WOMEN AND PEACE

FACILITATOR'S HANDBOOK

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ACKNOWLEDGEMENTS

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ABBREVIATIONS

CEDAW	Convention on the elimination of all forms of discrimination against women
IHL	International Humanitarian Law
IHRL	International Human Rights Law
MSDP	Myanmar Sustainable Development Plan
NSPAW	National Strategic Plan for the Advancement of Women
PSEA	Prevention from Sexual Exploitation and Abuse
SDG	Sustainable Development Goal
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNSCR 1325	United Nations Security Council Resolution 1325
WLP	Women, Leadership and Peace
WPS	Women, Peace and Security

INTRODUCTION

Before the military coup on February 1, 2021, Myanmar had emerged from 60 years of isolation, authoritarian rule and protracted armed conflict and from 2015 to 2020, had started to engage in a democratic transition process. This period was accompanied by a historic process of peace, governance, and economic reforms. Yet in Myanmar, as in many other parts of the world, politics, conflict, and peace negotiations are considered "male domains." With some exceptions, women's experiences of armed conflict and contributions to peace are largely unrecognized, undocumented, and unaccounted for.

Many women who have had distinct experiences of armed conflict are engaging within their communities in creative strategies to mitigate the impact of conflict, to make and to build enduring peace. However, these efforts are accorded little formal or other recognition by the Government, by ethnic armed organizations and society at large. Women and their priorities are consequently not adequately included in the peace processes.

Women can help prevent and/or resolve conflict. They often have intimate knowledge of the power dynamics on the ground, of expansive networks, and access to restricted areas. They can assist in identifying the root causes of conflict before a conflict deteriorates further. Including women in peace processes adds a broader range of perspectives and increases inclusivity and diversity. This means peacemakers can address a broader range of stakeholder concerns.

Women's effective participation at every stage of the peace process is the only way for a sustainable peace to be achieved. To promote the role of women in peace, their needs and concerns must be identified at the community level.

United Nations Security Council Resolution (SCR) 1325 on Women and Peace and Security, adopted in 2000, was the first resolution to link women to peace and security, acknowledging that armed conflicts impact women and girls differently from men and boys. The 1325 agenda, driven by grassroots organizations and by women living in war and working for peace, recognizes the role and contributions of women in wartime and to peace-making, as well as their fundamental right to be included in peace processes.

The participation of women-led civil society groups and the need to address the different needs of women and men in relief, recovery, and post-conflict efforts were key motivating factors for the advocates behind the resolution. In the following 20 years, nine further resolutions of the UN Security Council have called for greater and more effective participation of women in conflict mediation processes; for the inclusion of dedicated gender expertise in all peace-making efforts; for the specific needs and concerns of women and girls to be addressed; and for the prevention of conflict-related sexual violence. The participation of women in mediation processes and the gender sensitivity of peace agreements have increased only slowly[1].

This handbook is designed for women peace activists and women leaders. Its purpose is to empower women leaders and women peace activists by giving them the necessary tools that will not only promote and increase their effective participation in the peace processes, but equip them with the information and techniques to train other women peace activists.

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[1] See the Report of the High-Level Independent Panel on United Nations Peace Operations, the Review of the United Nations Peacebuilding Architecture, and the Global Study on the Implementation of Security Council Resolution 1325 (2000), all published in 2015

MODULE ONE: CONFLICT, PEACE AND SECURITY

DESCRIPTION
Module one introduces basic definitions of conflict, peace and security.

OBJECTIVE OF THE MODULE
After completing this module, participants will be able to identify basic concepts of conflict, peace and security which can be applied in their real-world context.

DURATION
360 Minutes / 6 hours

LEARNING SESSIONS

Sessions	Time	Activity
Session 1.1	90 minutes	Key concepts of conflict, peace and security
Session 1.2	90 minutes	Working With Conflict
Session 1.3	90 minutes	Negotiation Skills
Session 1.4	90 minutes	Mediation Skills

SESSION 1.1: KEY CONCEPTS OF CONFLICT, PEACE, AND SECURITY

OBJECTIVE: to strengthen participants understanding of the basic concepts of conflict, peace and security.

REQUIRED MATERIALS: whiteboard, markers, flipcharts, power point slides, laptop computer, multimedia projector and screen, handout for participants.

DURATION: 90 minutes.

Individual session times flexible.
Facilitators can adjust the timing as needed in sessions participants consider critical.

SESSION PLAN

Part	Time	Activities	Method
Session 1: Activity 1 - Activity 2	30 minutes	**Understanding Conflict and its Stages**	• Small Group Discussion • Plenary discussion • Presentation
Session 1: Activity 3	30 minutes	**Understanding Violence**	• Small Group Discussion Plenary discussion • Handout or PowerPoint slide of violence triangle
Session 1: Activity 4 - Activity 5	30 minutes	**Understanding Peace and security**	• Group Discussion • Plenary • Defining Peace table on Power Point slide

DETAILED PROCESS

ACTIVITY: DEFINING CONFLICT (15 minutes)

Facilitator Instruction
1. Ask the participants to answer the three questions below. Write these questions on the board. Tell the participants that they will discuss the questions in small groups.
2. What is your understanding of conflict?
3. Why do you think conflict occurs?
4. Are conflicts good or bad? Why?
5. After ten minutes, the groups will report back in plenary (up to three to four minutes per group).
6. When each group has presented, the facilitator will summarize the groups common understandings of conflict. The facilitator can add the missing points or the key takeaways of the session from the facilitator guide below. (Ten minutes)

Facilitator Guide: Defining Conflict
People have different perspectives and views on life, and different interests and goals to achieve. Each of us has a unique background and a particular way of life. When these people with different perspectives and interests interact with each other, conflict might occur especially when their perspectives are incompatible. (To explain this point, the facilitator can do a short activity. See Annex 1.1.1) If the facilitator does this activity, anticipate 30 minutes as an introduction.

Key definitions: conflict is "a relationship between two or more individuals or groups who have, or think they have, incompatible goals" "normal and…continuously present in human relationships."[2] Conflict can be a force for destruction or a catalyst for constructive change depending on the way we respond. If the response is suppressive or violent, it becomes a force for destruction. If it is responded to in a way that addresses the causes and repairs the weakened relationships, it can enable people to work toward constructive change.

Definition of conflict: Conflict means an adversarial relationship or a disagreement between two or more persons, between groups, regions or even nation emanating from different perceptions and interests. Such conflict may be intra-personal as result of internal disagreement within a person.

Origin of conflict
In most cases conflict is as a result of the following:
- Different perception
- Different behaviours or attitudes
- Poor distribution of national resources
- Lack of basic human needs or their frustration
- Different interests
- Ideological differences based on religion or political parties
- Is conflict always negative?

The answer is simply, no, depending on how we respond to conflict, it can be a source of violence and misunderstandings or a source of transformation. Once mishandled, it can result into a discord, chaos or even war. Equally so, if properly handled conflict can be a source of development.

ACTIVITY: STAGES OF CONFLICT (15 minutes)

Facilitator Instruction
1. After establishing a clear understanding around what conflict is, the facilitator builds on this activity to look at the **different stages or types of conflict**. This session should have accompanying PowerPoint to serve as visual aid for participants. [3]

2. After explaining the stages to the participants (through presentation), participants will be asked to present an example of conflict in their context for each or any stage (encourage presentation but it should be voluntary)

Facilitator Guide: Different Stages of Conflict
Not all conflicts are in the same form, of the same type or at the same level of intensity.

To use a graphic example of a bonfire:

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[2] . Lederach, The Little Book of Conflict Transformation (May 2003)
[3] F. Dukes, J. Burton (1990) Conflict: Practices in Management, Settlement and Resolution. United Kingdom: Palgrave Macmillan UK

There are five stages of conflict, moving from peaceful situations to political tension, serious political conflict, low intensity conflict and then high intensity conflict.

Gathering materials	Fire begins burning	Bonfire	Coals	Fire out
Potential conflict	Confrontation	Crisis	Potential conflict	Regeneration

Arguments
These occur when parties have similar interests and goals but disagree over the means of achieving them. This type of situation can often be effectively managed through problem-solving and improved communication. For example, the community may see traffic congestion as a problem. Some of the community may see car pool lanes as the solution to reduce the congestion; others may see the need to widen the roads; while others may see campaigns to encourage cycling at the solution. The goal, to reduce traffic congestion, is the same for all three positions. The means are different.

Disputes
These are situations where the parties have incompatible interests and goals. Yet because they can be framed as issues of gain or loss, they can be negotiated. (For example, a group representing people with physical disabilities demands that all public transport is fully accessible, but the government claims it will be too expensive; they then negotiate an agreement for increasing accessible routes over ten years.)

Deep-rooted conflict
These involve the basic human needs – such as survival, security, recognition, and identity – of one or more of the parties, and the perception that these needs are threatened by the other. For the conflict to be resolved, these needs must be secured. Such needs cannot be traded away; however, parties can negotiate over how these needs will be satisfied. Deep-rooted conflict is about identity, which includes beliefs, values, culture, and spirituality. Deep-rooted conflict occurs when values linked to the specific identity needs of a group are violated[4]. It may be expressed violently, whether structurally, physically, emotionally, or verbally, but violence is not necessarily a defining component.

Conclusion
Conflict is a part of human nature. Depending on the way we respond, it can be a catalyst for constructive change or a force for destruction. Conflicts are in different forms and types. Some conflicts can be easily approached and managed while some are deeply rooted with high risks of destruction. Therefore, it is important to understand the nature of the conflict and to address its causes, especially large-scale violent conflict. The causes of conflict can be the polarization   in the community, unmet basic human needs, or threats to identity. Since conflict is normal, it should not be suppressed. It should be embraced in a way to transform the relationship into better social change by non-violent means.

Facilitator ends session by explaining that there are violent and non-violent conflicts. There are always some forms of violence embedded in large-scale conflicts or deep-rooted conflicts. Therefore, it is extremely important to address embedded violence to resolve the conflict. In this training, we are focussed on resolving violent conflicts.

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[4] V Redekop, Violence to Blessing: How an Understanding of Deep-Rooted Conflict Can Open Paths to Reconciliation. (Novalis, 2002), 24

Facilitator Instruction

1. Ask the participants the following questions:

How do you understand violence?	List some examples of violence	What are the causes of violence?

2. Discuss the questions in small groups for up to ten minutes. Then report back in plenary **(up to three minutes each group)**

3. After the presentation from each group, the facilitator will summarize discussion points and conclude with the common understanding of violence. Then the facilitator will highlight the key concept and can add the missing points or the key takeaways of the session **(five-ten minutes)**

Facilitator Guide: Understanding Violence and the Violence Triangle

"Conflict and violence are different things. Conflict is a relationship between two or more parties who have, or think they have, incompatible goals. Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social, or environmental damage and/or prevent people from reaching their full human potential."[5] While conflict is a part of human nature, many argue that violence is learned. If we learn to respond to conflict without violence, conflict can be a force for constructive change.[6]
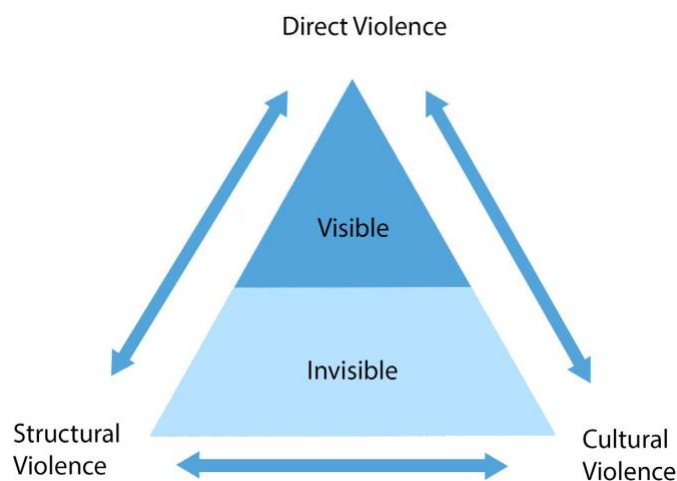
Our understanding of violence has evolved slowly. While it used to be thought of as physical or structural it then became understood as including cultural violence.[7] Placing these three elements of violence in a triangle, when a conflict has features of all three areas of violence the result is a more consolidated, unmoveable state of violence in a social system.

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[5] Fisher, et al., 2000, 4
[6] Fisher, et al., 2000, 9
[7] J Galtung, (1969) "Violence, Peace and Peace Research". Journal of Peace Research. 6 (3): 167–191. doi:10.1177/002234336900600301. S2CID 143440399

Direct violence refers to direct assaults upon bodily integrity through killing, wounding, rape, an explicit denial of physical resources needed for survival, and so on.	**Structural violence** refers to conditions that both jeopardize bodily integrity – such as poverty, repression and other forms of exploitation.	**Cultural violence** refers to those aspects of our meaning systems – especially those gathered in religion, political ideologies, science, art, and media more generally – that legitimize direct and structural violence.

These three types of violence are connected

To end direct violence, change conflict behaviours;
To end structural violence, address systems of injustice; and
To end cultural violence, change attitudes and the institutions that reproduce them.

It is crucial to recognize and seek to end all forms of violence to build peace

Note: The facilitator can use sexual assault against women as an example to explain the triangle of violence. Facilitator will make sure when she/he is using examples in sexual assault against women to follow do no harm method)

Example: sexual assault against women

Direct Violence:	*direct assaults – cat-calling, sexual assault at workplace*
Structural violence:	*no concrete policy or effective legal procedure against sexual assault*
Cultural violence:	*society does not see sexual assault against women as serious crime – movies/songs portray women as inferior beings. 'Boys will be boys'*

ACTIVITY: DEFINING PEACE AND SECURITY (15 minutes)

Facilitator instruction

- Ask the participants to write down their individual answers to the question – 'how do you understand peace?' Once the participants have individually written down their answer, ask them to share and discuss with others in small groups. The discussion points from each group will be reported back to the plenary.

- The facilitator will summarize discussion points and conclude with the common understanding of peace. Then the facilitator will highlight the key concepts and can add the missing points from facilitator guide or the key take-aways of the session.

Facilitator Guide

There is no single definition of peace. Peace can be described narrowly: the ending of violence without resolving underlying causes, or broadly defined as a peace agreement, a peaceful state, and society according to a single universal model. Each of these versions of peace offers different levels of security and rights for society: a narrow version would be basic but relatively insecure, a broader

version more complex but also more sustainable, and multiple approaches even more complex, but stable. Another way of looking at this is as a negative peace and positive peace. A 'negative peace' is an 'absence of direct violence,' and a 'positive peace' is an 'absence of all forms of violence.'

A Negative peace
A narrow understanding of peace indicates an absence of obvious violence (such as armed conflict or low-intensity conflict) both between and within states. This may take the form of a ceasefire or a power- sharing agreement. It indicates that one state, or group in society, dominates another through violence or more subtle means. This approach has the benefit of simplicity, but a negative peace will always be fragile because it is based on ever-shifting power balances within the state. Structural violence which is embedded in social, economic, and political systems remains unaddressed. A peace agreement based on a narrow understanding of peace would probably not be satisfactory in anything other than the short term.

A Positive Peace
A broader understanding of peace indicates both the lack of open violence between and within states, and the aim of creating the conditions for society to live without fear or poverty, within a broadly agreed political system. It implies the relative fulfilment of individuals in society, as well as stable political institutions, law, economics, states, and regions.

A positive peace sees violence as learned. It sees direct and structural violence as being able to be removed. This peace is acceptable in everyday terms to ordinary people, not only to political and economic elites according to their interests. Such a situation goes beyond basic security concerns over power, territory, and material resources and offers a peace that is akin to the everyday lives that many people experience in developed liberal democracies, in which security, law, order, and prosperity are comparatively and relative routine. Under such conditions, social justice – human rights, democratic representation, relative material equality, and prosperity, the accountability of states and elites, as well as peace between states, may be achieved.

Negative Peace	Positive Peace
Absence of overt violence (no war, no fighting, no arguing, no violence)	Both lack of open violence and the aim of creating the conditions to live without fear or poverty
Violence is intrinsic	Violence is learned
Security means the preservation of a pre-existing hierarchy of states	Basic/Human security (everyday experiences), Social Justice
Peace exists as a painful stalemate between rulers, or absolute victory	To address the root causes of conflict
Peace-making • Ceasefire • Power-sharing agreement • Dominate through violence	**Peacebuilding** • Multidimensional and sophisticated responses • Innovative response • Mediation

ACTIVITY: DEFINING SECURITY (15 minutes)

National Security is a state or condition where our most cherished values and beliefs, our democratic way of life, our institutions of governance and our unity, welfare and well- being as a nation and people–are permanently protected and continuously enhanced.

Human security means protecting fundamental freedoms – freedoms that are the essence of life. It means protecting people from critical (severe) and pervasive (widespread) threats and situations. It means using processes that build on people's strengths and aspirations. It means creating political, social, environmental, economic, military and cultural systems that together give people the building blocks of survival, livelihood and dignity."

Human security brings together the 'human elements' of security, rights and development. As such, it is an inter-disciplinary concept that displays the following characteristics:

People-centered	Multi-sectoral	Comprehensive	Context-specific	Prevention-oriented

As a people-centered concept, human security places the individual at the 'centre of analysis.' Consequently, it considers a broad range of conditions which threaten survival, livelihood, and dignity, and identifies the threshold below which human life is intolerably threatened. Human security is also based on a multi-sectoral understanding of insecurities. Therefore, human security entails a broadened understanding of threats and includes causes of insecurity relating for instance to economic, food, health, environmental, personal, community and political security.

Moreover, human security emphasizes the interconnectedness of both threats and responses when addressing these insecurities. That is, threats to human security are mutually reinforcing and interconnected in two ways. First, they are interlinked in a domino effect in the sense that each threat feeds on the other. For example, violent conflicts can lead to deprivation and poverty which in turn could lead to resource depletion, infectious diseases, education deficits, etc. Second, threats within a given country or area can spread into a wider region and have negative externalities for regional and international security.

This interdependence has important implications for policymaking as it implies that human insecurities cannot be tackled in isolation through fragmented stand-alone responses. Instead, human security involves comprehensive approaches that stress the need for cooperative and multi-sectoral responses that bring together the agendas of those dealing with security, development, and human rights. "With human security [as] the objective, there must be a stronger and more integrated response from communities and states around the globe."

In addition, as a context-specific concept, human security acknowledges that insecurities vary considerably across different settings and as such advances contextualized solutions that are responsive to the situations they seek to address. Finally, in addressing risks and root causes of insecurities, human security is prevention-oriented and introduces a dual focus on protection and empowerment.

SESSION 1.2: WORKING WITH CONFLICT

OBJECTIVE: To explore approaches to conflict and learn conflict analysis tools.

REQUIRED MATERIAL: Whiteboard, markers, flipcharts, PowerPoint slides, laptop computer, multimedia projector and screen, handout for participants.

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Method
A1	30 minutes	Approaches to work with conflicts	• Group Discussion
A2	30 minutes	Different kinds of intervention to bring about peace	• Plenary • PowerPoint Presentation
A3	30 minutes	Conflict Analysis Tool	• Group practice • Plenary

DETAILED PROCESS

ACTIVITY: APPROACHES TO WORK WITH CONFLICT (30 minutes)

Facilitator Instruction
Ask the participants to choose their own conflict case-study and brainstorm their approaches to work with it, in it and through it.

This case study could be a conflict in your family, community, state, or at Union level. The following questions can guide the brainstorming (write these on a whiteboard or have as a handout).

- What is a conflict case study you would like to discuss?
- Why do you think the conflict happened? What are the causes of the conflict?
- Who is involved in the conflict? Who are the key conflicting parties?
- How can you solve/mitigate the effects of the conflict? What would you do to solve/mitigate the effects of the conflict?
[allow up to ten minutes]

The participants will then very briefly present the identified examples discussed in plenary **(up to three minutes per participant)**

After participants have presented their case study, present different approaches to work with conflict by using visual aids and PowerPoint presentations. **(ten minutes)**

Facilitator Guide

Different Approaches to manage, resolve or transform conflict[8]

CONFLICT PREVENTION: aims to prevent the outbreak of violent conflict
CONFLICT SETTLEMENT: aims to end violent behaviour by reaching a peace agreement
CONFLICT MANAGEMENT: aims to limit and avoid future violence by promoting positive behavioural changes in the parties involved
CONFLICT RESOLUTION: addresses the causes of conflict and seeks to build new and lasting relationships between hostile groups
CONFLICT TRANSFORMATION: addresses the wider social and political sources of a conflict and seeks to transform the negative energy of war into positive social and political change

Conflict prevention can be broken down into **three classic types**:

operational prevention, which is when a representative is dispatched to use diplomacy to stop violent conflict
structural prevention, which might be thinking how the political economy of a place could be altered to make it more resilient to conflict
systemic prevention, which is creating "herd immunity" by using the global web of treaties and international laws to guard against violence, particularly between states

Looked at another way, the idea of prevention cuts across four major ongoing discourses at the United Nations: conflict prevention, prevention of violence, prevention of mass atrocities, and preventing violent extremism.[9]

Conflict management involves the control, but not the resolution of, a long-term or deep-rooted conflict. This is the approach taken when complete resolution seems to be impossible, yet something needs to be done. In cases of resolution-resistant conflict it is possible to manage the situation in ways that make it more constructive and less destructive. **The goal of conflict management is to intervene in ways that make the ongoing conflict more beneficial and less damaging to all sides.** For example, sending peacekeeping forces into a region enmeshed in strife may help calm the situation and limit casualties. However, peacekeeping missions will not resolve the conflict.

