

Strategic Initiative
for Women in the
Horn of Africa



SIHA Network

The Feminist Peace Lab Training Manual



Canada 

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ABBREVIATIONS

AU	The African Union
BPA	Beijing Declaration and Platform for Action
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRSV	conflict-related sexual violence
DDR	Disarmament Demobilization and Reintegration
FPL	Feminist Peace Lab
GBV	Gender-based violence
GHoA	Greater Horn of Africa
IDP	Internally displaced person
IGAD	The Intergovernmental Authority on Development
LAP	Local Action Plan
NAP	National Action Plan
NGO	Non-governmental Organization
OR	Operating Room
PCR	Post-Conflict Reconstruction
SDG	Sustainable Development Goals
SGBV	Sexual and Gender-based Violence
SIHA	The Strategic Initiative for Women in the Horn of Africa
SSR	Security Sector Reform
UN	The United Nations
UNSCR	The United Nations Security Council Resolution
WRAP	Women Reclaiming their Agency in Peacemaking

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GLOSSARY

Sex – The biologically defined and genetically acquired differences between females and males, according to their physiology and reproductive capabilities.

Gender - The socially constructed roles ascribed to women and men and other gender identities as opposed to their biological and physical characteristics. Gender refers to men's and women's socially constructed characteristics and roles. Individual identity is related to this construction.

Gender Roles - The different tasks, responsibilities, norms, and expectations defined and allocated to women, men, girls, and boys by society.

Gender Equality – When women and men have the same rights, responsibilities, and opportunities and equal consideration of their interests, needs, and priorities. Gender equality does not mean that men and women are the same but that no one faces discrimination based on gender.

Intersectionality - The Oxford Dictionary defines intersectionality as “The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.” Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression, and we must consider everything and anything that can marginalise people: gender, race, class, sexual orientation, and physical ability.

Inclusive Peace – The idea that all stakeholders in a society should have a role in defining and shaping peace.

Sexual Violence - According to WHO, sexual violence is “Any sexual act, attempt to obtain a sexual act, unwanted sexual comments, or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.”

Peacebuilding - The set of activities aimed at preventing a relapse of conflict by strengthening national capacities and ownership for conflict mitigation and management at all levels

Security Sector Reform (SSR) - The UN describes SSR as “A process of assessment, review, implementation, monitoring, and evaluation led by national authorities with the enhancement of effective and accountable security for the State and its peoples without discrimination and with full respect for human rights and the rule of law.”

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

Disarmament Demobilization and Reintegration (DDR) - A process that contributes to security and stability in a post-conflict recovery context by removing weapons from the hands of combatants, taking the combatants out of military structures, and helping them to integrate socially and economically into society by finding civilian livelihoods.

Influencing - Systematic efforts to bring about structural change.

Influencing Strategy – The overall plan to bring about change in the legal framework, policies, practices, and social norms.

Strategies – The broad approaches to achieve the overall goal and related objectives.

Examples of strategies: the strengthening of civil society to have voices heard and changing the policies and practices of governments.

Tactics – Specific types of actions and activities as part of a strategy.

Examples of tactics include lobbying, direct advocacy, and research and policy development.

Lobbying and Direct Advocacy – are examples of influencing tactics, which involve direct engagement with decision-makers and power holders, such as lobby meetings.

Note: You may see lobbying and advocacy used by others as general terms to describe influencing, but here they are used as specific types of influencing tactics.

Civic space: Civic space is the bedrock of any open and democratic society. When civic space is open, citizens and civil society organizations can organize, participate, and communicate without hindrance. In doing so, they are able to claim their rights and influence the political and social structures around them. This can only happen when a state holds by its duty to protect its citizens and respects and facilitates their fundamental rights to associate, assemble peacefully, and freely express views and opinions. Key elements of civic space include:

1. The right to freedom of association.
2. The right to freedom of peaceful assembly.
3. The right to freedom of expression.

Coalition – “A group of individuals and/or organizations with a common interest who agree to work together toward a common goal.” A coalition is an effective way of organizing that shows a major commitment to addressing an issue and brings together diverse knowledge, skills, expertise, and passion.

INTRODUCTION

Women Reclaiming their Agency in Peace-making (WRAP)

In seeking to advance women's contributions to decision-making, the WRAP program builds on a key lesson learned, which is that women's engagement in the peace and security sector needs to occur within a broader women's rights agenda, addressing Women, Peace, and Security issues concurrently with women's rights in general. This project builds on a theory of change that proposes that it is not enough to bring women to the table in peace negotiations. Women need to be set up to succeed by strengthening their capacity, broadening and diversifying their networks, and establishing and enhancing public support for their agendas.

The Feminist Peace Lab (FPL)

The FPL is a collective platform and resource for WPS activists and practitioners that provides flexible support through training, mentoring, coaching, and information sharing. The FPL is ultimately a community that creates cross-learning opportunities and the potential for collective action and support on critical WPS issues. The FPL provides spaces for the regional network to share knowledge, experiences, and lessons learned.

