SCR 1325 National Action Plan

Day 1				
Time Needed	**Topic**	**Description**	**Responsible Person**	**Handouts for Participants**
30 minutes	Registration	Participants sign in and receive packets of information, notebooks, etc.	Organizers	Information Packet, pens and notebooks, name badges
15 minutes	Opening Remarks	Organizers and invited guests provide a short welcome and lead the group in prayer if desired. Invited guests may be a village leader, dignitary, or some other figure that helps to validate the training and acknowledge participants. Stress to invited guests to keep comments to a few minutes—this is not the time for long speeches. *(Informational)*	Organizers Invited Guests	
10 minutes	Introductions	Participants give a sentence or two introduction of name, title and organization if appropriate. Other questions besides name can also be included depending on the audience (i.e., Where were you born? How many children do you have? etc.) *(Interactive)*	Facilitator	

	Day 1			
Time Needed	**Topic**	**Description**	**Responsible Person**	**Handouts for Participants**
10 minutes	Overview of Learning Objectives and Outcomes	A review of the goals of the training and the expected knowledge, skills and confidence to be gained. *(Informational)*	Facilitator	
30 minutes	Setting Expectations & Norms	A group activity to get participants working in small groups, validating expectations against objectives and outcomes, and identifying shared norms for behavior *(Interactive)*	Facilitator Participants	Flip Chart Stations
15 minutes	Creating Learning Teams	A group activity to assign responsibility and authority to participants to keep learning on track for the training *(Interactive)*	Facilitator	Learning Team Sign Up Sheet Creating Learning Teams Handout
15 minutes	Break	*(Relief & Refocus)*	Organizers	
20 minutes	Presentation 1.1	Women & Conflict *(Informational)*		
30 minutes	Activity 1.1	Women & Conflict in Timor-Leste *(Interactive)*		
30 minutes	Presentation 1.2	Women & Conflict in Timor-Leste *(Informational)*		
30 minutes	Handout 1.1	Statistics on the Impact of Conflict & Post-Conflict Responses on Women *(Informational)*		Handout 1.1
75 minutes	Lunch	*(Relief & Refocus)*	Organizers	
30 minutes	Presentation 1.3	The Women, Peace and Security Agenda *(Informational)*		Handout 1.2: Security Council Resolutions on Women, Peace and Security
30 minutes	Activity 1.2	WPS Security Council Resolutions: Key Actors for Implementation *(Interactive)*		Activity Sheet 1.2: Actor Mapping

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Feto, Paz no Seguransa FPS-YES!

Day 1				
Time Needed	**Topic**	**Description**	**Responsible Person**	**Handouts for Participants**
20 minutes	Presentation 1.4	UN SCR 1325: The Four Pillars (*Informational*)		
10 minutes	Energizer	The Count Off: 1 to 4 (*Relief & Refocus*)		
15 minutes	Break	(*Relief & Refocus*)		
30 minutes	Video	Documentary on Women, Peace and Security in Timor-Leste (*Informational/Interactive*)		
30 minutes	Presentation 1.5	CEDAW and UN SCR 1325: Overlaps and Entry Points (*Informational*)		Handout 1.3: CEDAW & UN SCR 1325: Overlaps and Entry Points
10 minutes	Energizer	The WPSY! Cheer (*Relief & Refocus*)		
15 minutes	Validation	An opportunity to recap important learning from the day's training (*Interactive*)	Validation Learning Team	
15 minutes	SWOT Evaluation	An opportunity to evaluate strengths, weaknesses, opportunities and threats of the training day (*Interactive*)	Facilitator	
5 minutes	Closing	An opportunity to thank participants and share any updates for the following day (*Informational*)	Organizers	
45 minutes	Debrief	Organizers and facilitator discuss SWOT evaluation results, taking corrective action as necessary and possible	Organizers Facilitator	