Conflict resolution refers to strategies that address open conflict in the hope of finding not only an agreement to end the violence (conflict resettlement), but also a resolution of some of the incompatible goals underlying it. While conflict transformation is the most thorough and far-reaching strategy, it is also the one that needs the longest and most wide-ranging commitment.

Conflict transformation describes the natural process of conflict. Conflicts change relationships in predictable ways, altering communication patterns and patterns of social organization, altering images of the self and of the other. Conflict transformation suggests that the destructive consequences of a conflict can be modified or transformed so that self-images, relationships, and social structures improve as a result of conflict, instead of being harmed by it. Usually, this involves transforming perceptions of issues, actions, and other people or groups. Conflict usually transforms perceptions by accentuating the differences between people and positions. From the perspective of conflict transformation, intervention has been successful if each group gains a relatively

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[8] Fisher, et al., 2000, 6-8)

[9] Global Peace Operations Review <https://peaceoperationsreview.org/conflict-prevention/#:~:text=Conflict%20prevention%20can%20be%20broken,more%20resilient%20to%20conflict%3B%20and

accurate understanding of the other. In the end, improving understanding is the objective of conflict transformation.[10]

The facilitator continues explaining the terms for different types of intervention to bring about peace by the international community through the United Nations systems.

ACTIVITY: DIFFERENT CATEGORIES OF INTERVENTION (30 minutes)

There are three main categories of intervention:

PEACE-MAKER	PEACE-KEEPER	PEACE-BUILDING
interventions designed to end hostilities, **seek a solution by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangements, or other peaceful means of the state's own choice.**	monitoring and enforcing an agreement, using force as necessary. This includes verifying whether agreements are being kept and supervising agreed confidence-building activities. By providing basic security guarantees and responding to crises, these UN operations have supported political transitions and helped buttress fragile new state institutions. They have helped countries to close the chapter of conflict and open a path to normal development, even if major peacebuilding challenges remain.	undertaking programs designed to address the causes of conflict and the grievances of the past and to promote long-term stability and justice.

Peace-building is not primarily concerned with conflict behaviour but addresses the underlying context and attitudes that give rise to violence, such as unequal access to employment, discrimination, unacknowledged and unforgiven responsibility for past crimes, prejudice, mistrust, fear, and hostility between groups. It is therefore low-profile work that can, at least in theory, continue through all stages of a conflict.

However, it is likely to be strongest either in later stages after a settlement and a reduction in violent behaviour or conversely, in earlier stages, before any open violence has occurred. Peacebuilding examples can be top down or bottom up. **Community based peacebuilding activities** include: **Security**, for example community-based policing which brings together the police, civil society, and local communities to jointly take responsibility for and develop solutions to local safety and security. Community-based approaches have also been adopted for de-mining and weapons collection.; **Socio-economic Recovery** for example, through the formation of cooperatives; and **Media, Communication and Civic Engagement**, for example community-based radio stations, or theatre productions and puppet shows, designed and conducted by communities for outreach education – to teach peaceful dispute resolution and human rights norms and values.

Facilitator to ask participants where Myanmar sits in these categories of intervention: peacebuilding, peacekeeping or peace making (five minutes).

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[10] *John Paul Lederach,* Preparing for Peace: Conflict Transformation Across Cultures *(Syracuse, NY: Syracuse University Press, 1995), 16-17*

Facilitator Instruction

The facilitator will present and explain one useful conflict analysis tool. Then the participants will be divided into small groups to do the exercise for that tool. Facilitator will explain this is one of several tools that is used in conflict analysis and that can be found in Annex 1.2- Annex 1.4 **(30 minutes)**

Conflict Analysis Tools

There are many different tools for conflict analysis, all of them covering similar and complementing aspects, having different degrees of complexity as well as offering different advantages and disadvantages. It is therefore advisable or even necessary to combine them, depending on the specific aim and purpose. The following tool is used to analyze factors of a given conflict.

Conflict Tree: driving factors (30 minutes)

The conflict tree is a tool that is used to analyze the factors of a given conflict. This includes the structural/root causes (roots), the core problem/conflict issues (trunk), and the effects/symptoms of the conflict (branches). The tool helps to distinguish between the underlying causes and their effects. It is most suitable to get a better understanding of the context and therefore serves as an introductory tool for conflict analysis.

To be kept in mind:
- The tool is useful to draw attention to the root causes instead of just addressing symptoms and effects, which is often done by organizations working in and on conflict.

- It can be helpful for planning and strategizing inside an organization as it *serves as a basis for discussing priorities and finding potential points of* interventions (entry points).

- The tree can be adapted in different ways and can also be designed in a way that focuses on one conflict line instead of the whole conflict.

See Annex 1.2 for step-by-step instruction.

SESSION 1.3: NEGOTIATION SKILLS

OBJECTIVE: Building on sessions 1.1 and 1.2, this session will strengthen negotiating skills for the participants.

REQUIRED MATERIALS: Whiteboard, markers, flipcharts, PowerPoint slides, laptop computer, multimedia projector and screen, Role play sheets for participants.

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Method
A1	30 minutes	• Introduction • Definition, Key elements, phases and types of negotiation	PowerPoint slide
A2	30 minutes	Negotiation Exercise	Simulation exercise: Handout
A3	30 minutes	Negotiation Role Play	Simulation exercise: Handout

DETAILED PROCESS

ACTIVITY INTRODUCTION TO NEGOTIATION: DEFINITION, KEY ELEMENTS AND PHASES (30 Minutes)

Defining Negotiation
Negotiation is the act of trading something for something (not necessarily material) on behalf of yourself or others. Negotiation is the process in which two or more people or groups who have different needs and positions find options to solve the problem. It is a process of communication and relationship-building undertaken with the objective of arriving at an agreed outcome around a particular set of issues, in situations where the parties are not in complete accord on those issues, to begin with.

Negotiation, therefore, seeks to reconcile differences in perspectives, positions, and/or interests to reach outcomes that no individual party could achieve independently. Successful negotiations result in outcomes that all parties agree to abide by or implement. Such an agreed outcome can be informal (e.g. verbal agreement to facilitate access) or formal (e.g. a written agreement such as a Memorandum of Understanding). Moreover, negotiation is sometimes described as a process of influencing individuals or groups through joint decision-making. It requires the consent of all parties to participate in the process and accept and respect the agreed outcome.

Position and Interests

Position	Interest
What they say they want	Why they want it
Positions are surface statements of where a person or group stands, and rarely provide insight into underlying motivations, values or incentives	Interests are a party's underlying reasons, values or motivations. Interests explain why someone takes a certain position.

Position is about what negotiation parties believe should happen or what they want. These might be initial solutions. In other words, position is what you stand for a demand and what you believe of the solution to a dispute or conflict.

The reasons that extend behind this are called interests. It could be the desires, values and needs that motivated what you want. They are often hidden.

The illustrated position and interest iceberg explains that the surface of the iceberg, what you see above the water is, in fact, only between ten and 20 percent of the whole iceberg. A large portion of it is hidden beneath the ocean. So, it is akin to the situation that arises in a negotiation. Negotiating parties are always presenting the tips of their icebergs to each another and focus on explaining their positions to each other and making demands. They become inflexible in negotiations.

P I N icebergs

Positions
Apparently different

Interests
values

Needs
fears

common ground

Source: PIN icebergs model

The interests underlying the positions are often commonly shared and likely to be resolved. (This should be in a slide for participants). Thus, we can present the differences between the positions and interests: Positions rarely give information of the underlying reasons why negotiation parties or individual demands are important to them while Interests explain someone takes a certain position. Managing interests can be more effective. It is believed that there can be additional creative ways to resolve a dispute or a conflict when we address interests.

Key Elements of Negotiation

POSITIONS	INTERESTS
Example: start a month early	Example: finish project on time
What people say they want	Why they want it; underlying motivations
Demands	Concerns
Things you/they say you will/will not do	Fears and aspirations
Subjective wants	Objective needs

Phases of the negotiation process:

⇒ **PLANNING:** (identity goal, conflict mapping, substance, process, interest (basic human needs), pre-meetings, agenda, assigned facilitator or not, identify alternative options

⇒ I**MPLEMENTING:** breakout sessions in negotiation, communication behaviour, walk away point

⇒ **GETTING AGREEMENT:** in a written document for legal requirement; to ensure the agreement is mutually acceptable

Types of negotiation:

DISTRIBUTIVE NEGOTIATION	INTEGRATIVE NEGOTIATION
Distributive negotiation focuses on their own needs and position. Each conflict party tries to make an agreement by trying to make the other party give up their position	About integrative negotiation, negotiating parties or groups are sharing information and emphasize the desire to address the interests of all conflict parties and efforts to find mutual agreement

NEGOTIATION EXERCISE (30 minutes)

Objective: to be able to understand the distinctions between the Distributive and Integrative approaches.

Learning outcome: this exercise will help the participants to learn the positive and negative impacts of the negotiation approaches and to understand how the outcome of the integrative approach is desirable.

Facilitator Instruction: share the scenario document with the participants (The scenario will be used for the next three exercises. The facilitator will always refer to this scenario for these role play exercises). Groupings can be done voluntarily and a list of different roles can be described as optional.

SCENARIO FOR PARTICIPANTS

A mining project is proposed near the Ywar thar Village and the project location is in the community farmland, within the village boundaries, just upstream of the village, which is beside a river. The river is the source for drinking water for Ywar Thar and Sein Mya Village communities. The concession is granted to the Power mining company. The Local authority publicized it three days ago and posted the notice in the community center. It mentioned that this project will benefit local people in many ways such as job opportunities and community development. The notice said the project will go ahead if there are no objections received within three months.

Company
You represent the Power mining company, and you want to make sure that the communities are happy with the project and don't have objections. The company plans to share 1 percent of the profit with the communities. The company will mine for gold, at medium scale in the river floodplains. Water jets will be used to make the alluvial soil into a slurry which will be pumped over screens to separate the stones and then the fine heavy material will be separated by gravity. Mercury amalgamation will be used to trap the gold particles as other methods are not legal.

Environment group
You represent an environmental group that has been initiated by a community network and is trying to educate the leaders and younger generation to have a safe place for the next generation. You understand the negative impacts of the project such as the dumpsite and water contamination and have great concerns for the loss of the source of the drinking water. Recently in this summer, communities have difficulty getting access to drinking water due to the continuation of logging upstream. You have also heard something about the dangers of mercury.

Local Government
You are a member of the township administrative committee and are happy with the project for local development. You realise that many community members do not have very much yield this year from their farming. You believe that this project brings many positive aspects for communities, such as creating some jobs and for revenue for the State and Region.

Ywar thar Village Community
You are concerned about some community members who will be displaced. You have not received information about the arrangements. Some community members earn a living by collecting fish and resources near the river. Most importantly, you are aware that these mining activities will bring a huge impact to the community source of drinking water. You try to stop the project as much as you can.

Mya Sein Village Community
You recognize both positive and negative impacts that the project can bring to all the communities. You want to make sure that the project will minimize its negative impacts. You always long for the government to build water storage for the community for drinking water. You want to hear more information about the project including the project stage and its plans.

Women
You are a group of women and always have limited information about any decision making to the activities in communities. Your greatest concern is for the limited drinking water especially in the summer and loss of livelihood if the communities could no longer have access to upstream lands, the farmland there, and the nearby river.

Notes: Grouping participants in two's, ask the first group to negotiate using the distributive approach, and the second group to use the integrative negotiation. *Keep five members maximum in each role.*

- Each group will perform two roles for a 30-minutes role play: company and Ywar Thar villagers (observers are optional)
- Bring the participants back to the training room and share their experiences using the following guide (ten minutes)
- Outcomes (which approach is desirable?)
- Impacts – relationship
- Challenges
- What would you do differently?

ACTIVITY: ROLE-PLAY EXERCISE (30 minutes)

Learning outcome: This exercise will provide participants with a first-hand experience of negotiation and provide scaffolding around ways to improve the process.

Facilitator Guide
- Explain the objective and process of the simulation to the participants.
- The participants should already have the scenario from the previous role play
- Ask participants to prepare a conflict mapping based on the case study by each group

Tasks for all participants
Task 1: Conflict Mapping
Task 2: Planning – setting goal, substance, process, roles of each member
Task 3: Participation at the set negotiation meeting

Facilitator to distribute or write on white board conflict mapping guide

1. Plan the negotiation process (objective of the negotiation, expected outcome of the negotiation, negotiation strategies and role of each member in the negotiation meeting.
2. Organize a 30-minute negotiation meeting. This negotiation meeting can be facilitated by facilitator.

Facilitator Guide: Reflection After the Negotiation Meeting
Debriefing -Ask participants what worked well? Are there any options/strategies you would like to do differently? Is the outcome desirable and satisfactory to all actors? Advantages/disadvantages or risks in negotiation?

Reflection in each stage:

Planning
Implementation
Getting an agreement

Relate the simulation experiences with the key principles of the negotiation.

Principles of negotiation

Focus on the problem (not targeting the people)	Focus on interests, not positions (sometimes people taking positions that do not really reflect their interests, positions are changeable)	Find solutions for mutual gain (think of every possible solution)
Use objective criteria (consider measure and success that everyone can work on)	Know your walkaway (when it comes to compromising, having the bottom line for the agreement is likely to help the negotiation parties control the outcome. Because there are things that can be non-negotiable concerns or beliefs, this will help to indicate the need to find a new way of problem-solving	Integrative

SESSION 1.4: MEDIATION SKILLS

OBJECTIVE: to strengthen the skills of mediation

REQUIRED MATERIALS: handout, PowerPoint slide

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Method
Activity 1	30 minutes	• Introduction to Mediation • Define Mediation • Differences between negotiation and mediation • Key elements of mediation • Benefits in mediation	Plenary
Activity 2	30 minutes	• The mediation process • Key skills for mediating conflict	• Group Work • Simulation
Activity 3	30 minutes	Peace Mediation	Group Work

DETAILED PROCESS

ACTIVITY: INTRODUCTION TO MEDIATION (30 Minutes)

Defining Mediation
Mediation is a type of dispute resolution process wherein a third party, neutral (a mediator) works with parties to determine potential areas of agreement to aid parties in settlement of their disputes. It is a process whereby a third party assists two or more parties, with their consent, to prevent, manage or resolve a conflict by helping them to develop mutually acceptable agreements. For example, a businessman mediated to get the Karen National Union (KNU) to sign the National Ceasefire Agreement (NCA), a local businessman initiated the talk between the Kachin Independence Army (KIA) and the government.

The ideal mediation is *inclusive mediation*. This type of mediation works on the assumption that building sustainable peace requires integrating diverse perspectives – those of conflicting parties and other stakeholders – into the peace process. Inclusive processes will provide multiple entry points and diverse mechanisms for participation. An inclusive process, however, does not imply that all stakeholders can participate directly in formal negotiations. It will rather facilitate a structured interaction between the conflict parties and other stakeholders to include multiple perspectives in the mediation process. The call for inclusion in mediation processes is not limited to women, but applies to social, demographic, religious and regional minority identities as well as to youth and to organized civil society and professional organizations.[11]

Mediation strategies that systematically include women, and civil society more broadly, are more likely to generate broad national ownership and support for a negotiated settlement and to lead to a more sustainable peace.

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[11] Guidance on Gender and Inclusive Mediation Strategies, (2017) United Nations

Mediators should[12]:

⇒ Use normative and legal frameworks (including relevant regional and national frameworks) to promote the effective participation of women in the peaceful settlement of disputes, particularly in formal conflict mediation processes. *This will be discussed in Module 2*

⇒ Develop and resource concrete strategies on gender and mediation to increase the meaningful inclusion of women, particularly at the senior level in formal peace negotiations.

⇒ Provide gender and inclusion expertise to all mediation processes from the onset.

⇒ Engage parties to armed conflict in dialogue to seek time-bound commitments to cease all acts of conflict-related sexual violence, in compliance with international law.

⇒ Conduct systematic consultations with civil society, women's organizations and survivors of sexual violence in all peace-making efforts.

⇒ Encourage parties to increase women's political participation (elected and appointed), including through the promotion of temporary special measures (TSMs), such as quotas, where relevant.

⇒ Encourage the incorporation of gender-relevant language and provisions in all ceasefire and peace agreements.

Mediation Skills

As the person or group in a conflict or dispute may ask the third party or a person to help them solve the conflict a mediation method can be considered.

Mediation is a type of negotiation process in which a third person helps the parties to be able to solve the problem; "the intervention in a negotiation or a conflict of an acceptable third party who has limited or no authoritative decision-making power but who assists the involved parties in voluntarily reaching a mutually acceptable settlement of issues in dispute."[13]

Table: Differences between Negotiation and Mediation

Negotiation	Mediation
You are the person in a dispute or conflict.	Assist the negotiation parties. You are trusted by both parties to help the negotiation
Have decision-making power agreement	Have no decision-making power. Assist the negotiation parties to decide
Independent	Impartiality / Confidentiality
Direct negotiation	Help the negotiation parties to communicate and to negotiate
Rely on your negotiation skills	Control the outcome

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[12] Guidance on Gender and Inclusive Mediation Strategies, (2017) United Nations
[13] C. Moore (2003), p.14).

Key elements of the mediation

Voluntary process	Acceptable third party (mediator): the person must be accepted to both parties	No decision-making power: the person helps the parties to decide for themselves	Intervention in negotiation/conflict: help the parties to negotiate the conflicts	Assistance to reach mutually acceptable agreement

Key values for the persons mediating

Self-determination: the mediator has no decision power	**Autonomy:** the conflict parties have the right to decide for themselves

Benefits in mediation
- Cost-effective (in arbitration, it is likely to take more time going for trials in a court when the mediation has effectively taken place)
- Confidential (court hearings are public while mediation is confidential. Both agreed that all the information was destroyed once the mediation is finished. In the early stage, private meetings are organized to help the parties feel safe and open to express their concerns)
- Control (mutually agreeable)
- Compliance (the agreement made at the mediation is legal and must be abided by both negotiation parties)
- Mutuality (working together, maintain/ preserving the relationship)
- Support (they are trained to act as a neutral facilitator to help find the best solutions)

ACTIVITY: THE MEDIATION PROCESS[14]

First Phase

Mediator's opening statement (self-introduction, the purpose of the mediation, role of mediator, confidentiality, ground rules, check willingness to proceed)
Parties' opening statements (a person's point of view about the situation, what happened? How does it affect the person?)
Identify the issues
Setting the agenda

Second Phase *(solving the problem)*

Organize private session/ separate meetings
Joint Sessions -finding options and evaluating the options, negotiation and solving the problem,
Building the agreement

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[14] C Moore, (2003). The Mediation Process: Practical Strategies for Conflict Resolution. Jessy Bass–Publishers. San Francisco; C. Newhall, (2004). Benefits and opportunities in mediation and arbitration. The CPA Journal, 74(3), 62; Center for Humanitarian Dialogue (2017). Trainer's manual on conflict resolution: A foundation course.

- Training facilitator to assign roles: Government, Ywar Thar, a mediator
- Ask participants to look at their role sheet (participants should have only one role in front of them)
- Assign a mediator
- Tell the mediator to organize mediation and private meetings for parties
- Mediator to Identify Position, interests, alternative options for the solution; Mediator to convene a joint session for both parties; mediator to work with parties to find an option and negotiate between parties to get to the agreement
- **Ask the group to share reflections, Share the experiences, the difficulties, what went well. Advantages/disadvantages or risks?**
- Relate the experiences with the following key skills.

Wrap up- Key Skills

One of the key skills that the mediator must have is effective communication and assisting the parties in their negotiations.

Active listening (good attention = focus, maintain impartiality, withhold judgment, show caring)	Reflecting (Verify understanding and reflect what the speaker or the conflict parties said	Summarizing
Identifying the 'mediatable issues'	Encourage information sharing	Moving from positions to interests
Reframing	Encouraging option generation	Expanding ideas

ACTIVITY: AN OVERVIEW OF THE PEACE MEDIATION METHODS (30 minutes)

Facilitator Instruction
1. Use facilitator guide as a resource to explain the overview of conflict resolution methods and why women are well placed to successfully mediate conflicts.
2. Ask participants why women make good mediators. Give them five to ten minutes to brainstorm in the plenary discussion. If there are any gaps, facilitator can use below to supplement.

Facilitator Guide
The facilitator will frame the session around women as peace mediators. The facilitator will talk about the concepts outlined below.

Women's participation in conflict prevention and resolution can improve outcomes before, during, and after conflict. But women are often excluded from formal peace processes. Between 1992 and 2019, women constituted, on average, 13 percent of negotiators, six percent of mediators, and six percent of signatories in major peace processes around the world.

While there has been some progress in women's participation, about seven out of every ten peace processes still did not include women mediators or women signatories—the latter indicating that few women participated in leadership roles as negotiators, guarantors, or witnesses.

Peace efforts in 2020 have similarly struggled to include women. For example, women represented only around ten percent of negotiators in the Afghan talks, just 20 percent of negotiators in Libya's political discussions, and 0 percent of negotiators in Libya's military talks and Yemen's recent process.

Despite the historical exclusion of women from the peace table, a growing body of evidence shows women's contributions to conflict prevention and resolution reduce conflict and improve stability.

1. Women work across lines

Women often take a collaborative approach to peace-making and organize across cultural and sectarian divides. Research suggests that such an approach—which incorporates the concerns of diverse demographics (e.g., religious, ethnic, and cultural groups) affected by a conflict and with an interest in its resolution—increases the prospects of long-term stability and reduces the likelihood of state failure, conflict onset, and poverty.