WHY a training manual?

The training manual is meant to be a resource for WPS practitioners in the region who are seeking tools and guidance in transferring skills and knowledge to emerging WPS activists or practitioners. The training manual is divided into modules that can be used independently or collectively and adapted to the needs and context of a particular setting and participants. The training manual approaches learning as a collective experience that draws from the practical understanding and experiences of the participants while building networks and connections across groups and geographies.

WHO is this manual for?

This training manual is designed as a resource to guide women working in the field of Women, Peace, and Security in the Greater Horn of Africa region who seek to localize and contextualize the WPS framework. The modules are designed to strengthen the capacities and enhance the knowledge of women working at the grassroots and national levels to advocate inclusive peace.

AT A GLANCE

What's inside?

This manual contains 5 modules.

Module 1: Unpacking the Women, Peace and Security (WPS) Framework

This module on WPS aims to provide a basic understanding of the WPS agenda and help participants to explore the notion of peace and security from a feminist standpoint. The module contains several exercises to help participants expand their understanding of the WPS agenda by studying it critically from their own personal and contextual points of view.

Module 2: Towards a Transformative WPS Agenda

This module is structured to encourage participants to think creatively about the WPS agenda (visioning) before providing content and analysis (successes and critiques etc.). Participants need to connect these exercises with exercises from Module 1. For example, the exercise from the previous module, in which participants explored their personal definitions of peace and security, can inform the visioning exercises in Module 2.

Module 3: Reclaiming the WPS Agenda

This module builds on the previous two modules, which have mapped out the global Women, Peace, and Security (WPS) agenda and outlined where it stands today. Importantly, this module encourages participants to engage more deeply with the WPS agenda in their respective contexts at the community and national levels. This module encourages participants to reflect on their current efforts relating to women's rights, peace, and security and to situate these within the WPS agenda to consider the benefits of framing their efforts in this manner.

Module 4: Feminist Approaches to Post-Conflict Reconstruction and Peacebuilding

This module aims to enhance the participants' understanding of critical post-conflict processes and to spark a discussion about how feminist perspectives can transform the outcomes of peacebuilding and reconstruction and impact the lives of women and girls.

Module 5: Influencing for Change

This module explores how change happens, and it strengthens participants' knowledge and skills to effect change. It introduces various tools that participants can use to explore the core problems on which they want to work, identify practical solutions, and build an influencing strategy. The aim is that participants will have the skills to make change happen at the level(s) they choose whether within their local communities or at the national level.

PRACTICAL CONSIDERATIONS

Do I have to follow the sequence presented in the manual?

This training should be conducted over a five (5)-day period, but the content is flexible and adaptable. Although the modules and activities build on one another, some of the sessions can be moved around, condensed, expanded, or skipped if you are pressed for time. As the facilitator, you have plenty of room to design different learning pathways that take into account contextual factors, your teams' skills and capacities, and the needs of your target audience. You will find tips and experience/knowledge ratings that can help guide you in deciding which sessions to prioritize.

Note: to create an environment conducive to learning and sharing, we recommend keeping the number of participants to a maximum of 20 per training.

Methods

The manual makes use of interactive approaches to the greatest extent feasible to maintain the group's interest and encourage learning via experience sharing. Smaller group exercises tend to increase learning and allow participants to evaluate material and ideas for themselves, but this may be time-consuming. Learning techniques that engage all the groups often save time. Combining the two is usually a smart idea. You can modify and change the ways of delivery depending on the available time and human resources.

Facilitation Team

To deliver engaging sessions that meet the training objectives, you need to build a dream team! Ideally, there will be a lead facilitator and 1 or 2 co-facilitators, preferably two. As facilitators, you should aim to complement and build on your expertise, knowledge, and facilitation skills to deliver seamless training. Before the training, have a frank conversation to discuss the roles and expectations of each team member, and have a clear plan of action for each session. Make sure to check in with each other regularly. At the end of each training day, organize a debrief session to discuss how the day went and what can be improved/is required for the next day.

Additional Resources

Facilitator notes and resources are provided within each module. If you have access to a laptop and a projector, you can also use PowerPoint slides. In addition to the content in the manual, you will find links to supplementary learning materials and resources.

FACILITATORS' NOTES

What's your role?

Facilitation is a balancing act. As facilitators, you will wear many hats and take on different roles, including:

- Creating a welcoming and safe environment.
- Building a sense of community where every member feels seen, heard, and respected.
- Encouraging mutual learning and experience sharing.
- Pivoting and tailoring content to meet the participants' needs and learning styles.
- Being the main contact point in case of issues or questions for the duration of the training.

How can you prepare?