Day 2				
Time Needed	**Topic**	**Description**	**Responsible Person**	**Materials**
30 minutes	Registration	Participants sign in and receive packets of information, notebooks, etc.	Organizers	Information Packet, pens and notebooks, name badges
15 minutes	Motivation	The day is opened with a prayer, meditation, saying or some other activity to motivate participants for the training day ahead *(Interactive)*	Motivation Learning Team	
10 minutes	Review of Objectives and Outcomes	An opportunity to check progress or challenges to accomplishing the goals of the training *(Informational/Interactive)*	Facilitator	
30 minutes	Powerpoint 1.1	CEDAW & UN SCR 1325 *(Informational)*		
30 minutes	Review of Handout 1.3	CEDAW & UN SCR 1325: Overlaps and Entry Points *(Informational/Interactive)*		
15 minutes	Break	*Relief & Refocus*	Organizers	
10 minutes	Energizer	*Relief & Refocus*	Energizer Team	
30 minutes	Presentation 1.6	Women, Peace and Security National Action Plans *Informational*		
30 minutes	Presentation 1.7	Developing a National Action Plan in Timor-Leste *(Informational)*		
30 minutes	Q & A	Opportunity to check in with participants for any outstanding questions or clarifications that did not come up during the presentations *(Interactive)*		

Day 2				
Time Needed	**Topic**	**Description**	**Responsible Person**	**Materials**
75 minutes	Lunch	*Relief & Refocus*	Organizers	
15 minutes	Energizer	The Shake Up: 1 to 4	Energizer Team	
75 minutes	Activity 1.4	Context Assessment on Women, Peace and Security in Timor-Leste (used as a World Café) *(Interactive)*		Activity Sheet 1.4
15 minutes	Energizer	I Am A Resource	Energizer Team	
15 minutes	Break	*(Relief & Refocus)*	Organizers	
20 minutes	Activity 1.4 cont.	Opportunity to debrief in plenary on the findings and learnings of the World Café and I Am A Resource *(Interactive)*		
40 minutes	Presentation 1.8	Setting Global-to-Local WPS Priorities for Timor-Leste *(Informational/Interactive)*		
15 minutes	Validation	An opportunity to recap important learning from the day's training *(Interactive)*	Validation Learning Team	
30 minutes	Evaluation	Use the Evaluation form provided in the WPSY! Learning Pack to get important feedback from participants	Organizers	WPS-YES! Evaluation Form
15 minutes	Closing	Congratulate participants for their successful completion of the training. Provide certificate if appropriate. A group photo is always a good way to end the training!	Organizers Invited Guests	
45 minutes	Debrief	Organizers and facilitator discuss lessons learned during the training and make arrangements for how the evaluations will be processed and used	Organizers Facilitator	

Role Play Instructions: Dealing with Difficult People

Objective: To come to common agreement on norms of behavior during the training event

Timing: 75 minutes

Materials: Whiteboard and marker; flip chart paper and marker to write agreed upon norms

(10 minutes): Set Up
Break the participants into small groups.

Brainstorm for 5 minutes with the full group difficult people they may have encountered at public meetings or previous trainings. These are people whose behavior is considered disruptive to learning. Some common suggestions include:

- The Noisy Latecomer
- The Neighbor who wants to know everything
- The Know-It-All
- The Whisperer
- Teacher's Pet
- The Attacker
- The Interrupter
- The Stubborn One

You do not need to make an exhaustive list, just enough to get the group thinking. Write the list on the whiteboard. Explain the instructions (below) for the Role Play.

(20 minutes): Role Play Preparation
Each group has 20 minutes to prepare a 10-minute role play.

The scene of the role play is a training where some aspect of gender equality is being discussed.
One person in the group plays the facilitator of the training. A few others in the group play "difficult people" –either from the list generated in the brainstorm, or another they invent themselves. At least one person in the group plays a participant who is not a "difficult person," modeling norm behavior.

(20 minutes): Role Play Presentation (time for two presentations)

Facilitator Tip: Ask for 2 groups to volunteer to perform their role play. Explain that preparing the role play, even while not presenting it, will help all participants to contribute to the Debrief.

(25 minutes): Debrief

After the presentation, open the discussion to the full group. Ask:
1) What types of difficult people were represented?
2) What was the role of the facilitator in the situation?
3) What was the role of the "model" participant?

Synthesize and write points on the flip chart to established shared expectations and norms for the training.

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