Israeli and Palestinian women have long built coalitions across national, ethnic, and religious lines to lead nonviolent efforts to promote security and access to basic services. The women's advisory board to Syrian negotiations, which includes members from a range of ethnic, political, and religious backgrounds, finds consensus on many contentious issues.

Ask participants for a localized/contextual example of working across lines

2. Act as Honest Brokers

Including women at the peace table can also increase the likelihood of reaching an agreement because women are often viewed as honest brokers by negotiating parties. This perception is rooted in the reality of women's exclusion: because women often operate outside existing power structures and generally do not control fighting forces, they are more widely perceived to be politically impartial mediators in peace negotiations, compared to men.

- Women from Northern Ireland were respected as "honest brokers" who represented both communities, which allowed them to lead back-channel conversations with opposing parties, including when Sinn Fein was temporarily barred from the talks.

- An evaluation of negotiations in the Philippines found that women were more likely to be trusted and were better able than men to preserve interethnic alliances as tensions in the Mindanao conflict escalated.

Ask participants for a local/contextual example of women as honest brokers

3. Stage Mass Action

Women often advance peace-making by employing visible and high-profile tactics to pressure parties to begin or recommit to peace negotiations, as well as to sign accords. Women's groups have successfully staged mass actions and mobilized public opinion campaigns in many countries to encourage progress in peace talks. In recent times, women's groups have organized more mass action campaigns in support of peace deals than any other social group.

In 2003, Liberian women led by activist and future Nobel Peace laureate Leymah Gbowee led marches, organized weekly rallies in central fish markets, and staged nationwide women's strikes and sit-ins.

Women's groups in Guatemala led public marches that gathered thousands of people to protest the military's brutal insurgency campaign and urge progress in peace talks.

After the events of February 2021, it is clear women in Myanmar have adopted a leading role in staging mass action.

4. Access Critical Information

Because women tend to have different social roles and responsibilities than men do, they have access to information and community networks that can inform negotiating positions and areas of agreement.

*   In Northern Ireland, female negotiators held regular meetings with the public to learn more about the needs and concerns of both the Catholic and Protestant communities.
*   In Afghanistan, a network of women activists in Kabul and Ghazni noticed Taliban fighters smuggling weapons—local security personnel failed to heed their reports, resulting in an attack on a nearby prison.

Ask Participants for a local/contextual example of accessing critical information

5. Broaden the Agenda

Women are more likely to raise social issues in negotiations that help societies reconcile and recover. Evidence suggests that women frequently raise issues in conflict resolution processes beyond military action, power-sharing arrangements, and territorial gains, instead introducing political and legal reforms, social and economic recovery priorities, and transitional justice concerns that can make agreements more durable.

*   Women on Israeli and Palestinian technical committees in negotiations provide critical expertise on issues like water access and legal and human rights concerns.
*   In Colombia, women successfully facilitated the inclusion of provisions in the final agreement on the rights of women and girls, access to property for rural and indigenous communities, women's political participation, gender-based violence, and post-conflict accountability for sexual violence.

MODULE TWO: WOMEN AND PEACE

OBJECTIVE OF THE MODULE

After completing this module, the participants will better understand the concepts related to gender and peacebuilding; it discusses the role of the UN and the Security Council; existing international and local mechanisms related to Women, peace and security and the role of women in peacebuilding in Myanmar.

DURATION

360 minutes

LEARNING SESSIONS

Sessions	Time	Activity
Session 2.1	90 minutes	Gender and peacebuilding
Session 2.2	90 minutes	Introduction to the UN Security Council
Session 2.3	90 minutes	Myanmar context: peace and security
Session 2.4	90 minutes	The role of women in peacebuilding in Myanmar

SESSION 2.1: GENDER AND PEACE BUILDING

OBJECTIVE: to understand gender roles, gender stereotypes, and the importance of gender inclusion in peace processes.

REQUIRED MATERIALS: whiteboard, markers, flipcharts, PowerPoint slides, laptop computer, multimedia projector and screen, the handout for participants.

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Method
A1	30 minutes	Concepts of Gender	• Plenary • Video (10:25)
A2	30 minutes	Gender and Peacebuilding	
A3 – A4	30 minutes	Working with men and women as change agents in society	Group work

DETAILED PROCESS

ACTIVITY: CONCEPTS OF GENDER (30 minutes)

Facilitator Instructions: Participants may likely already have knowledge of this topic. As much as possible, let the participants teach each other

a. **Ask the participants to explain the following in plenary. When an answer is given, allow the remaining participants to build on the explanation.**

What is:
- **Gender.** Gender refers to the social attributes, challenges, and opportunities as well as relationships associated with being male and female. These are constructed and learned through socialization; they are context- and time-specific and changeable.
- **Gender vs Sex.** The difference between Gender and Sex (will be shared with as a Table, PowerPoint or handout)
- **Gender-Transformative.** Improve both practical and strategic gender issues. There is an explicit intention to transform unequal gender relations.
- **Gender-Aware.** Address practical gender issues (daily conditions). They do not tackle the root causes of gender inequality.
- **Gender Neutral.** Recognize gender issues in the analysis but not in the response.
- **Gender Unaware.** Do not recognize gender issues.
- **Gender blind.** Gender-blindness means ignoring the different roles, responsibilities, capabilities, needs, and priorities of women and men. Gender-blind policies are based on information derived from men's activities and/or assume those affected by the policy have the same (male) needs and interests.

- **Gender Roles.** Traits and behaviours that a specific society in a particular time considers appropriate for a specific sex.
- **Gender Stereotype**. Unquestioned beliefs about women and men that are seen as true and unchangeable; Lock girls and boys into patterns that keep them attributed to their sex, which keeps them from their full potential and from realizing their rights; People are judged by how well they adhere to the gender role. This can lead to the social exclusion of those who do not fit the stereotype.
- **Gender Socialization**. How gender roles are learned; It impacts everyone—from birth through childhood, adulthood, and old age; Parents, teachers, friends, media, education, religion, and the community take part in it; It leads us to adopt attitudes and expectations about males and females.

DIFFERENCE BETWEEN SEX AND GENDER		(SEX Vs GENDER)
Sr. No	**SEX**	**GENDER**
1	Sex refers to the biological and physiological differences between Male and Female on the basis of their reproductive structures.	Gender refers to the social, cultural, behavioural and emotional differences between men and women
2	Sex has two main categories i.e. Male and Female.	Main categories of Gender are Masculine and Feminine.
3	Sex is determined or inherited by Birth	Gender is influenced by social, cultural and behavioral factors.
4	Generally SEX ROLES cannot be changed by time and culture i.e. Only Women can give birth to children and only Men can impregnate.	Gender is flexible term and its ROLE can be changed by Time and culture. Women can perform Men's Role (all social duties of Men) i.e. be a Doctor, Engineer etc., Men can also adopt women social duties such as feeding and caring kids etc.,
5	Sex is created by the Reproductive needs, that is biological features	Gender distinctions are created by social Norms.
Difference Between Sex and Gender		

	Sex	Gender
Definition	**Physical and biological characteristics that define the sex of a living being.**	**It refers to the set of characteristics, behaviors, and roles attributed to a person because of their biological sex that is considered socially appropriate.**
Features	• **These are genetic and phenotypic attributes.** • **These attributes are determined by the X and Y chromosomes.** • **It is common that there are no changes in sex in a living being.**	• **It is a social construct.** • **It involves a social determination and the relationship of a person with his body.** • **Gender identity different from that assigned socially can be assumed.** • **Gender identity can go through changes.**
Categories	**Male, female**	**Man, woman, cisgender, transgender, among others.**

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ACTIVITY: GENDER AND PEACEBUILDING [30 minutes]

Facilitator Instruction

1. Concept discussion: Gender and peacebuilding

Facilitator to talk about the role of gender and peacebuilding using the below information as a guide.

"Understanding the relationship between gender and power dynamics and identities, as well as the different needs and vulnerabilities of girls and women, boys and men, but also of sexual and gender minorities, is essential to peacebuilding"[15]

2. Video screening and discussion

The facilitator will introduce the topic with the video "Re-thinking Gender in Peacebuilding"[16] *(English)*.

The animation gives a gendered overview of issues including women's access to justice, addressing different forms of violence, inter-generational conflict and economic recovery after a conflict.

Summary of the video:
Gender does not just mean women; women are not a homogenous group of agency-less victims; include men, masculinities, sexual and gender minorities; examine intersectionalities- age, class, socioeconomic status, geographic location, disability etc. Overall, gender should be a basis of analysis for peacebuilding not just a technical add-on.   Gender affects power relations in society and determines what is expected, allowed, and valued in a woman and a man in each context. A culturally informed approach is of particular importance when promoting the effective participation of women in a peace process, as gender relations are perceived differently in different cultures. Women and girls play varied roles during violent conflict. Women may be combatants or provide services to combatants, or they may be peacebuilders working to resolve conflicts in their communities. When men are absent, injured or killed, women take over as breadwinners, decision-makers and often become more active in public life. Women leaders can also be effective peacemakers at the community level. Yet, women and girls tend to be identified first and foremost as victims of violence, as they constitute the majority of the world's internally displaced and refugees, and are at risk of grave physical harm, including conflict-related sexual violence.   A rights-based attention to their needs is of paramount importance but should not overshadow the active roles women play in conflict situations. Conflict dynamics tend to change gender relations, both positively and negatively. In wartime, women may acquire different social and political roles, gaining access to opportunity, leadership, and decision-making within their communities when men are away, engaged in, or escaping from, armed conflict. This can enhance their ability to mobilize constituencies and advocate with combatants for an end to the violence. Recognition also needs to be given to the role and participation of young women. Young women are frequently part of movements demanding change but tend to be excluded from peace and transition processes, which, if they include women at all, will commonly engage older and better-connected woman leaders.

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[15] *(International Alert 2014).*
[16] https://www.youtube.com/watch?v=cid9OiYUIOU&t=2s

3. Scenario-based learning

Hand out the scenario *Why Gender Matters in Peace and Conflict: Case Study and Interview* to present the importance of gender in peace in a Myanmar-relevant context. **(Allow ten minutes to read; ten minutes to answer questions; ten minutes plenary discussion)**

"Peace is not just the absence of hostilities, but a condition of development, freedom, justice and the enjoyment of human rights. We cannot have peace without development, and we cannot have development without peace".

That was the clear message from women who were interviewed for *Why Gender Matters in Peace and Conflict: Perspectives from Mon and Kayin States*, released by the Gender and Development Institute, Swiss Peace and UN Women in Mawlamyine, Mon State.

Conflict affects women, men, boys and girls differently because they play different roles in society and claim different levels of status.

Women disproportionately face a range of other conflict-related problems:
• Sexual and other violence and its traumatic impacts
• Loss of land and productive assets
• Fear and trauma resulting from a constant lack of physical safety and security, and
• Engagement in the worst forms of labour because of a lack of employment.

However, women are not just victims of conflict. They deploy their knowledge, experience, skills, leadership, and social networks to prevent conflict and build peace.

"We know when conflict will break out. Troop movements, troop entry into villages, secret meetings, gunfire and landmine explosions are some indications that tensions are brewing," said one woman.

Women have prevented conflict by negotiating with conflicting parties to fight far from civilian habitation, to protect life and property. Women have alerted communities by word of mouth, hidden male family members, or sent children and the elderly or relatives to the safety in non-conflict areas. They have allowed their men to flee, stayed back in villages to uphold the family and village economy, and even assumed village leadership.

They have protected themselves by hiding and moving in groups for safety, effectively negotiating with perpetrators and avoided being in the line of direct conflict. Women are intuitive, are good negotiators, can diffuse tensions and can strike strategic compromises – skills that are crucial for conflict resolution. Women contribute to peace building and development through civil society organisation engagement –which includes improving women's skills for employment and addressing violence against women, children's education, peace education, health for all and land rights for women.

Moreover, at least three ethnic armed organisations had women as negotiators in their bilateral peace negotiations with the government in 2012, albeit in an ad-hoc role, and the government once had one woman represented on its team. At least four women were represented in different capacities in the nationwide ceasefire negotiations – one on each side was a negotiator.

Women – who make up 52 percent of Myanmar's population – and their presence in all aspects of Myanmar's peace process, will enhance its sustainability, as complementary perspectives and skills improve decision-making. Moreover, in furtherance of Myanmar's human rights obligations, women

have the right to participate in peace- related decision-making and seek redress or reparation for damage. Women have experienced the adverse effects of conflict for themselves and are best able to represent their own interests in Myanmar's political dialogue. In their caregiving roles as mothers, daughters, and wives and in their peacebuilding work, women now know how conflict has affected children, the elderly, the disabled and the ill, and how to address this.

Research worldwide shows that in decision-making, women represent the interests of these groups better than men. Myanmar women play important roles in the community and in the formal peace process to prevent, monitor and resolve conflict and to build peace. The understanding and skills that women develop through this could only enhance the quality, inclusiveness, and sustainability of peace agreements. If women's priorities are excluded from Myanmar's political dialogue, it is likely that they will be excluded in post-dialogue resource allocation and implementation, undermining Myanmar's investments in peace and development[17].

The participants in a small group of three to four people will discuss the following questions **(10 minutes)**

How can conflict affect men, women, boys, and girls differently?	What were some of the ways women prevented conflict or contributed to peace?	What are some reasons that women can be beneficial to peace-building?

*Participants share answers in plenary **(10 minutes)***

4. Concept discussion: Avoiding Gendered Peace

Gendered peace occurs in post-conflict situations where peacebuilding solutions and policies address women's needs less adequately than men's or result in a deterioration or worsening of women's situations. Violence against women and their marginalization can increase in periods of negative peace following a peace settlement, due to the receiving of the benefits of peace, or from forcing women back into 'traditional' gendered roles. Avoiding gendered peace is beneficial to wider society as well as individual households because of important post-conflict roles played by women such as caring for survivors and educating children. Minimizing inequalities also moves more towards positive peace.[18]

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[17] https://www.agipp.org/en/news/why-gender-matters-peace-and- conflict
[18] D. Pankhurst, "The Gendered Impact of Peace", in M. Pugh et al. (eds.) Whose Peace? Critical Perspectives on the Political Economy of Peacebuilding, (Palgrave Macmillan 2008) 30; Women, Gender and Peacebuilding. Bradford, Centre for Conflict Resolution, CCR Working Papers: No. 5, 27-30

ACTIVITY: WORKING WITH WOMEN AS CHANGE AGENTS [15 minutes]

Facilitator Instructions

1. Facilitator presents participants with two statements on the rationale for women in peace-building *(Pankhurst 2000, 15-16)* in either PowerPoint or handout.

Statement 1:	Statement 2:
"Both men and women have the potential for peace-making and the responsibility to build and keep the peace. The women, however, seem more creative and effective in waging peace ... It is the women's emotional strength to transcend pain and suffering, and their predisposition to peace that provides them with greater potential for peace-making"	*"Women have largely been the survivors and carers of survivors, so this seems to have given them a sustained intensity of wanting to resolve the peace question ... Furthermore, through the women, there are possibilities of introducing new paradigms in conflict resolution, because… we are practiced in conflict resolution and conflict transformation in the domestic sphere, that perhaps need to be played out more to become an input into the way public negotiations take place"*

2. Facilitator asks participants to discuss the two statements and whether they agree or disagree, and why? What may the other factors be in contributing to the rationale for involving women in peacebuilding?

3. Facilitator lists challenges faced by women and women's organizations during peacebuilding[19] on whiteboard or PowerPoint **(2 minutes)**

- Underestimated plight of women during and after conflicts
- Complexities of women's roles and agencies
- Direct physical harassment from local men and security forces
- Barriers to women's participation in public and political decision- making
- Stigmatization by powerful government and other NGOs
- Chronic underfunding and need for external support
- The requirement of training in leadership, lobbying, negotiations etc.,

4. Facilitator asks participants if they have anything to add? **(5 minutes)**

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[19] (Erzurum, Kemal and Eren, Berna (2014) "Women in Peacebuilding: A Criticism of Gendered Solutions in Post conflict Situations", Journal of Applied Security Research, 9:2, 236-2560

ACTIVITY: WORKING WITH MEN AS CHANGE AGENTS [15 minutes]

Facilitator Instruction

Working with men is essential to challenging negative types of masculinity like entrenched violent and aggressive behaviour. Working with men who are peace activists, community workers, parents and carers is a useful peacebuilding tool and central to transforming institutions as well as post-conflict communities.

Facilitator Instructions

1. Ask participants why men are important to be change agents
2. Ask participants about their experiences in working together with men as change agents
3. Ask participants to examine the Specific Policy Recommendations Towards Gender-sensitive Peace- this should be on PowerPoint or in a handout.
4. Discuss in plenary which, if any, of the recommendations have been met or are being moved towards within their knowledge of recent Myanmar programs, policies, legislation or action plans for the future. (Facilitator reads through with participants then asks whether the recommendations are present or not)

SPECIFIC POLICY RECOMMENDATIONS TOWARDS GENDER-SENSITIVE PEACE

1. Policies to Avoid a Gendered Peace

Special policies for women which help them to improve their own situations, and which have interventions to respond to their specific needs	The provision of physical and mental health services for women recovering from war injuries and trauma, including specialist support for women who are caring for children conceived as a result of rape and for those who have been ostracised from communities and families as a consequence of rape	The provision of safe personal security, through the police force and/or other means, as protection from all forms of sexual and domestic violence
Special legal and social support geared to women in order to aid their reporting and prosecuting of perpetrators of war crimes and human rights abuses (committed by women and men) during and after conflict	Special investigation of, and support for, the needs of girl survivors (which are often necessary because they are neglected even when boy children's needs are identified and addressed)	Special economic policies to increase women's access to income, where this is more restricted than that of men, and especially where women are largely responsible for survivors

2. **Mainstreaming gender perspectives in all policy processes, to make sure that peacebuilding activities do not disadvantage women.**

⇒ Political and legal changes need to be checked for their impact on gender equality *(especially new constitutional rights; voting regulations; changes in land rights)*

⇒ Identifying institutions in need of reform, which have not been able to incorporate a gender perspective, but which are responsible for promoting types of violent and aggressive behaviour which is rooted in specific forms of masculinity. This applies particularly to the police and other security forces

⇒ All economic policies need to be subject to gender analysis in order to assess whether or not there are differential implications for women and men. Key areas of policy where this is commonly crucial in immediate post conflict situations include: land reform; welfare and education policies, particular in contexts of macro- economic reform where budgets are under pressure from donors

Facilitator Notes: working with women as change agents in society

a.   Providing support for women's organisations involved in peacebuilding

⇒ Targeting women's organisations for support, especially those which: have wide participation and/or where the leadership has strong connections to poor sections of society; have a clear vision about what they want to achieve; and which are built on an acknowledgement of the divisions between women, and seek to build bridges between communities of women

⇒ Supporting organizations which promote public debate about gender relations and cultural change *(including violence, women's rights, children's rights)*

⇒ Facilitating the input of women's organizations into key peace conferences and other decision-making bodies, especially where they are in close consultation with their constituencies

b.   Increasing the presence of women, through education and training, in institutions undergoing reform, and increasing the number of women in decision-making positions

⇒ Involving women in identifying key areas for institutional reform *(especially in the areas of security and law enforcement)*

⇒ Training and education for women to enable them to become viable candidates for leadership and decision-making positions in a wide range of institutions *(including government bureaucracies)*

⇒ Training for women to develop and promote methods of institutional reform and to act as trainers themselves *(especially in methods of consultation, institutional mediation, and conflict resolution for use within organizations)*

⇒ Supporting women who attempt to challenge and reform the practices of `traditional' organisations involved in community peacebuilding and national reconciliation activities

Working with Men as Change Agents in Society

Two types of policy are useful in helping to ensure that men as well as women are involved in building peace in challenging violent and aggressive aspects of masculinity:

Supporting men where they work as peace activists and potential role models;	Re-training men in key institutions undergoing reform (especially in security).
Support for organisations in which men work as peace activists and trainers. (This directly contributes to peacebuilding but also helps to counteract any tendency to see this activity as `women's work')	Training for men in gender awareness issues, and in the same skills identified for women so that they may directly contribute to peacebuilding and be better placed to assist in reforming gender relations

SESSION 2.2: INTRODUCTION TO THE UNITED NATIONS

OBJECTIVE: to introduce participants to international legal frameworks focusing on women's participation in peace processes. To provide greater understanding on the role of the UN.

REQUIRED MATERIALS: whiteboard, markers, flipcharts, computer, multimedia projector participants, power point slides, laptop, handouts for participants

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Method
A1	30 minutes	What is the UN and its Security Council?	• Activity • Presentation • Plenary
A2	30 minutes	Key Pillars of International Law	• Group Discussion Plenary • PowerPoint International Law • Discussion
A3	30 minutes	CEDAW	

DETAILED PROCESS

ACTIVITY: UN CHARTER AND SECURITY COUNCIL (30 minutes)

When the United Nations Charter was introduced in 1945 it committed members to reaffirm fundamental human rights and the equal rights of men and women.

This section aims to introduce the UN and the Security Council, showing the binding nature of its Resolutions, and to highlight the independent and supporting role that the UN can provide to assist the national processes.

Facilitator Instruction

1. Explain that the discussion will be around the following questions which the facilitator will lead:

What are the United Nations (UN)?	What is the UN Charter?	What are the roles and power of the UN?	What is the UN Security Council?	What does the UNSC do?

2. Explain that understanding who is involved in the Security Council at any point in time is important because it affects advocacy design. For example, some of the non-permanent members may support specific policies or actions differently, depending on broader issues.