Before the Sessions/Training

- Context is queen! Understand the context, review the training objectives, and adapt the content. The manual provides content for 5 days, so if your training is shorter, you should select only the most relevant modules and activities.
- Try to get a detailed participant list beforehand - name, organisation and role, relevant experience/background, such as whether they have been engaged in activism. This will allow you to get a better sense of the group's composition and allow you to tailor the content and moderate the discussions.
- Review your session plan and practice your delivery as a team.
- Ensure that all required materials, supplies, and handouts are available and accessible before the session begins.

The day of the Sessions/Training

- Arrive early so you can check the setup of the room and ensure that everything you need is available.
- Ensure that stationary, pens, and papers are available for all participants.
- Set the stage by introducing yourself and the organization and summarizing the project's main objectives.
- Allow the participants to define the ground rules of the discussion and write them down on the flip chart (avoid interrupting other participants, avoid side talk, put phones on silent, create a safe and respectful space, confidentiality, etc.). These rules will guide you throughout the training, and in case of any issues, you can remind participants of the agreed rules.

After the Session/Training

- Each module ends with a feedback/evaluation exercise. It is important to end each day with one of these exercises to get immediate feedback on what is working well and whether anything needs to be adapted for the following day.
- After the discussion ends and together with the participants, write a summary of the most salient points – the key takeaways. Ask the participants if there is anything you might have rushed through or anything they might want to add.
- Ask if there are any topics that they wished would have been covered.
- While the discussion is still fresh in your mind, so the nuances of the discussion are not lost, organize a debrief session with the facilitation team.



- **Be flexible:** Things will change during the course of the day/training. You might not have enough time to cover all the content you set out to present. Use your judgment to decide what to prioritize and what to skip. Try not to get flustered. Workshops rarely run like clockwork, and that is okay!
- **Remain neutral:** Participants will feel more comfortable contributing to the discussion if they feel that all opinions are heard and taken into consideration and that no judgment is passed. Avoid nodding in agreement or shaking your head in disagreement. Be aware of your body language (raising eyebrows, frowning, etc.).
- **Be open and non-judgemental:** Participants will feel more comfortable contributing to the discussion if they feel that all opinions are heard and taken into consideration and that no judgment is passed. This is particularly important in a training such as this, where sensitive and personal topics may be discussed. Take care to listen open-heartedly to participants and thank them for their contribution without sharing your own opinion. Sometimes participants have differing viewpoints. Use your judgment to give space for prickly topics to be discussed, gently reminding participants of the agreed training rules (respect, confidentiality).
- **Ensure** that everyone in the group has a chance to speak.
- **Manage the discussion** when one or two respondents dominate the discussion. Remember that some participants may prefer to speak 1-1 or in smaller groups. Use diverse exercises to ensure everyone can confidently contribute.
- **Be mindful** of the time and try not to exceed the allotted discussion time. Encourage collective responsibility for timekeeping. Let participants know if time is short and ask them to support each other to arrive at sessions on time and to be concise in group discussions. You could use a mindfulness timer during group discussions or when asking everyone in the group to share something. Find a gentle stopwatch ringtone on your phone and agree on a set time for each participant to contribute. When the alarm goes off, it is not telling participants that they have to stop, but it gently notifies them of how long they have been speaking.
- **Disputes and conflict are unavoidable.** There can be disputes within the group or domination by one or two participants. Hearing from only one or two people defeats the purpose of the assessment. You may interject by saying, "Thank you, what do other people think?" You could also frame the discussion in a way that addresses participants who have not yet had a chance to speak.
- **Keep an eye** out for non-verbal cues, conflicts, and who is and is not participating in the discussion. Check in with participants often.
- **Be mindful of individual needs and plan for an inclusive environment:** Try and design or adapt activities to meet the different needs within the group. Some needs may be more visible, others less so. At the start of the training, ask participants to share their specific needs.
- **Try to carve out 10-15 minutes at the end/beginning of each day** to go through 1-2 ideas/concepts that were not addressed in the body of the training due to time constraints.

SETTING THE SCENE

3 Hours

This introductory module allows you to set the scene and the tone for the remainder of the training. The **purpose** of this module is to provide an overview of the project (Why the FPL?) and give the participants a sneak peek of the training. From the introductory session, you can get a better sense of who's in the room, what they expect from the training, and what you can offer them to meet their expectations.

Sessions

- Session 1: Introductions (1 hour)
- Session 2: Key Concepts (1.5 hours)
- Session 3: What next? (30 minutes)

Key Concepts

- Agency
- Feminism
- Peace and Security
- Conflict
- Intersectionality

Required Materials

- Flipchart
- Markers
- Sticky notes
- Pens
- Notepads
- Tape
- equired Materials



SESSION 1: HELLO!

1 Hour

Why?

Introduce yourself, the organization, and the project. It is important for participants to get acquainted and have a better sense of the objectives and expected outcomes of the training. Understanding the participants' expectations allows you to tailor the content and delivery methods and help them work toward their goals.