3. Facilitator then moves to positioning human rights in the UN Charter.

Facilitator Guide

The United Nations is an international organization founded in 1945. It is currently made up of 193 Member States. The mission and work of the United Nations are guided by the purposes and principles contained in its founding Charter.

	MEMBER STATES	WHAT IS THE ROLE AND STRUCTURE OF THE UNITED NATIONS?
THE UN CHARTER AND THE SECURITY COUNCIL	Each of the 193 Member States of the United Nations is a member of the General Assembly. States are admitted to membership in the UN by a decision of the General Assembly upon the recommendation of the Security Council.	The main organs of the UN are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the UN Secretariat. All were established in 1945 when the UN was founded.
WHAT IS THE UN SECURITY COUNCIL? The Security Council has primary responsibility for the maintenance of international peace and security. It has 15 Members, and each Member has one vote. Under the Charter of the United Nations, all Member States are obligated to comply with Council decisions. The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security.[20]	**WHAT DOES UNSC DO?** The Security Council has primary responsibility for the maintenance of international peace and security. It has 15 Members, and each Member has one vote. Under the Charter of the United Nations, all Member States are obligated to comply with Council Decisions and Resolutions	**WHAT ARE UN RESOLUTIONS?** United Nations resolutions are formal expressions of the opinion or will of United Nations organs. *This will become more interesting for participants when talking about the WPS Agenda UNSC Resolutions.*

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[20] https:// www.un.org/securitycouncil/

Facilitator Guide
International law obliges governments to grant the people living on the territory under its control access to assistance and protection. In cases where they fail to fulfil their obligation women activists through action and advocacy seek to prevent, limit and put an end to violations.

Facilitator Instruction
1. **Ask** participants some prompting questions and facilitate discussion:

What is law? What is the purpose of the law?	Does it need to be written down to qualify as law?	Is bad law still law? How do you seek to change bad law?

2. **Ask** participants about the notion of someone going to the bathroom in the middle of the room - what stops them? How do we recognize a rule as a law?
   Explain that as the law is centrally concerned with the problem of social order. For humans to live together they need rules.
   Rule of dress, behaviour, conversation- social disapproval or group exclusion was the sanction; Rules backed by coercive power of the state- so rules we have to obey; When we talk about the law, we are talking about rules we have to follow.
   Law is concerned with order. Law is order and good law is good order.

3. **Ask** participants what constitutes a legal system? Not that a legal system constitutes all the bits of law:
   • Laws made by - judge made law (in common law systems), parliament, lawyers
   • Laws enforced by - Police, prosecutors, juries, organizations that support access to justice. This provides machinery for justice system to operate

4. **Ask** participants how the law manifests?
   The result is that international law is made largely on a decentralised basis by the actions of the 192 States which make up the international community[21].

ACTIVITY: INTERNATIONAL HUMANITARIAN LAW

Facilitator Instruction
Explain this is also known as the laws of armed conflict. As this is not the feature law for the training – the nutshells video will suffice as an explanation. The objective is that the participants know that it is exists and continues to apply to areas of Myanmar.

Show participants the ICRC IHL in a Nutshell video[22] (4m 43s).
This will need translation when being viewed,

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[21] Treaty/Custom/Convention (see article 38(1) ICJ Statute – Doctrine of Sources)
[22] https://www.youtube.com/watch?v=HwpzzAefx9M

ACTIVITY: INTERNATIONAL HUMAN RIGHTS LAW

Facilitator Instruction

1. **Ask** participants what we mean by Human Rights? Ask why are certain rights considered human rights?

2. **Explain** that International human rights law lays down obligations which States are bound to respect. By becoming parties to international treaties, States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights.

3. **Explain** that through ratification of international human rights treaties, Governments undertake to put into place domestic measures and legislation compatible with their treaty obligations and duties. The domestic legal system, therefore, provides the principal legal protection of human rights guaranteed under international law. Where domestic legal proceedings fail to address human rights abuses, mechanisms and procedures for individual and group complaints are available at the regional and international levels to help ensure that international human rights standards are indeed respected, implemented, and enforced at the local level.

4. **Explain** how IHRL developed. Show this video on international human rights law[23] (4:45)

5. **Explain** that while IHL only applies in situations of armed conflict, IHRL applies all the time.

6. **Explain** that from the UDHR developed 2 binding Covenants: *International Covenant on Civil & Political Rights (ICCPR) 1966* and *International Convention on Economic, Social & Cultural Rights (ICESCR) 1966*.
   Which one do you think has better buy in from Government? Why?
   Answer: This answer could change depending on the context. Civil political are cheaper than economic social and cultural rights.

7. **Ask** participants who do you think may need added protections? Which people in society could be particularly vulnerable to rights violations?
   Allow participants to explore this concept and speak out. Try and get participants to hit a few of these people: Women, persons with disabilities; children; migrants; indigenous people; minority races

8. Enumerate the core human rights treaties (below). The point of this exercise is to match people who are at increased risk of discrimination or not having their dignity respected with binding international human rights instrument. At this point, the participants should be able to position CEDAW within the IHRL framework.

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[23] https://www.youtube.com/watch?v=nDgIVseTkuE&t=1s

MAJOR UNITED NATIONS CONVENTIONS
• Convention on the Prevention and Punishment of the Crime of Genocide International Convention on the Elimination of All Forms of Racial Discrimination (CERD) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) Optional Protocol to the CEDAW
• Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
• Convention on the Rights of Persons with Disabilities (CRPD)
• Optional Protocol to the CAT Convention on the Rights of the Child (CRC) First Optional Protocol to the CRC; on the Involvement of Children in Armed Conflict Second Optional Protocol to the CRC; on the Sale of Children Child Prostitution and Child Pornography
• International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (CMW)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) sits within the human rights framework. It prohibits discrimination and disparaging treatment based on gender. Two CEDAW recommendations provide guidance on the application of temporary special measures to promote the participation of women (recommendation 25) and on the role of women in conflict prevention, conflict, and post-conflict situations (recommendation 30)[24].

ACTIVITY: INTERNATIONAL REFUGEE LAW

Facilitator Instruction

1. **Ask** who else needs special protection that we have not addressed thus far (if you have not)? Answer: Refugees.

2. **Introduce** IRL as an arm of international law.

3. **Ask** participants if they can define what is meant by the term refugee? Article 1(A)(2) of the 1951 Convention defines a refugee as a person who: Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political

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[24] See CEDAW/C/GC/25 and CEDAW/C/GC/30

opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it. (NB: Women have been found in jurisprudence to constitute a 'particular social group'.

4. **Explain** that one of the core tenants of IRL is the principle of non-refoulement which states that: "No Contracting State shall expel or return ("refouler") a refugee in any manner whatsoever to the frontiers of territories where his [or her] life or freedom would be threatened on account of his [or her] race, religion, nationality, membership of a particular social group or political opinion." Art.33 (1) Refugee Convention.

5. **Show** [this video which summarises state obligations to refugees](https://www.youtube.com/watch?v=Gx85kGQkeqQ)[25] (2m 57s)

6. **Ask** participants if they think international refugee law (or any other parts of international law) apply to people who have been displaced within their own country but have not crossed a border. A: No for refugee law. Yes, for IHL if it is due to conflict. Yes, for IHRL, but with the limitations described above and noting that it does not really deal with displacement. So outside of conflict, its mainly just domestic law.

7. **Tell** participants that, given the huge numbers of internally displaced people (IDPs) globally, this has been a recognized gap. Several reference documents have been developed, though these do not carry the same legal weight as the conventions and covenants described above: UN Guiding Principles on Internal Displacement; AU Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention).

8. **Tell** participants that these can still be used as effective guidance documents and a basis for advocacy, particularly within Africa (for the Kampala Convention).

9. **Conclude** the session by acknowledging that there was a lot of material covered and that participants are not expected to be legal experts now. The intention of the session was to help them understand their legal context and to make sure they know where to look (and what to look for) when they do need to draw on legal foundations for advocacy, mediation and diplomatic work.

ACTIVITY: CEDAW – KEY PRINCIPLES (30 minutes)

Facilitator Instruction

1. Reinforce link between CEDAW and the broader UN architecture. Materials discussed will link the UN Charter; Universal Declaration of Human Rights; ICCPR and ICESCR and various specific conventions (CEDAW; ICERD; CRC; Torture). Facilitator to refer to CEDAW in *Annex 2.1* or hand out Convention.

2. The facilitator discusses state obligation and CEDAW: *CEDAW is a legal instrument that requires all State Parties to fulfil, protect and respect women's human rights. CEDAW applies in Myanmar because Myanmar is a signatory of the Convention.*

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[25] https://www.youtube.com/watch?v=Gx85kGQkeqQ

3. The facilitator discusses cornerstone principles of CEDAW:

Non-discrimination – CEDAW recognizes that discrimination against women can be direct and indirect and sets up an agenda for national action to end such discrimination	Substantive equality – this goes beyond whether women and men have the same opportunities and looks at the conditions of women's daily lives as a measure of whether equality has been achieved

4. Facilitator discusses that CEDAW lists a broad range of actions that countries across the world, including Myanmar, should take to achieve women's human rights to equality and non-discrimination.

5. Facilitator leads a discussion in plenary about gender equality and the way that CEDAW is useful in supporting the rights and the leadership of all women before moving to the CEDAW Activity.

SESSION 2.3: INTRODUCTION TO WOMEN, PEACE AND SECURITY

OBJECTIVE: to understand women, peace and security related resolutions, prioritization on key recommendations and National Action Plan on WPS

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities
A1	30 minutes	UNSCR 1325 and its subsequent resolutions
A2	30 minutes	Prioritization on key recommendations
A3	30 minutes	National Action Plan on WPS

DETAILED PROCESS

ACTIVITY: UNSCR RESOLUTIONS ON WPS (30 minutes)

Facilitator Instructions
1. **Reiterate** what UNSCR means are by asking participants.

2. Explain that the number attached to it allows for its identification, followed by the year. So UNSC Res 1325 (2000) is the first in a series of UNSC Resolutions that form part of the WPS Agenda. As a UNSC Resolution it is binding on ALL countries.

3. **Explain** the origins of 1325 (2000). 'When women took their demands for a women, peace, and security (WPS) agenda to the Security Council in 2000, they were demanding that prevention of war be a key aspect of the Security Council's agenda along with a recognition of the capacities of half the world's population to resolve the complex challenges of global peace and security. Key messages included: The world has lost sight of some of the key demands of the women's movement while advocating for the adoption of resolution 1325: reducing military expenditures, controlling the availability of armaments, promoting non-violent forms of conflict resolution, and fostering a culture of peace. States that have lower levels of gender inequality are less likely to resort to the use of force. Stronger recognition is required of the depth of the influence of gender norms, gender relations and gender inequalities on the potential for the eruption of conflict. The women, peace and security agenda is about ending conflict, not about making conflict safer for women. Prevention requires both a short-term approach which includes women's participation and gender-based violations within early warning measures, as well as longer term structural approaches to address the root causes of conflict, including inequality, and address new sources of conflict, including the impacts of climate change and natural resources.'[26]

4. **Explain** that 1325 indicates that the Security Council has recognized the relevance of women's experiences of conflict to its peace and security mandate, and it engages the Security Council in advancing women's rights in conflict resolution and peace processes. The resolution contains 18 provisions to support women's participation in peace negotiation and consolidation, and these range from calls to increase the representation of women at all levels

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[26] UN Global Study on Implementation of UNSCR 1325 (2000) [2015]

of decision- making in institutions promoting security, calls to all parties in conflict and peace-building to respond to women's needs in post- conflict justice and governance institutions, calls to address women's needs in disarmament, demo-bilocation and reintegration efforts, to protect women and girls from sexual violence, and to end impunity for crimes against humanity affecting women. In 2000, the United Nations Security Council (UNSC) formally acknowledged through the creation of Resolution 1325 the changing nature of warfare, in which civilians are increasingly targeted, and women continue to be excluded from participation in peace processes. The resolution specifically addresses how women and girls are impacted by conflict and war in different ways and recognizes the critical role that women can and already do play in peace-building efforts. Show video explaining WPS[27] (3m 22s)

5. Show this slide or have as handout:

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[27] https://www.youtube.com/watch?app=desktop&v=2l3r8S8CAY4
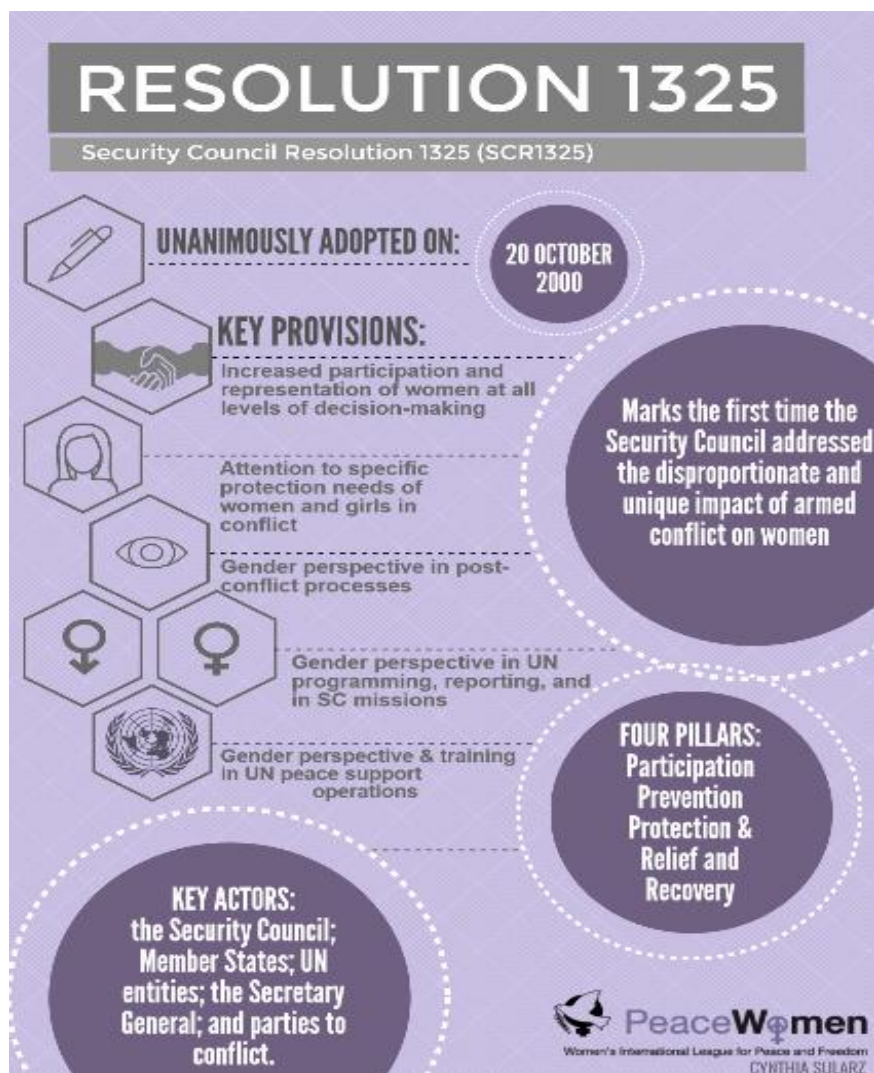
6. Ask the participants if they know what the WPS Pillars are. Have a handout with the following:

Each of the resolution's mandates is related to one of the four basic pillars: Participation, Protection, Prevention, and Relief and Recovery. Each pillar is below as described by the resolution.

Participation:	Protection:	Prevention:	Relief and recovery:
Calls for increased participation of women at all levels of decision-making, including in national, regional, and international institutions; in mechanisms for the prevention, management and resolution of conflict; in peace negotiations; in peace operations, as soldiers, police, and civilians; and as Special Representatives of the U.N. Secretary-General	Calls specifically for the protection of women and girls from sexual and gender-based violence, including in emergency and humanitarian situations, such as in refugee camps	Calls for improving intervention strategies in the prevention of violence against women, including by prosecuting those responsible for violations of international law; strengthening women's rights under national law; and supporting local women's peace initiatives and conflict resolution processes. Read more about gendered approaches to reducing fragility	Calls for advancement of relief and recovery measures to address international crises through a gendered lens, including by respecting the civilian and humanitarian nature of refugee camps, and considering the needs of women and girls in the design of refugee camps and settlements

7. Explain that the Global Study on the Implementation of Resolution 1325 presents evidence that women's involvement in peace processes has had a positive impact on moving forward processes when talks have faltered or been stalled. Furthermore, it found that women's involvement in peace processes increases the probability that a peace agreement reached will be sustainable. The study found that women's involvement increases the probability of a peace agreement lasting at least two years by 20 percent and the probability of it lasting fifteen years by 35 percent. While there has been some improvement in the number of women participating in formal peace processes globally, only nine percent of negotiators in the 31 major peace processes conducted between 1992 and 2011 were women.

8. Show this clip on a call-to-action WPS[28] (2m 3s)

9. PowerPoint presentation on 1325. The purpose of the PowerPoint will be to unpack the core of each Resolution in the UN WPS Agenda which in turn can be foundational in advocacy. Facilitator to show each slide and ask participants what the core issue(s) is/are.

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[28] https://www.youtube.com/watch?v=ELt71D7luAk

Facilitator Instruction

1. Divide into groups of three to four
2. Handout AGIPP's ten key recommendations to advance Myanmar's UNSCR 1325 progress[29]

AGIPPs ten key items to advance Myanmar's UNSCR 1325 progress
Commit to implementing a minimum 30 per cent of gender quota in the political dialogue process, with a goal to work towards gender-equal participation (as women comprise 50 per cent of the population).
Agree on dedicated inclusion policies within formal peace process entities, including (but not limited to) a minimum 30 per cent quota for women in decision-making roles. This should extend to ethnic organizations, political parties, and civil society networks.
Actively include women as local ceasefire monitors, commissioners on the Joint Monitoring Commission, the Union Peace Dialogue Joint Committee, and others. Improve the 3 per cent inclusion rate of the NCA implementation phase.
Undertake gender inclusion audits across all types of organizations, and processes to assess how women are involved, in what ways and levels, and how gender as a policy concern is integrated into programming or activities. Surveys and interviews among others can identify patterns, perceptions, and limitations to gender inclusiveness.
Implement practical solutions to reduce barriers to women's participation in the peace process, such as allocating funding for women's travel, stipends, childcare support, accommodation, and other needs, recognizing their economic disadvantage and time-poverty in comparison to men from societal expectations. Logistics should consider women in rural or conflict areas and minority groups, and material translated locally.
Support the implementation of the NSPAW with a dedicated budget and political will power and ensure this is the framework for any Women's Peace and Security (WPS) National Action Plan.
Consistently include a gendered power analysis in the peace process, by examining how gender dimensions, perspectives and priorities inform power structures in contexts of peace and conflict.
Allow civil society, INGOs and other community forums and groups to actively focus on women's participation and gender inclusion and conduct and integrate gender analysis into their work.
Convene an international WPS Funding Group to promote information exchange and coordination of WPS activities and grant-making. Funding should match the priorities identified through on-going consultations.
Recognise that representation, inclusion, and participation are all different, with the former being a quantitative category, the next referring to women's ability to access peace processes, while the latter incorporates deeper qualitative involvement. All are necessary to advancing the goal of gender inclusion in peacebuilding.

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[29] AGIPP, 2015. "Women, Peace and Security Policymaking in Myanmar: Context Analysis and Recommendations". Alliance for Gender Inclusion in the Peace Process

3. It is important that this activity is contextualized to the context the training is happening. So, if the training is in Mon, the facilitator needs to use local examples relevant to Mon State, in Kayin, examples relevant to Kayin State

4. Examine the summarised recommendations for Myanmar and work together to prioritize them in order of most immediate action with rationale.

5. Facilitator puts participant groups ranking next to each recommendation. Where there are big differences, facilitator invites explanation and discussions.

ACTIVITY: CEDAW GENERAL RECOMMENDATION 30 AND DEVELOPING A NATIONAL ACTION PLAN (30 minutes)

The Gender Equality Network published the report 'Considerations for Developing a CEDAW: Concluding Observations Implementation in Myanmar in 2017' with the support of Global Justice Centre, New York and GEN CEDAW Report Working Group and Steering Committee Members

Facilitator Instruction
1. Divide into groups of three to four

2. Handout General Recommendation 30 to develop a comprehensive National Action Plan on UNSCR 1325 on Women, Peace and Security (below).

> *'The Committee urges the State party: (a) To give due consideration to the Committee's general recommendation No. 30 (2013) on women in conflict prevention, conflict and post-conflict situations by developing a comprehensive national action plan for the implementation of resolution 1325 (2000) on women and peace and security to address all areas of concern to ensure durable peace in the State party'.*
>
> **Recommended Implementation Actions**:
> Develop (with the input of a broad array of CSOs), adequately fund and implement a 1325 National Action Plan.

3. Invite participants to develop their own National Action Plan. Guide participants by asking them: *'what would be in your NAP if you were leading the peace process? What would be the entry points? What topics would need to go in as a priority for a peace process in Myanmar?'* **(Facilitator to put a limit of ten points)**

4. In plenary, ask the participants to call out one point from their NAP. Write these on a white board. If there are similar points, try and align them

5. If there are more than ten points on the whiteboard, ask participants if they could lose the surplus

SESSION 2.4: THE ROLE OF WOMEN IN PEACEBUILDING IN MYANMAR

OBJECTIVE: to understand, reflect and analyse the status of women's participation in peace building in Myanmar

REQUIRED MATERIALS: whiteboard, markers, flipcharts, PowerPoint slides, laptop computer, multimedia projector and screen, handout for participants.