What do you need?

Having a flip chart handy is always a good idea. You will also need sticky notes, notepads, pens, and markers. **Before the session**, write the following on separate sheets of flip chart paper: **Our Rules, Learning Teams**. Divide the **Learning Teams sheet** into 4: **Validation Team, Motivation Team, Norm-keeping Team, and Time-keeping Team**.

How?

10 Minutes	Start by introducing yourself/yourselves. Since some people might not be familiar with SIHA or its work, you can give a brief overview of the organization and the Feminist Peace Lab (script). If there are any housekeeping announcements (breaks, restrooms, reimbursements, etc.), make them before the introductions round.
10 Minutes	Introductions Ice breaker(s) <i>Feel free to use the ice breakers with which you are more comfortable.</i> If you need inspiration, check out sessionlab's icebreakers . Getting to know each other Using a mindfulness timer, allow the participants 1 or 2 minutes to introduce themselves. They can share their name, if and how they are involved in any efforts concerning women's rights and/or peace and security (professionally, as an activist, or in any other way). If relevant and if the group agrees, you can also share a participant list, including organizations and roles.
8 Minutes	Overall Objectives of the Training You can project the objectives or write them on the flipchart. Explain that we hope the training will: <ul style="list-style-type: none">• Enhance technical knowledge on feminist approaches to peacebuilding and foster engaging discussions on the Women, Peace, and Security framework.• Strengthen women's capacities to confidently leverage knowledge and tools to operationalize strategies, build coalitions, and advocate for an inclusive peacebuilding agenda.• Provide a platform for discussion as well as information and experience sharing In sum, the participants should leave the training equipped to continue creating change for women's rights and peace. Ask participants if they are clear about the objectives and whether they have any questions. Try to keep to time. If there are questions that can be addressed towards the end of the session/day, put them in the questions box.

25 Minutes

My Expectations, Our Rules

Participants need to agree on a set of rules to guide the training. Ask participants to list several ground rules and remind them that these rules will be posted and referred to for the duration of the training. If participants do not raise it themselves, discuss whether “respect for one another and respectful listening” can be included in the rules. Find out what the participants need for a safe, inclusive learning environment. Consult with the group regarding confidentiality, sensitive topics, and personal experiences to be discussed during the training. Once you have agreed on the rules, divide the participants into equal groups. You can divide them randomly (draw a piece of paper), assign them numbers, or divide the room into quadrants. You can ask participants if they want to pick a name for their group. Let them know they will work in the same group for most of the group activities, but they will have an opportunity to collaborate with other participants throughout the training. (5 minutes)

Explain the Learning Teams to the participants:

- The validation team has to take notes about the key discussion points and provide a summary either at the end of the day or on the next day.
- The motivation team is tasked with energizing the group whenever they feel the energy is low or people are finding it hard to concentrate.
- The norm-keeping team reminds participants to respect the ground rules.
- The time-keeping team ensures that everyone, including the facilitator, keeps to the allotted time.

Allow each group to volunteer for a learning team and tell participants that the learning teams will change every day. (8 minutes)

Expectations

Understanding the participants’ expectations is essential to training effectively. These are some suggested activities:

1. Ask participants to write or draw their expectations for the training (what they hope to learn, what they hope to get out of it) on sticky notes and fold them. Pass a box or any container and ask participants to place their sticky notes inside. You can either pick random papers and read them or ask participants to choose a paper and read it out for the group. In the case of drawings, comment on what you see in the drawing and then ask the participant who drew it to explain further. *It helps to keep these expectations in full view throughout the training so you can check with participants to see if their expectations are being met.*
2. **Divide a flip chart sheet into 4 quadrants.** In Quadrant 1, write The Training, Quadrant 2: The Trainer, Quadrant 3: From Yourself, and Quadrant 4: Other Participants. Write ‘What do you expect from...’ on the flip chart and explain to participants that they can write their expectations on sticky notes and stick them onto the sheet. You can read out 2 to 3 expectations from each quadrant. *This activity shows participants that their roles and contributions are central to the training.*

	<p>3. Hopes, Fears, Contributions</p> <p>Divide a flip chart sheet into 3 columns: Hopes, Fears, and Contributions. Give participants different coloured sticky notes and explain that in the hopes column, they can write their expectations and what they hope to get out of the training. In the fears column, they can write down any concerns. In the contributions column, participants can think about what they bring to the group in terms of skills, knowledge, experience, talents, etc.</p> <p>Debrief</p> <p>Review the list and explain how the training addresses some of their expectations. Sometimes, expectations are not in line with the training objectives. If there are expectations that cannot be met, explain why and let them know that you have taken note, and you can discuss or explore opportunities to meet these expectations.</p>
<p>5 Minutes</p>	<p>Wrap-Up</p> <p>If you have access to a projector, show participants the illusion pictures. Ask people to share what they see. Some people will see the bigger picture. Some will see the parts but not the whole. Others will see things that are not obvious at first glance.</p> <p>During the training, participants will be introduced to familiar and unfamiliar concepts. They will engage in discussions, and inevitably, opinions will diverge. Remind participants that we all process things differently. We have different perspectives, and sometimes people might see things that we do not. There are no right and wrong answers. The experience, skills, and knowledge we bring to the room shape our worldviews. The training offers an opportunity for mutual learning, experience sharing, and imagining alternative futures.</p>

SESSION 2: WHAT DOES THAT MEAN?!

1 Hour

Why?

Gender, Gender Equality, Patriarchy, Agency, Feminism, Peace, Security, Intersectionality, and Feminist Peace are all terms that you will refer to constantly throughout the training. Try not to operate under the assumption that participants are familiar/unfamiliar with these terms. Ask them and learn from their conceptualizations. The goal is to ensure that all participants are on the same page. You might also want to encourage discussions on what these terms mean to them in their day-to-day lives.

What do you need?

Flip charts, notepads, pens, sticky notes, markers, and posters. **To save a bit of time**, write the key concepts you are covering on separate sheets of the flip chart **before the session**.

How?

45 Minutes	This part of the training can be adapted to your target audience's needs. For example, you can start with a brainstorming or concept-mapping activity and ask the participants to define the above concepts in their own words. Start by asking questions such as: What does agency mean? What does power mean to you? What do you think feminist peace means?
15 Minutes	Debrief Ask participants what they learned, what surprised them, and whether there are concepts that are still not clear to them. Add the questions and comments that cannot be addressed during the session to the parking lot and allocate time during the course of the training to further explore these crucial concepts.

SESSION 3: WHAT NEXT?

30 Minutes

Why?

Present your training blueprint. Participants will want/need to know what will be covered in the days ahead. This would also be a good time to ask participants if they have any questions or need clarification. The feedback will help you adjust your training plan accordingly.

What do you need?

Flip charts, notepads, pens, sticky notes, markers, and posters

Before the session, print the training agenda and the pre-test questionnaire.

How?

15 Minutes	<p>Training Agenda and Pre-Training Survey (8 minutes)</p> <p>You have discussed the objectives, explained and defined some key concepts, and now it is time to walk the participants through the roadmap for the entire training. You do not have to read out the agenda session by session. Present the highlights: main themes, start and end times, number of breaks, and flag any activities that require preparation. Check if participants have questions and ask them to validate the agenda. Explain that the agenda might change but that you will provide updates along the way.</p> <p>Pre-Training Survey (7 minutes)</p> <p>Hand out the pre-training questionnaire and explain that it is not a test. Explain that the questionnaire allows the facilitators and SIHA to measure learning and adapt the training content to improve the overall experience. Be aware that you might have illiterate participants or participants with disabilities who require the facilitators' assistance. If you were unable to get to know your audience beforehand, you can ask if anyone needs assistance.</p>
10 Minutes	<p>Q&A or Energizer</p> <p>Ask if participants have questions, concerns, or suggestions. If there are no questions/issues and you have time to spare, ask the motivation team to do a quick energizer before you wrap up this part of the training.</p>
5 Minutes	<p>Wrap-Up</p> <p>Recap the training objectives and summarize the key points from the session. Alternatively, you can ask the validation team to present a summary of the session, but you would need to let them know beforehand. Remind participants that this is not the end but rather the beginning of a long and continuous discussion on feminist approaches to peace and security.</p>

MODULE 1

Unpacking the WOMEN, PEACE, AND SECURITY Framework

Water Scarcity & Social Conflict



Estimated Time: 5 Hours

Target Audience

Module I can be tailored to a variety of audiences, professionals with more knowledge and involvement in WPS issues, and those who are new to the WPS Agenda at the community level. You can choose to present technical content and activities, such as the Operating Room, to more knowledgeable audiences.

Introduction

The launch of the United Nations Security Council Resolution (UNSCR) 1325 (2000) and the subsequent nine resolutions on Women, Peace, and Security (WPS) provided an important framework for gender justice and inclusion, by recognizing the unique needs, perspectives, and agency of women in conflict and peacebuilding contexts.

While there is much to celebrate about the WPS agenda, there are limitations in the agenda's scope. Even if the agenda was fully implemented, it might not lead to gender-equitable and sustainable peace.

Some argue that the WPS agenda is not meant to lead to conflict prevention but to make conflict safer for women. Gendered inequality, militarised masculinities, and exclusionary power structures inhibit the sustainable prevention of violent conflict, inclusive participation in peacebuilding, the protection of all civilians, and gender-sensitive relief and recovery. Hence, it is necessary to examine the WPS agenda critically and nudge it toward a more transformative approach.

About This Module

The module on WPS aims to provide a basic understanding of the WPS agenda and help participants to explore the notion of peace and security from a feminist standpoint. The module contains several exercises intended to help participants expand their understanding of the WPS agenda by studying it critically from their own personal and contextual points of view.