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Method
A1	30 minutes	Models of Women inclusion in Peace process	Group work
A2	30 minutes	Barriers to Women's Participation and How to Overcome	• Group Discussions • Plenary
A3	30 minutes	Women's participation in informal peace building initiative	Group work

DETAILED PROCESS

ACTIVITY: MODELS OF WOMEN INCLUSION IN PEACE PROCESS (30 minutes)

Facilitator Guide

Peace processes and transition processes are complex, context-specific, and often unpredictable affairs. Similarly, women's participation can take on many different forms and can go far beyond direct representation at the negotiating table.

There are seven models of women inclusion in peace process such as:

Direct participation at the negotiation table
Observer status
Consultations
Inclusive commissions
Problem-solving workshops
Public decision making
Mass action

Facilitator Instruction
1. **Discuss** with participants the seven models of women inclusion in the peace process.
2. **Ask** participants to share their knowledge and experiences of women inclusion in Myanmar Peace Process
3. **Ask** Participants to reflect which model they feel they most closely align with.

Facilitator Instruction
- **Ask** participants to discuss the barriers of women participation in peacebuilding initiatives and identify the solutions to address these barriers
- **Ask** participants to present their group findings and make suggestions.

ACTIVITY: INTRODUCTION TO WOMEN'S PARTICIPATION IN INFORMAL PEACE-BUILDING INITIATIVES (30 minutes)

Facilitator Instruction
1. Ask '*Who is your leader idol*' and why (man or woman)? It is the *'why'* we are interested here – whether the leader is a woman, or a man is not determinative. We are looking at attributes.

2. The participants will be divided into groups by areas/regions/states. They will be asked to discuss the following questions:

Where are women in community-level peacebuilding?	What kinds of peace-building initiatives do women participate in or lead?	What are the successes and challenges women have faced?
What can we do to overcome the challenges?	What are the gaps in our current strategies and work?	What resources do we have, and what resources do we need?

3. After group discussion, bring the group back to plenary to present their key discussion points. Questions and answers will be provided for each presentation so that they can learn from each other

4. Once each group has been represented, the facilitator compares and compiles all the discussion points. the similar points and different points from all groups will be categorized and summarized.

MODULE THREE: WOMEN IN LEADERSHIP

OBJECTIVE OF THE MODULE
This module examines women and leadership: the importance of gender equality on leadership; women participation in leadership roles; and women leadership in emergency situations.

DURATION
345 minutes

LEARNING SESSIONS

Sessions	Time	Activity
Session 3.1	75 minutes	Introduction to leadership
Session 3.2	90 minutes	Women in leadership
Session 3.3	90 minutes	WPS and emergency
Session 3.4	90 minutes	Mediation Skills

SESSION 3.1: INTRODUCTION TO LEADERSHIP

OBJECTIVES: to introduce the concepts of leadership

REQUIRED MATERIALS: flip chart, pens, A4

DURATION: 75 minutes

SESSION PLAN

Sessions	Time	Activity
A1	30 minutes	Leadership
A2	30 minutes	Leadership styles
A3	15 minutes	Transformative leadership

DETAILED PROCESS

ACTIVITY: LEADERSHIP (30 minutes)

Facilitator Instruction
1. **Ask** participants what they consider is competent leadership and what are leadership principles *(plenary)*
2. **Explain** using facilitator guide about leadership
3. **Ask** participants to share their leadership experiences.

Facilitator Guide: Break down leadership into competencies and principles

Leadership competencies include:	**Leadership Abilities:** Leaders possess attributes (beliefs, values, ethics, character, knowledge, courage and skills) that make people glad to follow them. They provide a feeling of trust. They're able to rally the troops and build morale when the going gets tough.	**Visioning:** Leaders have the ability to increase productiveness in the areas that most need improvement. They create and set goals and can clearly state visions that subordinates and peers are motivated to accomplish.	**Team Building:** Leaders develop high-performance teams that come together to collaborate on a common mission or goal, rather than just letting objectives go unassigned.
Win-Win Conflict Resolution: Leaders effectively handle disagreements and conflicts. They settle disputes by focusing on solving the problems without offending egos. They provide support and expertise to other leaders and evaluate the feasibility of alternative dispute resolution mechanisms. A good leader is hard on issues and soft on people.	**Accurate Quick Situation Assessment:** Leaders take charge when the situation demands it and makes the right things happen on time.	**Training/Coaching:** Leaders know than even mistakes can be learning opportunities. They provide performance feedback, coaching and career development assistance to people in a way that maximizes individual and organizational success.	**Commitment to Employee Involvement:** Leaders assume ownership by bringing employees in on the decision-making and planning processes. They empower employees by giving them the authority to get things accomplished in the most efficient and timely manner.

Eleven Principles of Leadership	Know yourself and seek self-improvement. You can strengthen your leadership abilities by reading, self-study, taking appropriate classes, etc.,	Be technically proficient. As a leader, you must know your job and have a solid familiarity with your employees' jobs
Seek responsibility and take responsibility for your actions. Search for ways to guide your organization to new heights. And when things go wrong, do not blame others. Analyse the situation, take corrective action, and move on to the next challenge	Make sound and timely decisions. Use good problem-solving, decision-making, and planning tools	Keep your people informed. Know how to communicate with employees, senior management, and other key people within the organization
Develop a sense of responsibility in your people. Develop good character traits within your people that will help them carry out their professional responsibilities	Ensure that tasks are understood, supervised, and accomplished. Communication is the key to this responsibility	Train your people as a team. Although many so-called leaders call their organization, department, section, etc. a "team," they are just a group of people doing their jobs. Good leaders build solid teams
Use the full capabilities of your organization. By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities	Set the example. Be a good role model for your employees. They must not only hear what they are expected to do, but see you doing it	Know your community and look out for their well-being. Understand the importance of sincerely caring for your workers

ACTIVITY: LEADERSHIP STYLES (30 minutes)

Facilitator Instruction: ask participants about the leadership styles they are currently adopting and their ideal styles and let them share their experiences (plenary). Use the Facilitator Guide as a prompt.

Facilitator Guide
Leadership Styles: a leadership style is a preferred way of leading whereby a leader displays certain characteristics.

Leadership styles include the following:

Autocratic Leaders	Democratic Leaders	Laissez Faire Leaders
Leaders who tend to make decisions without consulting others, dictate work methods of members, limit members' knowledge about goals and the next steps to be performed, consider himself/herself as having more knowledge than others and gives punitive feedback.	Leaders who tend to involve the group or team in decision making, let the group determine work methods, make overall goals known, and use feedback as an opportunity for helpful coaching.	Leaders who generally give the group complete freedom, avoid giving feedback, and tell the participants

Participants to think of their own answers to their questions when asked

Five basic leadership styles

Authoritative: telling	Political: selling	Evaluative: testing	Participative: consulting	Laissez-faire: joining

Based on the leadership styles, there are two types of leaders that can emerge:

Leader-Centered – Authoritative Political	Group- Centered – Evaluative Participative Laissez-faire
because the decision depends largely on the leader's analysis of the problem, interests, experience, and motivations	because the actions reflect all the group members' assessment of problems, interest, experience and motivations

Five Typical Patterns of Leadership Behaviour

The experienced leader uses many means to exercise his or her influence and stimulate followers to creative and productive efforts. From the complex range of leader behaviour, here are the five most typical patterns, ranging from highly leader-centered to highly group-centered:

TELLING	SELLING	TESTING	CONSULTING	JOINING
The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells others what they are to do. The leader may or may not consider what the group members will think or feel about the decision, but group members clearly do not participate directly in the decision-making process. Coercion may or may not be used or implied.	The leader, as before, makes the decision without consulting the group. However, instead of simply announcing the decision, he or she tries to persuade the group members to accept it. The leader points out how he/she has considered organization goals and the interest of group members and states how the member will benefit from carrying out the decision.	The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he or she gets the reactions of those who will implement it. The leader says, in effect, "I'd like your frank reactions to this proposal, and I will then make the final decision."	The leader gives the group members a chance to influence the decision from the beginning. Problems and relevant background information are presented, and then the members are asked for their ideas. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he or she regards as most promising.	The leader participates in the discussion as "just another member" — and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his or her superiors.

Facilitator Instruction: explain about transformative leadership and ask participants to reflect their leadership practices.

Facilitator Guide

Transformative leadership is considered to entail two inter-connected dimensions:

- The first is the element of gender equality in leadership. This entails increasing the number of women leaders to achieve the goal of equality in number between the sexes in leadership positions and in political representation.
- The second is the element of transforming the dominant political and other values, processes and institutions themselves to achieve different ways of perceiving and using power.

Also essential is the assessment of the impact of women leaders as indicated by changes cited below:

⇒ Perception of the capacity of women and men - that women can be as competent as men in leadership positions, and in politics, in general
⇒ Discourse where those who participate politically are enabled to impact on the way women in general can and should be referred to
⇒ Coverage with respect to how history is written and taught such that textbooks note women begin making contributions to politics and the economy. policies and legislation where women's issues are on organizational as well as national agendas specialized institutions which develop, monitor and implement gender equality and equity from within and without are established
⇒ Change in leadership perspectives and approaches not just numbers.

The transformative leadership perspective argues that leadership practiced from A transformative point of view creates work environments typified by warmth, understanding, encouragement, support, nurturance, listening, empathy, and mutual trust. Leadership approaches that reflect this perspective are said to be more facilitative and consultative in nature.

Leadership skills include the ability to empower others, coaching, sharing information, building trust and loyalty, cooperation, consensus building, inspiring, being attuned to employees, needs and aspirations, compassion, and being both task- and people-oriented.

What transformative leadership stresses:
- awareness of the implications of the low representation of women in leadership structures.
- the equal and equitable representation of women in leadership positions; and
- a type of leadership that recognizes and integrates the feminine traits with positive masculine traits in leadership approaches usable by both men and women.

SESSION 3.2: WOMEN'S LEADERSHIP

OBJECTIVES: to explore the obstacles to women's leadership and link participants' experiences with the broader community and country context and analyse gender norms in society that create barriers to women's participation and identify enabling factors for participation.

To increase knowledge about the importance of gender equality in women's leadership and how women's leadership has been shaping the current world politics.

REQUIRED MATERIALS: prepare flip charts, colour pens, markers, A4, and sticky notes

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Materials
A1	45 minutes	Barriers to women's leadership	Group name and group work
A2	15 minutes	The importance of Gender Equality in leadership	
A3	30 minutes	The Solution Tree	

DETAILED PROCESS

ACTIVITY: BARRIERS TO WOMEN'S LEADERSHIP. THE PROBLEM TREE (45 minutes)

Facilitator Instruction

1. Divide the participants into groups and let them brainstorm: What are the main barriers to women's participation in leadership roles? Remind them that women's participation in government and the peace process is extremely low.

2. After five minutes of brainstorming, ask groups to volunteer to share their discussion points in plenary.

3. Pick the main points from each group and let them draw a problem tree per group. This problem tree will examine the root causes of barriers.

4. Explain that a problem tree provides an overview of all the known causes and effects to an identified problem and it involves writing causes and problems .in the negative form (eg. Lack of education opportunity, time constraints, and lack of financial support).
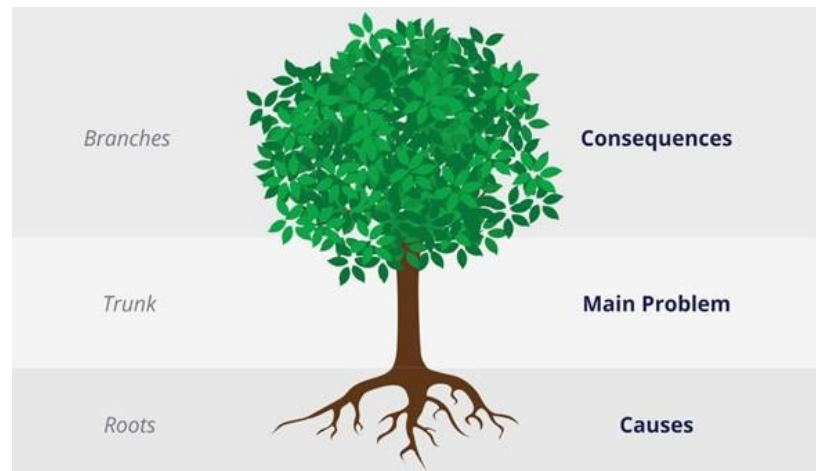
5. Show participants the above picture through PowerPoint or handout.

6. After drawing the problem trees, let each group present their problem trees and the facilitator should take note of the experiences provided by participants to refer to later.

7. Facilitate a plenary discussion highlighting the main barriers that prevent women from meaningful participation.

8. When the participants have exhausted their discussion, add information from Gender Equality and Development. According to women's participation in subnational governance by the Asia Foundation, barriers to women's participation include traditional norms that ascribe authority and glory to men over women, low intra-household bargaining power for women, lack of time, a lack of opportunities to gain experience and relevant skills, restrictions on women's travel, and, largely as a result of the foregoing, a lack of confidence. Education, skills and experiences play vital roles for both men's and women's effective participation in politics.

9. Conclude with the fact that this evidence is in line with previous studies of Myanmar which found time constraints to be an important barrier to women's participation in community activities. Females in Myanmar are typically expected to perform most household tasks, and in many communities, men are unwilling to share some of this work if women are engaged in income-generating activities outside of the home or community/ political activities.

   There are also cultural and religious norms that prevent women from participating in governance. In Myanmar Buddhist community, men are considered as having a higher *hpone* (power) than women which means women are spiritually inferior to men. In these areas, those who were opposed to women's leadership often invoked the concept of *hpone* to justify their views. Lack of confidence is one of the reasons most women hesitate to take part in leadership roles. Various traditional proverbs in Myanmar reveal attitudes that see public speaking and decision-making as a male preserve.

   The norms embodied in these sayings can be expected to affect women's confidence and, psychological studies show that negative stereotyping has a significant negative impact on individuals' performance.

ACTIVITY: THE IMPORTANCE OF GENDER EQUALITY IN LEADERSHIP ROLES (15 minutes)

PURPOSE: to gain knowledge about how gender inequality in politics can affect the daily lives of women

ESTIMATED TIME: 15 minutes

Facilitator Instruction

1. Ask the participants 'how can gender inequality affect current governance at the village level and state level?'
2. The facilitator needs to explain how women's leadership positivity impacts global political dynamics. Illustrate this by showcasing women leaders from around the world by using PowerPoint slides.[30]

ACTIVITY: SOLUTION TREE (30 minutes)

PURPOSE: to develop short- and long-term action plans to improve women's participation in leadership roles and to create an enabling environment for women's participation

DURATION: 30 minutes

Facilitator Instructions
1. Facilitator explains to the participants that the previous presentation was based on problems and this activity will be based on finding solutions (solution tree)
2. Explain that by reversing the problem tree, by replacing negative statements with positives, creates a solution tree. For example, a cause (problem tree) such as "lack of knowledge" would become "increase knowledge". A solution tree identifies means-end relationships as opposed to cause- effects. This provides an overview of the range of interventions that need to occur to solve the core problem. [31]
3. Ask the participants to brainstorm how to overcome the barriers and obstacles which prevent women from being part of leadership roles.
4. After group brainstorming, let the participants clarify what are the main solutions for women's leadership.
5. Organize four or five groups to discuss and make a solution tree for each group.
6. Ask participants to discuss and prepare a short and long-term draft action plan for creating enablers for women's participation.

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[30] https://www.reuters.com/news/picture/women-leaders-of-the-world-idUSRTS3KJED
[31] http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=28&Item-%20id=134#:~:text=A%20problem%20tree%20involves%20writing,as%20opposed%20to%20cause%2Def-%20fects

Solution Tree
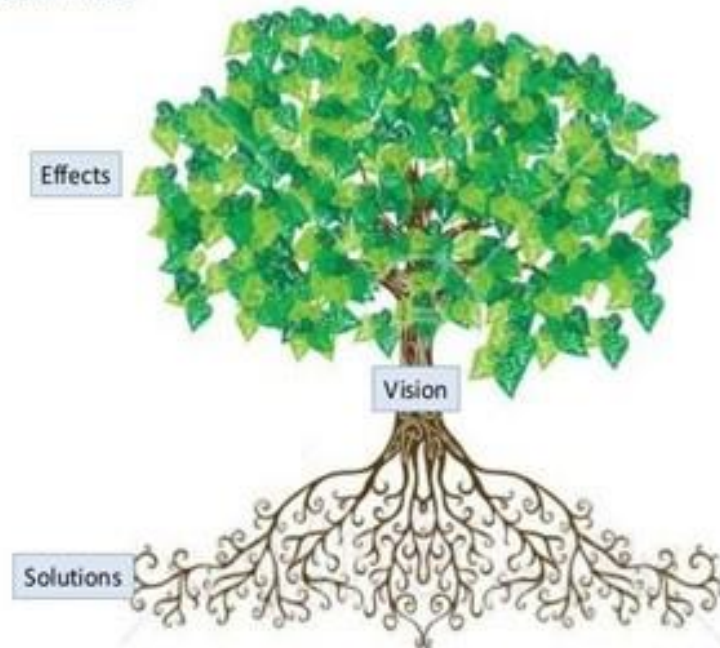
7. Showing the simple Action Plan outline, ask the participants to use the following questions to develop their plan:
   a. What potential solution did you choose?
   b. What steps/actions are entailed in this potential solution?

8. After group discussion, ask participants to present their solution trees.

9. If there is time and there is access to internet, show this two-minute video from Equality Myanmar[32].

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[32] https://www.youtube.com/watch?v=fQzPinjjb0c

SESSION 3.3: WOMEN, PEACE, SECURITY AND EMERGENCY SITUATIONS INCLUDING COVID-19

OBJECTIVES: to explore the challenges of women's participation in political roles in this COVID-19 season and discover how women can be inclusive in key governance structure and decision making.

Note: Women are playing a different role in the global response against the coronavirus pandemic. Acting as healthcare workers, scientists, researchers, social mobilizers, political leaders, and caregivers, women are at the fore- front of this fight. However, while everyone is affected by COVID-19, this pandemic amplifies pre-existing gender inequalities and makes women particularly vulnerable, a reality that policymakers have yet to take into account. In the COVID-19 governance committee, the low percentage of women's participation in decision-making was also concerned for women, peace, and security.

REQUIRED MATERIALS: prepare flip charts, colour pens, markers, A4 and sticky notes

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Materials
A1	90 minutes	Women, peace, security, and Emergency Situations (including COVID-19)	• Presentation • plenary discussion

DETAILED PROCESS

ACTIVITY: WOMEN, PEACE, SECURITY, AND EMERGENCY SITUATIONS, INCLUDING COVID-19 (90 minutes)

Facilitator Instruction
Explain that in Myanmar, women face various challenges as internally displaced peoples, women as laborers, women in the home, women in conflict, and women in action. Not only has COVID-19 affected them, but the capacity and opportunities were also blocked for women's participation in key decision making. Men and women have experienced the pandemic and its impact in totally different ways. The risks and negative impacts are amplified because of inequality.

Ask participants: *"Do you think COVID-19 impacts women and men the same?"*
Based on the answers, the facilitator will share some obstacles for women in different sectors that can impact differently during COVID-19. The facilitator will be using a flip chart and write down possible impacts for women and let all participants discuss these with the group and present their key discussion points

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Facilitator Guide

• **Burden of women in home**

Taking care of the children, the sick and elderly members of the family can be a burden for women. Home quarantine and stay home orders affect women in the home. The tasks such as housekeeping, caring for children, sick and elderly are making greater burdens for women at home.

Although both women and men are facing some of these issues, women are most likely needed to perform unpaid care and domestic work. In the survey[33] that was conducted by UN Women, women's responsibilities in all countries, including Myanmar, were surveyed. Facilitators can give an example of working women when all tasks change to working from home. Finally, based on the discussion point of participants the facilitator can wrap up the findings of the burdens of women at home during the COVID-19 pandemic.

• **Sexual and Gender-Based violence**

Following the risk factors: quarantine and social isolation Abuse and violence as coping mechanisms. Lack of sensitization and adherence of security/ law enforcement agencies to proper protocols. AGIPP has done a video on COVID-19 and Domestic violence that can be shown *(video length: 1:24)*.

Explain the increased risk of trafficking, sexual exploitation, and abuse too because of lack of economic opportunities/needing to look after family when there is no money coming into the house using New Mandala report's *Stay at home: COVID-19 and rising domestic violence in Myanmar[34]* from June 22, 2020.

• **Economic impact on women**

Unpaid family workers increased to (1.5 out of 2.5 million)[35]; Increased economic dependence; Vulnerable employment for informal sector workers; Limitations in economic activity due to community quarantine restrictions; Restrictions on mass transportation.

• **Barriers to limited women's participation in governance structure/key decision making**

In the 2020 general election, the percentage of female candidates was 15.6 percent of the total number of candidates, over 7000. There are 6689 candidates and 280 independent candidates. There are 37.34 million registered voters, 101,526 overseas voters registered at 45 Myanmar Embassies and consulate offices. There are more than 20,000 positive cases of COVID-19 in October 2020 and a high death rate. The experience of female politicians, the voters' attitudes towards women, and the political leadership of women in the community is an enormous obstacle for women candidates. In

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[33] https://data.unwomen.org/resources/surveys-show-COVID-19-has-gendered-effects-asia-and-pacific
[34] https://www.newmandala.org/stay-at-home-COVID-19-and-rising- domestic-violence-in-myanmars-informal-urban-settlements
[35] PSA.2020

this session, facilitators can brainstorm with participants about what are the major limitations for women politicians. After the participants' discussion, a selected representative will present the finding barrier and the facilitator will point out the possible solution to handle it.