The module consists of three sessions and team-building activities.

Session 1: Overview and Introduction to Feminist Peace (90 minutes)

Session 2: The Gender Cost of Conflict (60 minutes)

Session 3: Unpacking the WPS Framework (120 minutes)

Teambuilding and Closing (30 minutes)

Objectives

1. To provide the participants with a brief synopsis of the WPS framework, expand their knowledge of the four pillars, and clarify the responsibilities of the various players.
2. To enhance the participants' skills in advocating a feminist approach to the women's peace and security agenda.
3. To increase participants' understanding of the differentiated impact of armed conflict on women and girls and their undervalued potential in supporting peace stability and conflict resolution.
4. To sensitize participants about the importance of adopting the WPS agenda.

Required Materials

- Flip chart stand, and flip chart paper
- Different colour marker pens, blackboard, blackboard duster, and chalk
- Handouts

- Stationary (notebooks, paper, pens, post-it notes, meta cards, cello tape, **masking tape**, scissors)

Trainer's notes



- The target group's level of knowledge and experience will vary, so the facilitator must prepare in advance to tailor the training to the group's needs.
 - The sessions that offer technical information should be delivered at the beginning of the day when the group's attention and energy levels are the highest.
 - Use interactive and hands-on activities that encourage experience sharing and engagement. Activities such as group work, role-playing, and group discussion tend to maximize participants' learning experiences.
- The module provides activities for relaxation and focus, such as icebreakers, energizers, affirmations, and meditation sessions to keep participants engaged and enjoying while learning.

SESSION 1: INTRODUCTION TO FEMINIST PEACE

90 Minutes

Why?

The first part of the session is intended to provide the participants with an overview of the module and introduce its learning objectives. To establish the tone of the training, the second part of the session discusses the concept of feminism and a feminist perspective on the WPS agenda.

How?

10 Minutes	<p>Overview</p> <p>Introduce yourself and welcome the participants. Present the facilitation and support teams for the day.</p> <p>Hand out the agenda for the day. Explain how the day flows in terms of session times, breaks, and lunch. Make any necessary logistics announcements.</p> <p>Overview: Present the module's overview and learning objectives (See PPT slides 1 to 7).</p> <p>Set up the learning teams for day one: a) remind the participants of the roles and duties of each learning team and b) ask participants to volunteer for a team.</p>
30-80 Minutes	<p><i>If you introduced feminism as part of the key concepts during the introductory sessions, you can skip to the feminist peace section. Otherwise, start with the feminism line-up activity first.</i></p> <p>Activity 1: Feminism Line-Up (30 minutes)</p> <ol style="list-style-type: none">1. Make three long lines on the floor using masking tape.2. Describe the purpose and process of the exercise. Reassure people that the objective of the exercise is to understand the group's ideas of feminism and not to judge their ideas because there are many perceptions of what feminism is.3. Ask the participants to stand along the line according to their knowledge of feminism. For instance, those who know a good deal about feminism stand at one end, those who know something about feminism stand in the middle, and those who know little or nothing at the other end.4. After they position themselves, ask some participants why they placed themselves where they did on the continuum. What do you know about feminism? What do you think it is?5. In the three clusters, ask the participants to discuss the following questions:<ul style="list-style-type: none">• What are your main ideas about feminism? Where did you learn them?• What do you like and dislike about feminism?• What do you have in common with what you like and dislike?• How might these ideas of feminism be relevant or not to our lives?

6. Everyone returns to their seats and forms a circle. In the plenary, open a conversation about what you have learned from the discussion. What is feminism, and why does it matter?

7. Record answers on a flip chart.

Note: Certain levels of trust are needed to create an open and accepting environment that helps people explore different perceptions of feminism without fear of judgement.

Wrap-Up: provide a synopsis of the group's reflections, followed by your reflections. For example:

- Feminism is a range of socio-political movements and ideologies that aim to define and establish both men's and women's political, economic, personal, and social equality.
- Emphasize that there are many versions of feminism and many kinds of feminists who have contributed ideas to an ongoing history of struggle and resistance. These ideas and activism continue to bring about a profound change in power relationships in the world that encourages greater equality, justice, and dignity for all.
- Recognize that feminists are not all the same, just as women are not all the same. We want to recognize the different knowledge and ideas that we all bring to our work and lives. By sharing, we deepen our thinking and understanding. Some people may identify themselves as feminists, and some may not, but we must be clear on our definition and what factors influence it.
- Feminism is the drive to achieve rights and equality for women in social, political, and economic life.
- Feminism is not anti-men but is against sexism and the patriarchy: the structures, beliefs, and practices that shape and maintain the subordination and oppression of women.
- Feminism reveals and challenges the social construction of gender roles, norms, and power relations in all social institutions, including family, work, politics, and religion.

30 Minutes

Peace and Security

Activity 2: Think- Pair- Share

Purpose: To allow the participants to relate the concept of peace and security to their past knowledge, personal experience, and views; to enable them to integrate the information in this module into their life.

Process

1. Write two questions on a blackboard, flip chart, or use a projector: a) How do you define peace? b) What does security mean to you?
2. Ask the participants to reflect on the questions and jot down their responses.
3. Ask the participants to quickly form small groups of 2 to 4 people. Discuss and summarize the group's responses on meta cards.
4. Re-group and solicit responses from all the small groups. (7 minutes)
5. Sort and post the summary of the group responses on the wall. You can ask the validation team to do this step after the end of the session.

	<ol style="list-style-type: none"> 6. As a facilitator, please briefly unpack the dichotomies of negative peace (absence of war) vs. positive peace and state security vs. human security 7. Prompt the participants to reflect: In your context, do actors such as the government and international organizations focus more on the state or human security? Negative or positive peace? Why is that? 8. Collect responses, summarize, and conclude.
<p>20 Minutes</p>	<p>Activity 3: Group Discussion</p> <p>Purpose: To familiarize the participants with the feminist perspectives on the peace and security agenda.</p> <p>Process</p> <ol style="list-style-type: none"> 1. In preparation for the group discussions, set up the chairs in a circle and remove any tables. 2. Introduce the topic: A growing body of research contends that a feminist approach to peacebuilding may hold the key to unleashing the full potential of the WPS agenda to achieve transformative peace for women and girls in Africa. The patriarchal barrier, public/private domain dichotomy, and ideas of women’s position in society contribute to the post-conflict context and severely limit women’s political agency and involvement in peace and security efforts. The WPS agenda has a better chance of success if it targets and overcomes the gendered power structures that lead to the exclusion of women from peace processes. 3. Clarify the purpose of the group discussion and set the rules for talking (time allocated for each person, not interrupting each other, raising a hand before speaking, etc.) 4. To keep the discussions on track, list the questions on a flipchart and place them in a visible place: <ul style="list-style-type: none"> • What does feminist peace look like? • Why do we need a feminist approach to attain sustainable peace? <p>Note: recall and connect some of the points raised by participants in activity 2. drawing on the similarities/differences between their definitions/perspectives and those of feminist peace.</p> <ol style="list-style-type: none"> 5. Ask the first question, then collect responses and summarize them on a flip chart. Proceed to the next question. Note: It is a good idea to have someone assist you with the flip chart writing so that you can maintain focus and presence during the discussions.

6. Wrap-Up: Provide a synopsis of the group reflections followed by your impressions.

- Despite implementation and scope constraints, the WPS agenda has already embodied and catalysed a significant paradigm shift in how we approach conflict resolution and peacebuilding. The WPS agenda has also produced the most extensively organized and committed network of actors dedicated to transforming the structures that cause the inequalities, marginalization, exclusion, and lack of prospects that underpin armed conflict.
- A critical analysis of the WPS agenda from a feminist perspective allows us to deepen our understanding of the transformative vision of the peace and security agenda that:
 1. Leads to a transformative approach that addresses the root causes of conflict, including marginalization, discrimination based on ethnicity, religion, and sex, and addresses inequalities at social, economic, and political levels.
 2. Reconstructs a damaged Masculinity (militaristic ideologies and toxic masculinity values and culture) by transforming social values around masculinity and femininity.
 3. Involves Men and Boys because there is a growing recognition of the need to study the impact of masculine identities on gender inequality, conflict, and violence. Evidence suggests that violent notions of masculinity perpetuate gender-based violence and fuel armed conflict, while more positive ideas about masculinity can be instrumental in promoting peace.
 4. Challenges Militarism as an ideology that creates a culture of fear and supports the use of aggression, violence, and military intervention for dispute resolution. Militarism allows for violent forms of masculinity, which have grave consequences for the safety and security of women and girls.
 5. Recognizes the relationship between structural violence, such as the results of patriarchy, and the physical violence of war. This awareness must be reflected in how we build peace and resolve conflict.¹
 6. Supports feminist anti-militarization and war analyses and recognizes patriarchal gender relations and how they interact with economic and ethnonational power relations, a standpoint that tends to comprehend gender in patriarchy as a power relationship based on compulsion, violence, and a tendency for armed conflict. The cultural aspects of militarization perceived by women in conflict-affected contexts and their sense of peace and security as a systemic continuum of its gendered nature are visible. That is why a feminist approach holds the key to sustainable peace.

1 (Antonia, 2018)

SESSION 2: THE GENDER COST OF CONFLICT

65 Minutes

Why?

This session aims to help participants internalize the gender costs of armed war and nonviolent resistance, drawing on personal and collective experiences to centre the concept of peace and security in their own lives.

How?