- **Benefits of women's participation in political parties**

Women play an important role in the process of advocating for gender equality in political offices. In this section, arguments are presented as to why more women should be supported to run for elected office, as well as what women can do to convince party leaders to support women's political advancement. These arguments can help female party activists expand the pool of women willing to run for public office and eliminate gender-based discrimination in political parties. Without women's participation in key decision-making, gender equality is in vain.

Extract from an interview of a women members of parliament and suggestions by Naw Susanna Hla Hla Soe – who as of April 2021 is currently serving as the National Unity Government's (NUG) Minister for Women, Youth and Children's Affairs, previously Member of Parliament Amyotha Hluttaw, candidate for Kayin Ethnic Minister for Yangon Region, MP of constituency 10, representing Insein and Mingalardon Townships – will be heard and this can be used as an example in this section.
Annex 3.1 – Interview with Naw Susanna Hla Hla Soe

- **Benefits for society and security**

Society in general benefits from the increased representation of women in political parties and elected officials. Women's political presence can ensure that policy issues affecting women, in particular, are channelled into political debates, can raise awareness about gender-based discrimination in all spheres of political and public life, and can enhance socio-economic development.

Figure 2:2: summary of arguments supporting women's political participation

Traditional	Benefits for Parties	Benefits for Women Politicians	Benefits for Society
Equal rights and opportunities for women and men are universally recognized	Improves a party's public image and standing	Expands the pool of women willing to run for public office	Ensures fair representation of society in elected office
Equal representation of women and men in politics is a prerequisite for democratic elections	Enhances a party's programme and policy agenda	Changes the perception of society and political stakeholders regarding women's capacity	Impacts the policy agenda
Inclusive parliaments can enhance legitimacy and representatives	Strengthens a party's electoral and/or campaign strategy	Strengthens confidence of women to influence policy agendas in parties and parliament	Promotes better understanding of gender equality issues in society
Gender equality is conducive to economic development	Helps combat decline in party membership		

MODULE FOUR: COMMUNITY MOBILIZATION SKILLS, ADULT EDUCATION, FACILITATION SKILLS AND ADVOCACY ENGAGEMENT

DESCRIPTION

This module will enhance the skills required by participants to share knowledge and mobilize their respective communities through community mobilization, adult education, facilitation, and advocacy skills. After completing this module, participants can apply their knowledge and skills in developing and reviewing action plans with a focus on effective implementation.

OBJECTIVE OF THE MODULE

To strengthen participants' knowledge and skills around community mobilization, adult learning, facilitation, and advocacy techniques.

DURATION

360 minutes

LEARNING SESSIONS

Sessions	Time	Activity
Session 4.1	90 minutes	Advocacy engagement
Session 4.2	90 minutes	Community mobilization skills
Session 4.3	90 minutes	Adult education and overcoming learning blocks
Session 4.4	90 minutes	Facilitation skills

SESSION 4.1: INTRODUCTION TO ADVOCACY TECHNIQUES AND ENGAGEMENT

OBJECTIVES: at the end of the session, participants will be able to understand constructive approaches to advocacy techniques that can apply in their community and use relevant tools for effective advocacy engagement.

REQUIRED MATERIALS: whiteboard, markers, flipcharts, laptop computer, multimedia projector and screen, handout for participants.

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Materials
A1	90 minutes	Introduction to Advocacy Techniques and Engagement	flipchart, marker, scissors, tape, handout

DETAILED PROCESS

ACTIVITY: INTRODUCTION TO ADVOCACY TECHNIQUES (90 minutes)

1. DEFINING ADVOCACY
Facilitator Instructions: ask participants to explain what they understand is 'advocacy' **(ten minutes)**

What is advocacy? **Advocacy** is advancing a favourable position to another entity on behalf of yourself or other(s). The term "advocacy" is used in this session in a very broad sense – referring to all communication that is intended to persuade or produce a particular change in action or behaviour. Advocacy can take the form of a single meeting or a series of meetings, confidential or public discussions, direct or indirect communication through intermediaries, written correspondence, public statements, or reports, and so on.

Advocacy is:
- An action directed at changing the policies, positions, or programs of any type of institution.
- Pleading for, defending, or recommending an idea before other people.
- Speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution.
- Working with other people and organisations to make a difference.
- Putting a problem on the agenda, providing a solution to that problem, and building support for acting on both the problem and the solution.
- Advocacy can aim to change an organisation internally or to alter an entire system.
- The process of people participating in decision-making processes which affect their lives.

2. WHY ENGAGE IN ADVOCACY?
Facilitator Instruction: ask participants to identify the objectives of advocacy engagement based on their experiences **(ten minutes)**

Facilitator Notes: There are many reasons to engage in advocacy. From a civil society perspective, the goal of advocacy is:

      (a) to solve specific problems through concrete changes in public policies and programs;

      (b) to strengthen and empower civil society; and

      (c) to promote and consolidate democracy.

Advocacy focuses on solving specific problems within this complex environment. Citizen advocates develop plans and implement strategies and activities aimed at achieving concrete solutions to these problems, most often through specific changes in public policies and programs.

Advocacy, to the extent that it promotes social organization, alliance building, leadership formation, and networking at the national and international levels, stimulates the strengthening and empowerment of civil society. The planning and implementation of advocacy initiatives not only helps to solve immediate problems, but also, over time, contributes to strengthening the organizations or coalitions that engage in advocacy. This in turn prepares them for future efforts that can have an even greater impact on public policies.

Advocacy implies a permanent relationship between civil society and the state. It is an important gauge of a genuine democracy. Engaging in advocacy is one way to strengthen citizen participation in decision-making about public policies and programs and to promote a transparent political culture. As civil society becomes more successful in its advocacy efforts, power relationships between state institutions and the citizenry will be transformed and become more democratic.

3. ACTORS

Advocacy takes place at all levels of decision-making. Depending on the nature of the human rights problem identified, a complex process of communication with multiple national actors can be developed. These may be local community leaders, mayors, ministers, parliamentarians, judges, law enforcement officials, etc. In some instances, advocacy could involve a single meeting to resolve the human rights problem. The more a field presence develops relationships with these players, the more likely it is to positively influence them over time.

The key actors can thus be classified as:

Allies are people who agree with the proposal, for whatever reason, and who might indicate their support publicly at a particular moment. They tend to be people outside the core group that are organizing the advocacy initiative, although they may join a coalition at some time during the campaign. The group will need to inform, consult, orient, and motivate these allies to convert their support into concrete actions.	**Opponents** are against the proposal, for whatever reason. They are unlikely to modify their position unless substantive changes are made in the proposal. Unless the group organizing the initiative takes steps to curtail the impact of its opponents, they can do a lot of harm.	**Undecided persons** are those who have not taken a position on the advocacy proposal and have the potential to become either allies or opponents. They can influence the decision-making process, but normally will not act either for or against the proposal without considerable persuasion. Some people are undecided because their personal and institutional interests are in conflict. In other cases, undecided persons may want to support a proposal, but because of their high public profile they are hesitant to do so openly. At other times, undecided persons prefer not to take a position because they feel they lack sufficient information about the proposal. Generally, the decision-maker is a key undecided person who needs to be persuaded of the desirability of the advocacy proposal.

4. ADVOCACY TECHNIQUES

Advocacy involves a wide variety of techniques, including direct or indirect pressure, politeness, humility, showing empathy for the interlocutor, praise and stressing mutual objectives or developing solutions together. An act as simple as the dissemination of human rights documents like CEDAW can be an effective tool. In tense and constantly changing situations, CSOs must be ready to use their intuition when deciding how best to communicate and achieve their advocacy objective. If meetings with local or regional authorities do not lead to any improvement in the human rights situation, it may be necessary for CSOs to turn to higher authorities, communicate in writing, make use of alternative tools of influence, including United Nations mechanisms. However, errors in judgement when seeking corrective action can have serious consequences.

It is important to realize that authorities are often more prone to indirect influence through other contacts in the community, such as other policymakers, religious leaders, the media, community-based organizations and so on. CSOs should consider and explore these avenues. A proper analysis and actor mapping will help CSOs to understand how different local actors relate to and influence each other, so that they may identify other individuals or organizations that can sometimes be more effective at transmitting advocacy messages to authorities.

There are four types of advocacy:

Indirect messages – implicit advocacy	Direct messages – informal, discreet or confidential advocacy	Direct messages – public advocacy	Written messages – official written advocacy
Many interventions do not require a firm message or denunciation. It may be sufficient to raise an issue, ask questions and show concern, but without making explicit demands. Asking questions or clarifications on a situation is a particularly effective, yet indirect way of making a point, as it shows respect for the interlocutor's opinion while conveying concern. For instance, by asking a local hospital director to give her own analysis of the discrimination in access to health services faced by persons living with HIV in her city, a point is made without accusation.	An important communication mechanism is the use of confidential discussion and cooperation towards reform. This technique is effective not only at higher policymaking levels, but also further down the chain of responsibility. A low- or middle-level official may be afraid of being accountable to his or her superiors and prefer to resolve an issue quietly at his or her own level. There may be more willingness to listen to critical and serious concern expressed in a private meeting than in the form of public denunciations. Such interventions can include private warnings about the negative consequences of certain violations or types of violations.	At times a field presence's strategy will require a more public reaction, such as a public statement, a call for public advocacy by others or explicit criticism in a public report. Direct public approaches can be very powerful and effective; but they can also strain the relationship with the authorities. While public advocacy is a function of human rights field presences, strategic decisions on when to resort to this tool always must be made by their management.	Written communication can strengthen an intervention strategy in a variety of ways. Sometimes a meeting has more impact if it is followed by a brief message of thanks, a statement, or a reminder to all parties of the commitments each may have made. Intervention of the head of the field presence or the central office may be required when the human rights violations are particularly grave and/or may have been committed or at least sanctioned by a high-level local official. In these situations, it may be easier to address the problem through the central authorities.

5. OTHER APPROACHES

Ask the participants to categorize each of these approaches as implicit advocacy, informal or confidential advocacy. *See Annex 4.2 for detailed advocacy examples and templates*

a) **Campaign:** the focus of campaigns is to provide uniform, large-scale impact with standard messages. There are many examples of large-scale national and international public awareness campaigns that have led to massive social change. Examples: *#Stop violence against women,*
#No womenNoPeace, #Womenandpeacetowardgoodgovernance

b) **Participatory learning:** participatory learning is "the body of the lesson, where learners are involved as actively in the learning process as possible. There is an intentional sequence of activities or learning events that will help the learner achieve the specified objective or desired outcome". People are especially motivated by approaches in which they themselves participate in a solution, the idea of ownership of an approach. The focus of participatory learning is to engage participants in finding and solving problems for effective women's participation in political dialogue. This is typically accomplished through:
   - action-oriented research such as assessment on lack of women's participation in key decision making
   - women and development action plan
   - key stakeholder mapping

c) **Informal education:** the focus of informal education is taking advantage of brief moments and encounters to stimulate thinking and engage people in the discovery of actions and behaviours to increase women's participation in key stakeholder roles. Example tools of informal education – cartoon booklet, vinyl, poster, online learning, etc.

d) **Brainstorming with key stakeholders:** this approach is focused on advocating with key stakeholders and decision-makers to promote women's participation in political dialogue. This technique is used to generate new ideas where judgement is suspended.

6. ADVOCACY STRATEGIES

Key steps in planning and implementing advocacy strategies: the following steps are intended to guide CSOs when planning and implementing advocacy strategies to address human rights concerns with the authorities. *Show a slide or handout on the key steps in planning and implementing advocacy strategies.*

⇒ Identify the target audience
⇒ Coordinate interventions
⇒ Plan meetings
⇒ Design messages
⇒ Conduct meetings
⇒ Evaluate the outcome and ensure follow-up
⇒ Consider alternative or complementary strategies

Conclude by explaining the general principles of advocacy are applicable to women's CSOs, however acknowledge that women rights advocacy must have a more nuanced approach. What is different about women's rights advocacy is that we know that to be successful, it must be done in a way that

recognises unequal power relations and structures that perpetuate inequality and oppress women and girls. It must also recognise that women face intersecting discriminations based on multiple layers of identity, such as race, class, sexuality, disability, age, gender identity and other forms of inequality that shape each woman's individual experiences. For more information and toolkits see IWDA Plan your power.[36]

7. SHARING EXPERIENCES ON ADVOCACY ENGAGEMENT FACILITATOR INSTRUCTION

Ask participants to share real world experiences on advocacy engagement: what worked? What did not?

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[36] https://iwda.org.au/resource/plan-your-power-toolkit/

SESSION 4.2: COMMUNITY MOBILIZATION SKILLS

OBJECTIVE: after completing this session, participants will understand how to apply community mobilization skills effectively in their respective communities.

REQUIRED MATERIALS: handout, Flip chart with prepared information

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activities	Materials
A1	90 minutes	Community Mobilization skills	Handout, Flip chart with prepared information

DETAILED PROCESS

Facilitator Instruction

1. **Defining Community:** *ask participants to define community*.

Community can mean different things in different contexts. Teams doing mobilization activities should take time at the beginning of a program to create a definition that is helpful where they work.

Some common elements of community are:

Individuals or groups who share a common geographic location
Individuals or groups who have common language, culture or values
How the groups or individuals interact or have relationships with each other
How members of the community use common resources and make decisions. Community is defined as a group of people having something in common who will act together in common interest

2. **Defining Community Mobilization:** *ask participants to define community mobilization*.

Write key words on the whiteboard. After the participants define, put the slide up for them to see.

Community mobilization is a mechanism to define and put into action the collective will of the community rather than a mechanism to achieve community consensus for externally defined purposes.

- The mobilization process should unfold according to an internally defined rhythm where the community is left to progress at its own pace and in its own time. Emphasis should be on a process that is iterative and incremental
- Any outside support should be aimed at building the capacity of communities rather than merely delivering services. The external organization's role should be to sensitize, mobilize, and build capacity.

Outside supporters can catalyze the process in a somewhat systematic fashion, but neither they nor funding bodies should dictate what specific actions a community eventually decides to undertake.
• The timing of outside support is crucial. Leading with outside resources before a community begins to take action through internally produced means is a sure a way to subvert local ownership and responsibility.
• Committees [or groups] that are able to mobilize the entire community's involvement in carrying out activities become the most dynamic and are able to sustain motivation over the long run. A group that assumes responsibility for addressing problems on behalf of its community is likely to burn itself out.

Save the Children. COPE/Malawi Community Options for Protection and Empowerment Project

3. Steps of Participation

Show on slide or through handout the 8 steps of participation- explaining there is a spectrum of participation.

Eight steps of Participation
1. **Mobilize the Community:** People mobilize the entire community to carry out their own project for sustainable community development in a participatory, transparent, and accountable manner without external institutions and outsiders or any assistance from outsiders. Community does not need any assistance from outsiders and institutions
2. **Self-Mobilization:** People participate by taking initiatives independent of external institutions to change systems. They develop contacts with external institutions for the resources and technical advice they need but retain control over how resources are used. Such self-initiated mobilization and collective action may or may not challenge existing inequitable distributions of wealth and power.
3. **Interactive Participation:** People participate in joint analyses which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structural learning processes. These groups take control over local decisions, so people have a stake in maintaining structures or practices.
4. **Functional Participation:** People participate by forming groups to meet predetermined objectives related to the project which can involve the development or promotion of externally initiated social organization. Such involvement does not tend to be at early stages of project cycles or planning but rather after major decisions have been made.
5. **Participation for Material Incentives:** People participate by providing resources, for example, labour in return for food, cash, or other materials incentives.
6. **Participation by Consultation:** People participate by being consulted and external people listen to views. These external professionals define both problems and solutions and may modify these in the light of people's responses. Such a consultative process does not concede any shared decision- making and professionals are under no obligation to take on board people's views.
7. **Participation in Information Giving:** People participate by answering questions posed by extractive researchers using questionnaire surveys or similar approaches. People do not have the opportunities to influence proceedings as the findings of the research are neither shared nor checked for accuracy.
8. **Passive Participation:** People participate by being told what is going to happen or has already happened. A unilateral announcement is made by the administration or project management without listening to people's responses. The information being shared belongs only to external professionals.

4. Community Participation
Community participation can take various forms depending on the degrees.

Degrees of Community Participation	
Co-option: token involvement of local people; representatives are chosen, but have no real input or power	**Compliance:** tasks are assigned, with incentives; outsiders decide an agenda and direct the process
Consultation: local opinions are asked; outsiders analyse and decide on a course of action	**Cooperation:** local people work together with outsiders to determine priorities; responsibility remains with outsiders for directing the process
Co-learning: local people and outsiders share their knowledge to create new understanding and work together to form action plans with outsider facilitation	**Collective Action:** local people set their own agenda and mobilize to carry it out, in the absence of outside initiators and facilitation.

5. **Ask participants when it is important**

6. **Ask participants if they have had any experience in CM and to share. Use the following questions to guide:**

   - *What was the purpose of the community mobilization effort?*
   - *What techniques/methods were used?*
   - *From your vantage point, was the effort successful? If so, why? If not, why not?*

Who can be a community mobilizer?
There is no "ideal" community mobilizer. People from all kinds of backgrounds can be effective community mobilizers. Attitudes, behaviours, and skills are more important than who the person is or what qualifications they may have. Community mobilizers need to be able to motivate and establish strong and trusting relationships with different kinds of people. They need to be committed to the community mobilization process and to be willing and able to participate in the community at times and in places that are convenient to community members. Different community mobilizers will face different opportunities and challenges.

Building a team of community mobilizers provides an important opportunity to combine different skills and experiences. Community members acting as mobilizers will have a strong understanding of their community and the relationships within it, which will facilitate acceptance by the community. Mobilizers who are from the locality will find their local knowledge useful and may already have good contacts within the community. Language is an important issue in community mobilization. Community mobilizers should speak the language normally used by community members.

Facilitator Instructions

Ask participants what knowledge, skills, and attitudes they think are needed to be an effective community mobilizer?

Facilitator Guide: to be effective, community mobilizers need to combine a range of knowledge, attitudes, and skills

Attitudes include	Skills include	Knowledge include
A willingness to examine and challenge their own assumptions, opinions, and beliefs, A genuine respect for all community members, A non-judgmental and accepting approach, An understanding that different people have different views and perspectives, A belief in community capacity to take effective action.	Good communication skills, especially listening, Good facilitation skills to enable communities to conduct their own analysis of their lives and situations, Awareness of political, gender, and cultural issues and relationships, An ability to challenge assumptions sensitively (e.g., about the role of women).	The community mobilization process, The principles of community mobilization., Knowledge of issues Understanding of the ethical issues related to community mobilization.

Other **skills** and **knowledge** that may be needed at different stages in the community mobilization process include:
- An ability to help communities form organizations.
- An ability to identify capacity-building needs among communities (e.g., leadership skills, networking, and partnership-building skills).
- An ability to help communities mobilize resources.
- Advocacy skills.
- Project planning and management skills.

Facilitator Guide

Community Mobilization: Community Mobilization is helping communities to be aware of an issue and to take action. It is collective participation to achieve an end. Community mobilization engages all sectors of the population in a community-wide effort to address health, social, political, or environmental issues. It brings together policymakers and opinion leaders, local, state, and federal governments, professional groups, religious groups, businesses, and individual community members. Community mobilization empowers individuals and groups to take action to facilitate change.

Community mobilization has not only enabled communities to solve specific problems, but more importantly, it has strengthened the underlying capacity of communities to identify and address other pressing needs. ***Examples of such capacity-building dividends include:***	• Communities have generated and contributed additional resources that may not be available. • Communities have learned how to apply political pressure to improve services. • Empowering approaches have strengthened community members' ability to address many underlying causes of gender inequality, such as discrimination and prejudice, poverty, isolation, lack of participation in policy decisions, and resource allocation. • Community mobilization has helped to facilitate changes in social strategies, structures, and norms to increase access to information and services for those who need them most. • Community mobilization has increased community members' awareness of their right to decent treatment and has strengthened their ability to claim this right. In short, community mobilization builds confidence. And when communities start believing in themselves, they become inspired to act. Community mobilization is not the best strategy for all programs, of course, and you will need to determine whether it is appropriate in your circumstances.

Community mobilization is particularly appropriate when:	• You can commit to working with communities for at least a year or two (particularly when community members and groups have not had prior experience working together) • Systemic changes or changes in social norms are needed at the community level to support long-term improvements. • Sustained community support is desired. • The issue is too politically sensitive to be the thrust of a major public campaign. • The settings are diverse and local solutions are required. • The communities themselves have identified a need and request assistance. • Community resources are required or desirable.

SESSION 4.3: ADULT EDUCATION & OVERCOMING LEARNING BLOCKS

OBJECTIVES: to enhance participants' knowledge on adult education, learning blocks and ways to overcome those blocks

REQUIRED MATERIALS: meta-cards, markers, flip chart and masking tape

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activity
A1	20 minutes	Adult Education
A2	30 minutes	Barriers to Learning and Overcome learning blocks
A3	20 minutes	Communication Skills
A4	20 minutes	Active Listening Skills

DETAILED PROCESS

ADULT EDUCATION (20 minutes)

Adult education, which is also known as 'andragogy', is the practice of teaching and educating adults. At the core of modern approaches of adult education is the realisation that adult education cannot be effectively accomplished through the conventional teaching style based on a teacher-student relationship.

The main aim for adult education is to facilitate change in one or more of the following areas such as Skills, Behaviour, Knowledge level and Attitudes. When training adults, all trainers, peer educators and facilitators need to acknowledge and respect the fact the adults are individuals who are able to Take charge of one's life; Take responsibility for one's decisions and subsequent actions; Determine whether and in what form to engage in education; Perform adult roles as citizens, employees, parents etc.

Characteristics of Adult Learners

Autonomous and self-directed	Accumulated a foundation of experiences and knowledge	Goal oriented	Relevancy oriented	Practical	Need to be shown respect

Source: Malcolm Knowles (1970): The Modern Practices of Adult Education

Learning Styles: we can differentiate between four key learning styles[37]

DYNAMIC LEARNERS:	IMAGINATIVE LEARNERS:	ANALYTIC LEARNERS:	COMMON SENSE LEARNERS:
People who are active and very involved, who like to have a go and see if and how things work, who learn through trial and error or self-discovery	People who observe and reflect, who learn through listening and sharing ideas, who seek meaning and need to be personally involved in order to learn.	People who are rather theorists, who seek facts and want to understand the underlying factors and links, who learn by thinking through ideas.	People who are rather pragmatic and efficiency oriented, who need to know how things work, who learn by testing theories in sensible ways and applying common sense.

Sources of Motivation for Adult Learners[38]:

Social relationships: to make new friends, to meet a need for associations and friendships	**External expectations:** to comply with instructions from someone else; to fulfil the expectations or recommendations of someone with formal authority	**Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work
Personal advancement: to achieve higher status in a job, secure professional advancement, and stay abreast of competitors	**Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life	**Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind

BARRIERS TO LEARNING (15 minutes)

Facilitator Instruction

1. Divides the participants into groups of three to four

2. Ask the groups to discuss:

   a. What kind of learning blocks can we have when we are in a workshop or training?
   b. Please categorize the learning blocks and put the categories and their examples on the flipchart

3. After about ten minutes ask groups to present in plenary **(five minutes)**

Facilitator Guide: show the participants this slide as an example

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[37] Kolb (1984)
[38] Source: Stephen Lieb (1991): Principles of Adult Learning

The categories might be:

Learning blocks	
Environment	77
Language barriers	
Homework not complete	
Level of participants	
Cultural sensitiveness	

OVERCOME THE LEARNING BLOCKS (15 minutes)

Facilitator Instruction
1. Ask participants to go into the same group to discuss: *How do you overcome the learning blocks you may face in the future when you roll out training in your community?*
2. Group presentation
3. Discussion and conclusion

Facilitator Guide: show the participants this slide as an example

Learning Blocks	Solution
Environment	• Arrive one day before to check everything • Initial consultation with the host organizer • More options
Language barriers	• Prepare • Materials translated • Using non- verbal communication tools
Personal issues	• Delegate more roles to admin • If you have some concern during the training that would prevent completing the training advise someone to approach during the training
Homework not complete	• Look at the quality of the pre-reading • Must read over and over and refer to it during the training • Allocate time for reading on training
Level of participants	• Separate discussion • Divide groups in advance
Cultural sensitiveness	• Prepare in advance to know as much detail as possible • How to dress • What time to break for lunch: no pork for lunch etc. ,

COMMUNICATION SKILLS (20 minutes)

Communication is essential for every interaction between people. It is a two-way process of sending and receiving signals and information. For communication to work effectively, both sender and receiver need to be aware of and understand the method of communication. However, communication can be both intended and unintended. Communication can fail if sender and receiver interpret messages in different ways, leading to misunderstanding or even conflict.

Good communication skills are essential for all walks of life. They are necessary for establishing a fruitful interaction and ensure that people's needs, concerns and interests are being heard and addressed.

Communication can be both verbal and non-verbal. Verbal interaction involves the actual words spoken as well as the tone of voice, volume and intonation, choice of language and rhetorical styles. Non-verbal communication can for example include facial expressions, body language, sitting postures, gestures or eye contact. These often play a significant role in indicating the underlying feelings or emotions behind the words. Non-verbal messages can also be related to the person's identity and background, for example in terms of assumptions or perception with regard to gender, ethnicity or social class.

When conducting adult education at grassroots level, the facilitator/ trainer needs to carefully apply communication skills to be accepted and understood by the people and effectively get the message across. Failed communication and misunderstanding can seriously undermine the success of the training/ facilitation.

The following tips can help ensure effective communication:

• Choose your language and words depending on the kind of group you interact with. Particularly at grassroots level it is best to stick to the local language if possible. Otherwise, it is important to use simple language that the people understand more easily. People should not feel excluded because of language issues	• Be sensitive for messages you receive from the participants. For example, the facial expression and body language can show whether they are interested and involved, whether they are able to follow the discussions and understand your explanations etc.
• Avoid complex technical terms, jargon, and foreign words	• Use volume and pitch consciously, e.g., for motivational purposes or increasing attention
• Always speak loud and clearly	• Allow phases of silence when appropriate
• Explain complex issues by using locally known images and examples	• Display openness and genuine interest in the contributions from participants
• Control yourself. Avoid sending unintended messages. Avoid openly displaying negative emotions.	• Avoid being judgmental. Do not openly display frustration or disagreement with participants' contributions
• Express positive feelings for motivational purposes. Send positive signals to encourage participants	• Be aware of your body language and use your gestures consciously
• Be sensitive towards issues of culture, gender, age, ethnicity, social class etc. and ask yourself how they might affect the perception of the people you interact with	• Dress appropriately, depending on the context, venue etc. The dress you wear conveys a message as well

BE YOURSELF: *Trying to be conscious about matters of communication should not prevent you from being yourself. Do not pretend to be what you are not and do not put up a show. If you act more naturally you will be more credible.*

Facilitator's Instructions: ask the participants to share experiences **(limit to ten minutes in plenary)**

ACTIVE LISTENING (20 minutes)

Effective listening is fundamental to good communication and, therefore, good adult education and facilitation. Effective listening is "active" listening. This means that the educator should not only listen well to what is being said but also be sensitive towards the tone and gestures that participants use to express themselves. It also requires the educator to always ensure that what is being said is understood correctly by all and that participants are confident that they are being heard.

Active listening will make participants feel involved and make them more open and participative. It helps creating a spirit of open interaction in which participants feel that they are an important part of the group. In order to minimize barriers to active listening, the facilitator needs to ensure a good environment (comfortable surroundings, privacy, minimize noise and distractions), avoid judgmental attitudes and critical comments, and be open for what comes from the participants instead of being permanently preoccupied with what should be the outcome of the session.

Active listening is a communication skill used by mediators and facilitators to aid communication by helping parties deliver clear messages and know that their messages were heard correctly. It is also an indispensable skill for interest-based negotiators.

Objectives of active listening

To show the speaker that his/her message has been heard.	To help the listener gain clarity on both the content and emotion of the message	To help speakers express themselves and to encourage them to explain, in greater detail, their understanding of the situation and what they are feeling	To encourage the understanding that expression of emotion is acceptable and that it is useful in understanding the depth of feelings	To create an environment in which the speaker feels free and safe to talk about a situation

The four levels of listening

Active listening takes place on four levels:

'The head': listening for facts and other forms of information
'The heart': listening for feelings. Conflict is often associated with strong feelings such as anger, fear, frustration, disappointment, etc. Strong feelings often block the way to rational discussions and therefore have to be identified and dealt with before proceeding to substantive matters
'The stomach': listening for basic human needs. Identify what basic needs are driving the conflict and distinguish between needs and satisfiers
'The feet': listening for intention or will. Identify in which direction the person/group is moving and how strong their commitment is

GUIDELINES FOR ACTIVE LISTENING[39]	Maintain good eye contact	Face the person or group head on	Keep an open posture – do not cross arms
Stay relaxed in your overall manner – this shows you are comfortable with the situation	Be aware of body language and nonverbal behaviour	Listen for feeling as well as content – what is "between the lines"	Do not confuse content and delivery – assume the person has something to say even if she or he is having trouble saying it
Listen for the main thought or idea, rather than trying to memorise every word	Cultivate empathy–try to put yourself in his or her place	Refrain from evaluating what is being said	Do not jump in the conversation too soon – let the person finish what they are saying
Pause a few seconds before giving feedback or answering a question – take time to think about what was said	Give the person time to correct an obvious mistake – this shows respect	Show encouragement. Use simple gestures or phrases to show you are listening	Show support. Say, *"That's good; anyone else having anything to add?"*
Do not let the person ramble – try to help them come to their main point	Do not turn an implication you have picked up in the conversation into a conclusion – proceed gradually	Paraphrase or summarize what the person has said, and get agreement that you have understood completely	Ask questions beginning with the words "what" and "how" (open-ended questions). Avoid questions that can be answered with a yes or no
Do not "jump ahead" to complete the person's sentence – you are making	An assumption that maybe incorrect	Be aware of your own emotional response to what you are hearing – it will affect how well you understand and can respond	Focus your energy and attention on what is being said to you – not on what you want to say next

Facilitator's Instructions: ask the participants to share experiences **(ten minutes in plenary)**

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[39] Institute for Law and Justice: Facilitation Skills: Developing Facilitative Leadership

SESSION 4.4: FACILITATION SKILLS

OBJECTIVES: to strengthen participants' knowledge about the facilitator's role and facilitation skills so they can effectively impart knowledge and train other women.

REQUIRED MATERIALS: flip charts, meta cards, marker pen, colourful papers, scissors, stickers, colourful pens, facilitator self-assessment form

DURATION: 90 minutes

SESSION PLAN

Part	Time	Activity	Materials
A1	15 minutes	facilitator self-assessment	Facilitator self-assessment form: *Annex 4.3*
A2	30 minutes	Introduction to facilitation, the role of facilitator, skills and characteristics of a good facilitator	Meta cards, mark pens, colourful papers, scissors
A3	15 minutes	Preparation for facilitation	Flip chart, markers
A4	15 minutes	Facilitation Techniques	Flip chart paper, markers, colourful pen, stickers etc.,
A5	15 minutes	Tools for Facilitation	Flip chart paper, marker

DETAILED PROCESS

ACTIVITY: FACILITATOR SELF-ASSESSMENT (15 minutes)

1. Asks participants to conduct facilitator self-assessment *(Annex 5.1)*.
2. Ask participants to have their own reflection and highlight the areas that may need to work on.

ACTIVITY: INTRODUCTION TO FACILITATION, THE ROLE OF THE FACILITATOR, SKILLS AND CHARACTERISTICS OF A GOOD FACILITATOR (30 minutes)

Facilitation Instruction
1. Ask participants what their understanding of facilitation is. Give them a few minutes (up to five minutes) to brainstorm individually.
2. Ask participants to discuss their understandings in plenary and write their answers on the whiteboard.
3. Explain about facilitation and the role of facilitator.
4. Discuss skills and characteristics of a good facilitator

Facilitator Notes: *facilitation* is a way of working with people. It enables and empowers people to carry out a task or perform an action.

DEFINITION OF FACILITATION

Facilitation is the art of bringing adults together with the learning, by helping adults learn through self-discovery. Facilitation is also about empowering others and involves letting go of control over the outcome of a process and giving that responsibility to the group. Facilitation is different from school teaching.

FACILITATION

The Facilitator starts from the knowledge of the Group; they address issues identified by the group or their community and adapts new ideas to the needs and culture of the group; they use practical, participatory methods, e.g. group discussion and activities in which all members of the group participate. There are several information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas.

The Facilitator draws out and builds on the knowledge of the group and knows where to find further information on the Subject; they encourage and value different views; they work with the community and may come from within the community. The Facilitator is considered as an equal, and has relationships based on trust, respect, and a desire to serve.

THE ROLE OF FACILITATOR

Help a group find new ways of thinking about and analysing their situation. A facilitator does not know all the answers but helps the group think critically about their own needs and interests, and to make decisions for themselves.

Encourage each member of the group to contribute to the best of their ability since everyone has valuable knowledge and a valuable contribution to make; Build trust and respect between the members of the group and to encourage dialogue and learning, from which the whole group will benefit.

Principles and values of facilitation

Facilitators should demonstrate verbally and non-verbally, their commitment to the following principles

LISTENING: Facilitation means listening to what people are saying and tuning into what they are not saying. This includes being aware of verbal and non-verbal means of communication	**CONFIDENTIALITY:** to participate fully, people must be confident that everything of relevance can be discussed freely without appropriate reporting outside the group. Group members will normally decide what level of detail can be reported to those, not in the group	**RESPECT:** a facilitator must acknowledge and respect each individual and prevent other group members from undermining the basic respect that should be accorded to everyone in the group.
EQUALITY: Each person is regarded as having an equal right to contribute to influence or determine the direction of the group. Equality also relates to respect, valuing of personal experience, and participation	**PRINCIPLES AND VALUES OF FACILITATION**	**THE VALUE OF PERSONAL EXPERIENCE:** each member's contribution to a discussion/skill sharing activity is valid and valuable
AGREED GOALS: members must share an agreed goal if they are to develop a belief in and sense of ownership of the group	**GROUP PROCESS:** facilitation requires giving attention to how the group operates. This includes attempting to resolve conflict or any other difficulty that might arise in the group.	**TRUST AND SAFETY:** to ensure maximum participation the facilitator must encourage the development of trust and safety.
INCLUSION AND ENCOURAGEMENT: everyone in the group must be included and encouraged to participate to share ideas, suggestions and solutions and take the initiative.	**THE IMPORTANCE OF A POSITIVE/BENEFICIAL EXPERIENCE:** facilitator must recognize that everyone is entitled to positive experiences in the group. This entails the facilitator meeting realistic individual needs and/or being aware of and challenging unrealistic expectations of the group or the facilitator.	**PARTICIPATION:** facilitation succeeds when there is a genuine belief in the value of responding to needs in relation to the work of the group. Consultation with group members on direction, pace, content, and method with an openness to change is vital.

ACTIVITY: SKILLS AND CHARACTERISTICS OF A GOOD FACILITATOR

Skills and characteristics of a good facilitator

Characteristics of a good facilitator	Skills of a good facilitator *(Non-verbal facilitation skills)*
✓ Humble ✓ Generous ✓ Patient ✓ Understanding ✓ Accepting ✓ Inclusive ✓ An encourager ✓ An enabler ✓ Affirming of everyone's knowledge ✓ Sensitive to the needs of others ✓ Willing to learn from mistakes ✓ Dynamic motivator ✓ A good listener ✓ Good at summarizing others' ideas ✓ Confident ✓ Good communicator	✓ Look around the whole group; avoid looking too much at a specific individual ✓ Stand up when you speak, especially at the beginning of a session. Show you are feeling relaxed and confident by smiling and keeping your hands still ✓ Move around without distracting the group. Do not pace up and down or show your back too much ✓ Use gestures and actions to keep the group lively and focused or to show affection. Clap your hands to get attention or show someone has done the right thing

PREPARATION FOR FACILITATION (15 minutes)

Facilitator Instructions: Ask the participants to share experiences on:
   i) how to organize for facilitation;
   ii) conditions for successful facilitation;
   iii) managing challenges during facilitation sessions

Facilitator Notes: How to organize for facilitation
- Decide on the objective
- Choose the correct target group
- Mobilize target groups through radio talk messages, community volunteers, Community facilitators, role models to pass on this information, utilizing religious leaders through church/mosque announcements and sending information through local council and other community leaders

Successful facilitation

Choosing appropriate time, data, place/ venue	Materials and methods for facilitation activities: Early preparation of materials including a program, talking pints, tools to be used, choice of method of facilitation all influence the outcome of a facilitative activity

Challenges

Taking Control	Difficult questions	Managing conflict
Managing time	Involving all participants	Handling with dominant people
Working with shy people	Working with diversionary people	Working with perfect participant

FACILITATION TECHNIQUES

Facilitator Instruction: ask participants to list some facilitation techniques. As they list, ask them to rate whether the technique was effective or not and possible reasons why it was effective or not

Facilitator Guide

- **Brainstorming**

This technique encourages active and imaginative input from participants and taps into the knowledge and expertise of the participants. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or to generate information that can help jumpstart a topic.

- **Case Study**

This technique encourages participants to analyse situations that they might encounter and to determine how they would respond. A case study is a story written to provide a detailed description of an event and is followed by questions for participants to discuss.

- **Demonstration**

This technique is used to allow participants to watch how something should be done. A demonstration brings to life some information that has been presented in a lecture, discussion, or explanation.

- **Drama**

Drama can be an interesting, entertaining, and, most of all, effective way to get people to discuss and solve problems.

- **Field trips**

This technique allows participants to see how something is done first hand. Facilitator finds a place outside a session in which participants will begin to do these on their own.

- **Film shows**

Film shows and videos can be specially arranged for participants.

- **Fishbowl**

This technique provides a physical structure that allows participants on the 'outside' to see something being done on the 'inside'.

- **Games**

Games are structured activities that have a certain number of players, working in a special situation, to accomplish a task according to certain rules.

- **Ice Breakers/Energizers**

This technique is used to introduce participants to each other or to help them to relax, wake up, or recapture their wondering interest.

- **Lecturettes**

Lecturettes are short forms of lecture which are used to highlight key points of content. Lecturettes never last longer than 15 minutes.

- **Role plays**

This technique encourages participants to explore solutions to situations or problems under discussion.

- **Panel Discussions**

This technique allows participants to gather information on several new topics at a time from visiting 'experts' or 'authorities' in that field. It encourages critical and informed participant questioning and interaction between guest speakers and participants in exploring a given topic.

- **Peer Training**

This technique allows participants with expertise in a certain field to help in the training process and gives participants an opportunity to participate in hands-on training.

Active listening is a required skill for a facilitator. It involves giving full attention to the speaker and listening to learn another view without challenging or arguing. You may need to clarify your understanding of what the speaker explained. You may ask questions for further clarification.

Facilitator Instruction
1. Ask the participants to find a group of three: a speaker, a listener, and an observer
2. Speaker talks about "Education for all" for three minutes. A listener listens and repeats what was said. The speaker can elaborate or correct it
3. Take turns in the roles of listener and speaker. *(notes: take ten minutes for each round)*
4. Then ask participants to share their experience: is there a new point of view you came across? What strikes you most in listening to other participants? Are there any challenges or difficulties in speaking or listening?

Facilitator Guide

There are some key principles to facilitate all forms of dialogue process[40]

NEUTRALITY	TRUST BUILDING	FACILITATION	DEVELOPING QUESTIONS
Treat all the participants equally to be able to express their opinions or heard	create trust with the participants	you are not to solve the problem or not in a position of giving advice. The facilitator's role is to support a process, to help dialogue participants understand each other and explore the options	when a dialogue facilitator is prepared with questions to guide the conversation, it is likely to create a deeper conversation

Tips to share with Participants

Before the dialogue begins	⇒ Planning to organize dialogue - setting a goal and design the dialogue process
	⇒ Drafting Agenda
	⇒ Choosing the place and time
	⇒ Create a safe space: selecting participants (inclusion/exclusion) / education level / group, identify the size of the participants, safe environment – mutual space
	⇒ Set up chairs in a circle for interaction
	⇒ Share the information with participants (agenda and objective of the dialogue) at the beginning of the dialogue and identify goal and objectives
	⇒ Setting the ground rules with participants
	⇒ Clarify the differences between the dialogue and debate
	⇒ Pay attention to the cultural signals and power dynamics within the group/dialogue participants
	⇒ Remind the participants they are free to pass as needed

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[40] Adapted from Tint, B (Ed.).(2017). Diasporas in Dialogue: Conflict transformation and reconciliation in worldwide refugee communities. John Wiley & Sons; Lauterjung, J.(Ed).(2018). Community Dialogue Handbook. Karuna Centre for Peacebuilding.

During the dialogue	⇒ Accept feedback during the sessions and make the adjustment if needed
	⇒ Monitor the dialogue process and ground rules
	⇒ Encourage the quiet participants to speak up and manage the dominants
	⇒ Manage the heated emotions
	⇒ Make sure all participants understand the agreement if made
	⇒ Generate questions for deeper understanding
	⇒ Support the group

At the end of the dialogue	⇒ Ensure all the voices heard
	⇒ Monitor the challenges and changes you have seen
	⇒ Invite participants to reflect on the process and ask them to identify key concerns that need to be addressed in the future
	⇒ Debrief with co-facilitators for reflection and learning

ACTIVITY: REVIEW OF THE FACILITATION SKILLS (15 minutes)

Facilitator instruction: ask the participants to answer the questions below:

⇒ *What have you learned through the facilitation module?*

⇒ *What do you want to improve after the facilitation module?*

⇒ *What is your action plan to become a great facilitator?*

ACTIVITY: ONE THING YOU TAKE FROM THIS TOT (15 minutes)

Facilitator Instruction
- Go around the circle and ask each group member (including yourself): *'Name one thing that you take from this workshop today.'* Participants should sit in a semi-circle facing the flipchart and should be able to clearly hear each other.

- Write brief summaries of the statements on flipchart paper.

- Do not forget to name one thing yourself at the end.

- Encourage the group to give itself a clap to acknowledge the hard work that they have done.

ANNEX

MODULE ONE

ANNEX 1.1

Show a few photos with an illusion effect to the participants. Ask everyone or some what they see. The answers may differ from each other. Take away: People have different views and perspectives. Picture samples *(ambiguous photos/pictures via google search)*

ANNEX 1.2

Tool 1: The Conflict Tree [41]

Description: The conflict tree is a visualizing and sorting tool. The tree visualizes the interaction between structural, manifest and dynamic factors. The roots symbolize structural "static" factors. The trunk represents the manifest issues, linking structural factors with the dynamic factors. The leaves moving in the wind represent the dynamic factors.

Dynamic Factors: Dynamic factors include the form of communication, escalation level, relationship aspects etc. Working with dynamic factors involves a short time horizon; reactions to interventions are quick and at times unpredictable. Examples are diplomatic interventions, or multi track conflict transformation dealing directly with the form of interaction between the conflict parties. Quick money is often more important than big money when addressing dynamic factors.

Manifest issues: These issues are what the conflict parties want to talk about, the "topic" of the conflict.

Structural Factors: Root causes are the basic "reason" of the conflict. They are difficult to influence on a short time basis. If they are avoided, however, the conflict may pop up again later. This is the typical area for development cooperation, longer-term involvement and the prevention of structural violence (Human Needs Theory).

Aim: to initiate reflections on the links between root causes, manifest issues and dynamic factors; To differentiate the time horizons of various conflict transformation approaches.
Instructions:

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[41] https://css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Conflict-Analysis-Tools.pdf

1. Draw a picture of a tree, including its roots, trunk and branches – on a large sheet of paper or a flipchart.
2. Each person gets several index cards, on which they write a word or two, or draw a symbol or picture, indicating important factors of the conflict as they see it.
3. Invite people to attach their cards to the tree:
4. on the roots, if they see it as a root cause
5. on the trunk, if they think it is a manifest issue, a "topic" of the conflict
6. on the branches, if they see it as a dynamic factor influencing the conflict
7. Someone facilitates the discussion on where the factors are placed on the tree. There is no absolute "right" or "wrong". Placement of factors is partly subjective, may be different in different conflicts, and may change over time. Nevertheless, try as a group to create a common snapshot of the conflict as the group sees it.
8. People can visualize their own conflict transformation efforts (e.g. as a bird or worm) and place this on the tree in relation to the factors they are currently working on.
9. Discuss the links between root causes and dynamic factors and how to address these.
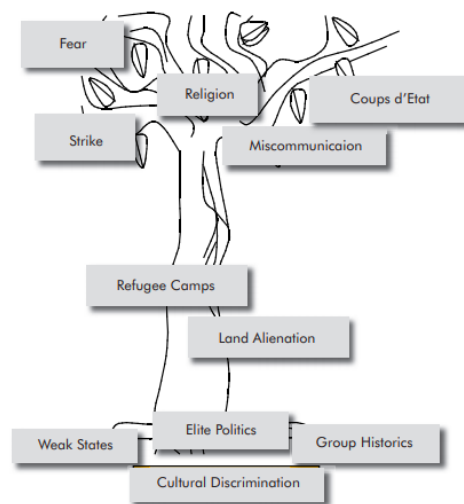
*After the exercises, each group will present their analysis to the plenary, and the facilitator will lead the discussion or questions and answers. (**30-40 minutes**)*

ANNEX 1.3

Actors Mapping/Conflict Mapping (Stakeholders) **[30 minutes]**

The actors mapping is a tool to present the actors in a given conflict. It is mainly used to highlight the nature of the relationship between different actors as well as the power alignment/position. It is a tool that is mostly used as a basis for other tools to follow.

To be kept in mind:

• To map all actors of a given context can be a very complex and time-consuming endeavour. It is important to focus on the area that is of interest for the particular analysis (i.e. local level, regional level, international level etc.).

• Do not forget to also map yourself or your organization as you are also part of the situation.

Tool 2: Conflict [42]

Description: Like a geographic map that simplifies terrain so that it can be summarized on one page, a conflict map simplifies a conflict, and serves to visualise:

1. the actors and their "power", or their influence on the conflict,
2. their relationship with each other, and
3. the conflict theme or issues.

A conflict map represents a specific viewpoint (of the person or group mapping), of a specific conflict situation (it should not be too complex), at a specific moment in time, similar to a photograph.
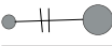
Aim:
- To clarify relationships between actors
- To visualize and reflect on the "power" of various actors
- To represent the conflict on one sheet of paper, to give a first conflict overview

Step by step instructions:

1. Decide on the conflict you want to analyse. Set the conflict system boundaries.

2. Form groups of two or more people. One can make a conflict map by oneself, but it is better in a group. If there are people in the group who know nothing of the conflict, they can help by asking clarifying questions, by being people the involved actor can talk to and test ideas on.

3. Take a large sheet of paper and draw the actors as circles on the paper, or on cards that can be pinned on a paper, the size of the circle representing an actors' "power". Do not forget to put yourself as an actor on the page as well if you or your organization is involved. List third parties as semi-circles.

4. Draw lines (see symbols below) between the circles representing the relationship between the actors.

5. In square boxes, or at the top of the map, list the main themes. For more details on each actor, use the Needs-Fears mapping tool.

6. Do not forget to add title and date to the conflict map, and if not confidential, also the name or organization of the person mapping.

Possible symbols used in conflict mapping

Symbol	Meaning	Symbol	Meaning
Circle	Circle = parties involved in the situation. The size of the circle symbolized the power of the conflict party in relation to the conflict. The name can be written in the circle.	Arrow	Arrow = predominant direction of influence or activity
Straight line	Straight line = close relationship	Zig zag line	Zig zag line = discord, conflict. Lighting bolts can be added to indicate hot events.
Double line	Double line = Very good relationship, alliance	Crossed out line	Crossed out line = broken connection
Dotted line	Dotted line = weak, informal or intermittent links	Half circles	Half circles or quarter circle = external parties, third parties
		Rectangular box	Rectangular boxes = issues, topics or things other than people and organizations

[42] https://css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Conflict-Analysis-Tools.pdf

Force-field analysis (Dynamics) **[20 minutes]**

Tool 3: Force Field Analysis
This tool is useful in identifying different forces influencing the conflict, which are either supporting (positive/driving factors) or hindering (negative/restraining factors) the implementing organization in their work to achieve a desired change. It is like the dividers and connectors tool which helps to understand the conflict context by identifying factors that bring people together (connectors) and factors that tear people apart (dividers).

To be kept in mind:
• Once the factors are identified, organizations might decide to assess in a second step the strengths and weaknesses of those factors.
• It does not only help to assess the positive or negative factors and their respective strength and weakness but also to determine ways of influencing them.

Description: The Force Field Diagram is a model built on this idea that forces both drive and restrain change in persons, habits, customs, or attitudes. It can be used at any level (personal, project, organizational, network) to visualize the forces that may work in favour and against change initiatives. The diagram helps its user picture the 'tug-of-war' between forces around a given issue. Usually, there is a planned change issue described at the top and two columns below. Driving forces are listed in the left column and restraining forces in the right column. Arrows are drawn towards the middle. Longer arrows indicate stronger forces. The idea is to understand and make explicit all the forces acting on a given issue.

Aim:
Investigate the balance of power involved in an issue; Identify the most important players (stakeholders) and target groups for a campaign on the issue; Identify opponents and   allies; Identify how to influence each target group

Instructions:
1. Describe the current situation
2. Describe the desired situation
3. Identify where the current situation will go if no action is taken
4. List all the forces driving change toward the desired situation
5. List all the forces resisting change toward the desired situation
6. Discuss and interrogate all of the forces. Are they valid? Can they be changed? Which are the critical ones?
7. Allocate a score to each of the forces using a numerical scale e.g. one = extremely weak, ten = extremely strong
8. Chart the forces by listing (to strength scale) the driving forces on the left and restraining forces on the right
9. Determine whether change is viable, and progress can occur
10. Discuss how the change can be affected by decreasing the strength of the restraining forces or by increasing the strength of driving forces
11. Keep in mind that increasing the driving forces or decreasing the restraining forces may increase or decrease other forces or even create new ones.

Force Field Diagram

Change Issue

| Driving forces | Restraining forces |

weak

weak

moderate

Strong force

Equilibrium

No change

Change
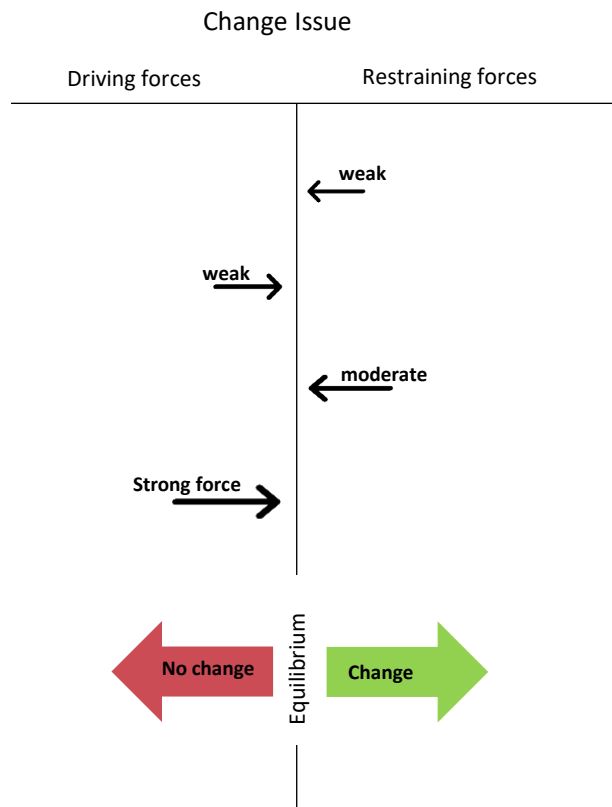
MODULE TWO

ANNEX: 2.1

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)

Adopted and opened for signature, ratification and accession by General Assembly Resolution 34/180 on 18 December 1979, entry into force on 3 September 1981, in accordance with article 27(1)

The State Parties to the present Convention, Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women; noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex; noting that the State Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights; considering the international conventions concluded under the auspices of the United Nations and the specialised agencies promoting equality of rights of men and women; noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialised agencies promoting equality of rights of men and women concerned, however, that despite these various instruments extensive discrimination against women continues to exist; recalling that discrimination against women violates the principles of equality of rights and respect ofr human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity; Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs; Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women;

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women' affirming that the strengthening of international peace and security, the relaxation of international tension, mutual cooperation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women; Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields; bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognised, the social significant of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole; Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women; determined to

implement the principles set forth in the Declaration on the Elimination of Discrimination against women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations;

Have agreed on the following:

PART I

Article 1
For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2
States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake: To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle; To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;
To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination; To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise; To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations,

customs and practices which constitute discrimination against women;

To repeal all national penal provisions which constitute discrimination against women.

Article 3
States Parties shall take in all fields, in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4
Adopted by State Parties of temporal special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.
Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5
States Parties shall take all appropriate measures: To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and all other customary practices that are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women; to ensure that family education includes a proper understanding of maternity as a social

function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it is understood that the interest of the children is the primordial consideration in all cases.

PART II

Article 7
States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right to vote in all elections and public referenda and to be eligible for election to all publicly elected bodies; To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government; To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8
States Parties shall take all appropriate

Article 6
States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Government at the international level and to participate in the work of international organizations.

Article 9
States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10
States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training; Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality; the elimination of any stereotyped concept of the
roles of men and women at all levels and in all

forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods; The same opportunities to benefit from scholarships and other study grants; The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women; The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely; The same opportunities to participate actively in sports and physical education; Access to specific educational information to help to ensure the health and well-being of families, including information

and advice on family planning.

Article 11

State Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular: The right to work as an inalienable right of all human beings; The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment; The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent trainings; The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work; The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave; The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures: To prohibit, subjects to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;

To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances; To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child- care facilities; To provide special protection to women during pregnancy in types of work proved to be harmful to them. Protective legislation related to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning. Notwithstanding the provisions of paragraph, I of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the postnatal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life to ensure, on a basis of equality of men and women, the same rights, in particular: The right to family benefits; The right to bank loans, mortgages and other forms of financial credit; The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

States Parties shall consider the particular problems faced by rural women and the significant roles that rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and shall ensure to such women the right: To participate in the elaboration and implementation of development planning at all levels.

To have access to adequate health care facilities, including information, counselling and services in family planning; To benefit

directly from social security programmes; To obtain all types of training and education, formal and non- formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency; To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self-employment; To participate in all community activities; To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes; To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

States Parties shall accord to women equality with men before the law. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. They shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals. States Parties agree that all contracts and all other private instruments of any kind with a legal effect that is directed at restricting the legal capacity of women shall be deemed null and void. States Parties shall accord to men and women the same rights about the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women: The same right to enter into marriage; The same right freely to choose a spouse and to enter into marriage only with their free and full consent; The same rights and responsibilities during marriage and at its dissolution; The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount; The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise their rights; The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount; The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation; The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

PART V

Article 17

For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a Committee on the Elimination of Discrimination against Women (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State

Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties that have nominated them, and shall submit it to the States Parties. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee. For the filling of casual vacancies,

the State Part whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

Article 18
States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures that they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:
Within one year after the entry into force for the State concerned; Thereafter at least every four years and further whenever the Committee so requests. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 19
The Committee shall adopt its own rules of procedure. The Committee shall elect its officers for a term of two years.

Article 20
The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee.

Article 21
The Committee shall, through the Economic

and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the

Status of Women for its information.

Article 22
The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

PART VI

Article 23
Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained: In the legislation of a State Party; or In any other international convention, treaty or agreement in force for that State.

Article 24
States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

Article 25
The present Convention shall be open for signature by all States. The Secretary-General of the United Nations is designated as the depositary of the present Convention. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 26
A request for the revision of the present Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations. The General Assembly of the

United Nations shall decide upon the steps, if any, to be taken in respect of such a request.

Article 27
The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Conventions shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28
The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession. A reservation incompatible with the object and purpose of the present Convention shall not be permitted. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 29
Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is

not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph I of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.

Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

Article 30
The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations. IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.[43]

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[43] https://www.ohchr.org/documents/   professionalinterest/cedaw.pdf

MODULE THREE

ANNEX 3.1

A voice for peace*: http://www.womensrights.asia/rfa_susanna_hla_hla_soe.html*

Trying to understand what propelled Susanna Hla Hla Soe, 49, to dedicate her life to the betterment of women in her country does not take long.

In theory, being a woman in Myanmar should be an enviable position.

Not only is the country home to one of the most revered democracy activists in the world, Aung San Suu Kyi, it has also held the status of women in high regard for centuries. Even in ancient times, Burmese women enjoyed legal rights and economic independence rarely seen among Asian women.

However, more than 50 years of military rule and ethnic conflicts have destroyed these freedoms. Many Myanmar women—particularly members of ethnic minorities—have had to endure not only discrimination but also rape, fear, and the breakdown of their families and communities under atrocious circumstances.

In the country's new climate of transition to democracy since 2011, women continue to contribute to every part of the economic fabric. They plant and harvest rice, drive heavy equipment on construction sites, manoeuvre buses in city traffic, and manage shops and restaurants.

However, according to the United Nations Development Fund (UNDP), only 18 percent of females over the age of 25 had a secondary education in 2010. "The main challenge for women today is the cultural and traditional belief that women are supposed to stay home. They are marginalized," explains Hla Hla Soe who is quick to point out that only 4 percent of members of parliament are female. "You can count on your fingers how many women have been chosen as village heads," she told Radio Free Asia (RFA) in December 2014. "We aim to have 30 percent of MPs be women. We need to work harder to reach that goal," she told RFA soon after running in the Yangon Municipal elections in December 2014—an election she lost to Khin Maung Tint, a man, because of "irregularities," she said. She is filing a complaint with the election commission.

Hla Hla Soe is a force to contend with, and she is being noted internationally for her dedication to alleviating poverty and bringing women's voice to the table—whether in peace negotiations, drafting new laws, or combating human trafficking. "She was paying attention to those issues when no one else was," says Khin Maung Nyane, deputy director of RFA's Myanmar service.

Born in Insein, in the northern suburbs of Myanmar's former capital Yangon where ethnic Karens have often settled, she was brought up with deep Christian values of charity. Her parents hosted foster children from the remote areas of Karen State to give them an education, and what was then a family tradition became a calling for her.

She earned a bachelor's degree and a master's in Zoology at Yangon University while volunteering for World Vision, a Christian humanitarian NGO dedicated to fighting global poverty.

Starting as a clerk, she became project manager and then rose rapidly through the ranks to top positions. World Vision also sponsored her education with leadership workshops and an MBA in NGO leadership from Eastern University, a Christian university in Philadelphia, in the United States. In 2003, she joined the newly founded Karen Women's Action Group (KWAG) to empower women in war-torn

Karen State. "We were just working with our bare hands, without any funding or assistance. We used money from our own pockets," she told the magazine Irrawaddy in 2013.

When Cyclone Nargis ripped through the Irrawaddy Delta in 2008, Myanmar's then-ruling military junta refused offers of international assistance and forbade NGOs access to the disaster area.

Undeterred, Hla Hla Soe led an emergency relief team to resettle families and rebuild their homes. "It was hard to build trust," she confessed to Irrawaddy four years later. "We were also afraid to speak to the media," she said.

During these same years, she came to learn of the human trafficking of local girls to neighboring countries, and she worked with her own government and that of China to follow the traffickers and bring the girls home.

She later founded a group dedicated to combating the trafficking of women and girls, though she recognizes today that "the problem has gotten worse."

In 2010, she became KWAG's executive director, and in 2012 she earned a humanitarian award from InterAction, a U.S. NGO dedicated to disaster relief, for her "extraordinary leadership." A wife and the mother of a teenage daughter, Hla Hla Soe has become a consummate advocate for women.

When President Obama traveled to Myanmar in 2012, she was able to hand him a letter, which read: "We do not have proper legal protection of women in our country. Today in Myanmar, a woman can be sold, forced into prostitution, and physically and mentally abused by family members."

Now she campaigns not only for a fair share for women in the administration of the country, but also for their place at the peace negotiation table. "We ethnic people have suffered from armed conflicts," she emphasized in her letter to Obama.

"We are happy about the peace process, but it needs to be transparent and inclusive," she wrote. Unbridled development is also a risk for Myanmar's ethnic groups, and Hla Hla Soe has clear views about this as well: "If someone asks, do you need electricity, we will answer yes," she said at a peace rally in Yangon in June 2014. "But not if our rivers fill with red sand." In her work with other women's groups in Myanmar, she chairs the Women's Organizations Network of Myanmar (WON), an umbrella group of local organizations. She is also a steering committee member of Women's Protection Technical Working Group, a network that includes United Nations agencies and other international NGOs working for the protection of women. And she is president of the Women's Peace Network, a local group of women activists headquartered in Yangon. Above all, Hla Hla Soe's quest is for peace in her country, which has such a painful history. "We are women, we are mothers, we are sisters," she said in Yangon while wearing a sky-blue shirt, a symbol of her call for peace.

"We don't want our family members losing their lives because of war. We want our children to be educated. We want to live happily with our children."

MODULE FOUR

ANNEX 4.1

FACILITATOR SELF ASSESSMENT LIST

Behaviours that Help	Behaviours that Hinder
listens actively	oblivious to group needs
maintains eye contact	no follow-up on concerns
helps identify needs	poor listening
gets buy-in	strays into content
surfaces concerns	loses track of key ideas
defines issues	makes poor notes
brings everyone into the discussion	ignores conflicts
uses good body language and intonation	provides no alternatives for structuring the discussion
uses good body language and intonation	no paraphrasing
paraphrases continuously	gets defensive
provides feedback	puts down people
accepts and uses feedback	let a few people dominate
checks time and pace	never asks "How are we doing?"
provides useful feedback	tries to be the centre of attention
monitors and adjusts the process	let the group get side-tracked
asks relevant, probing questions	projects a poor image
keeps an open attitude	uses negative or sarcastic tone
stays neutral	talks too much
offers suggestions	does not know when to stop
is optimistic and positive	ping-pongs ideas around
manages conflict well	
takes a problem-solving approach	
stays focused on process	
makes accurate notes that reflect the discussion	
looks calm and pleasant	
is flexible about changing the approach used	
knows when to stop	

Source: Facilitating With Ease, Ingrid Bens © 2000

Annex 4.2

Key components of campaigns and variations

Key	Variations
Message	One message or several – All together or separately
Audience	National
Strategy	Launch
	Focal days such as anniversary or Memorial Day
	A national preparedness day or week
	Awards or competitions
	Demonstrations
Timing	Length: short term or long term
	Duration: year round or seasonal
	Frequency: one off or recurring

Campaign planning overview

Campaign name: …………………………………………………………………………………….

Coordinators: …………………………………………………………………………………………

Duration: ……………………………………………………………………………………………..

Overview: ……………………………………………………………………………………………….

Goals and objectives: ……………………………………………………………………………

Campaign messages………………………………………………………………………………

Target audiences: …………………………………………………………………………………….

Communication strategy: ………………………………………………………………………

Partners and responsibilities: ………………………………………………………………

Budget and in-kind contributions: …………………………………………………………….

The advantages and disadvantages of campaign approach

Advantages	Disadvantages
• Reaches the largest numbers of people with standard messages • Attracts mass media attention • Builds on strengths of all partners	• Must be carefully planned and thorough • Requires excellent organization • Requires strong support of partners • Stamina is required • Campaigns should not end until they succeed

Participatory learning

People are especially motivated by approaches in which they themselves participate in a solution, and especially when they believe it is their own idea. The focus of participatory learning is to engage people in discovery and problem solving for disaster risk reduction. This involves using language, stories, songs and traditions to strengthen the emerging culture of prevention.

This is typically accomplished through:

• action-oriented research such as vulnerability and capacity assessment

• disaster management planning

• implementing risk reduction measures

• monitoring and improving on plans through drills and simulations

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