This session should be participatory to build trust and open space for sharing personal experiences and reflections. There are two possible ways to deliver this session:

- 1. Option 1:** In some contexts where security and confidentiality, or the culture of the community around talking openly about trauma, is problematic, a **group discussion activity** can serve as a suitable substitute.
- 2. Option 2: The Testimony** is a great exercise, but it can be heavy for both the facilitator and the participants. If you decide to proceed, be prepared to offer psychosocial support and identify referral pathways for participants with unresolved trauma. You must ensure confidentiality and information security for those who have shared their stories.

Note: if you choose to proceed with the testimony, make sure that you mention this activity in the in agenda overview session such that participants are not caught off guard. If some participants decide to share their stories, reiterate that they are not to share someone else's story or divulge confidential information.

60 Minutes

Option 1: Group Discussion

Purpose: To discuss the gendered impact of conflict

Handout: “*Gender in Fragile and Conflict-Affected Situations*”

Process

1. Set up the chairs in a circle and remove any tables.
2. Introduce the topic: Conflict and fragility affect men and women differently. Although women, girls, men, and boys experience similar trauma, such as forced displacement and loss of life and livelihood, research has proven that conflict deepens gender inequalities, discrimination, and insecurity. During armed conflict, women and girls have become prime targets for gender-based and sexual violence (SGBV) more than at any other time. Limited access to education and reproductive health services further widens gender gaps in access to education, employment, and health service. On the other hand, conflict and fragility can disrupt power relations, gender norms, and roles, allowing new opportunities for renegotiation, change, and the transformation of gender power relations, thus increasing women’s and girls’ agency.
3. Clarify the purpose of the group discussion and set the rules for talking (time allocated for each person, not interrupting each other, raising a hand before speaking, etc.)
4. To keep the discussion on track, list the questions on a visible flip chart. The following are some examples of questions you might ask. You can modify them to fit the context and background of the target group.
 - How does conflict affect men and women differently?
 - How do gender roles shift during and after conflict, and does this open up opportunities for more equal gender roles?
 - What role(s) do women play in nonviolent resistance and popular uprisings?
 - Share some coping strategies women use to mitigate the impact of conflict and fragile situations.
 - What are the key entry points to further women’s priorities in conflict-affected, post-conflict, and fragile situations?
 - What are some coping strategies to reduce the impact of the Covid-19 pandemic on the context of the GHoA/your country/community?

Listen actively, moderate the discussion, and summarize key points at the end of every topic/question.

Option 2: The Testimony

1. Before the session, identify (2 to 3) participants who are comfortable sharing their testimony about their personal experiences during a crisis in their country or community.
2. The testimony can focus on the obstacles they faced in public and /or private spheres, the coping strategies they used to overcome these obstacles, and the overall impact the experience had on their lives. Examples:
 - The challenge in private spheres - Families impose restrictions on young women's movement, thus limiting their participation and civic engagement
 - Heightened rates of domestic violence during the pandemic lockdown, as well as loss of income and unemployment
 - Unsafe public spaces during conflict (sexual violence, harassment, etc.)
3. Testimonies can also include experiences where a woman played a direct role in conflict/peaceful resistance/peace/ conflict resolution.
4. Focus on women's agency, not merely their victimhood.
 - Women have substantial experience and capacity to organize during conflict and peace times. Share an experience in which you played a role in organizing and mobilizing.
 - Highlight successful strategies and best practices that have been shown to improve/address elements of participation, protection, and prevention during conflict and in fragile contexts.
5. **Note:**
 - a. Please note this can be very personal and emotional and may trigger unhealed traumas. Remind participants to be respectful, kind, and non-judgmental. Provide a safe space and be prepared to offer emotional support if required.
 - b. It can also be inspiring and empowering to see women overcome challenges, and be agents of change; as well as healing to speak and open up, feel heard and validated; build solidarity, to know that what they experienced is a common experience for women across cultures, races, and nationalities, etc.
 - c. Be prepared to provide emotional and psychosocial support during the session. If possible, invite a physiological therapist, and identify a referral
 - d. Read the room! If required, allow more time and space for the session- it might be the one thing the participants needed.
 - e. Thank the participants for sharing their experiences and opening space for healing.
 - f. It is a good idea to conclude the session with a guided mindfulness meditation or affirmation session.

5 Minutes

Mindfulness Meditation

Feel free to use mindfulness techniques that you are more familiar with or techniques that are context/culture sensitive.

Purpose: To invite healing and re-centre the group's energy.

Materials: Speakers and an internet connection – alternatively, you can pre-download the clip.

Process:

1. Invite the participants to join you in a five-minute guided meditation session.
2. Play the video in the [link here](#).

Note: the entire clip is 12 minutes of which 7 minutes is a purposeful silence. You can skip from minute 4:4 to minute 12:04. I.e., you can play the clip from the beginning till minute 4:3, then skip to minute 12:04.

SESSION 3: UNPACKING THE WPS FRAMEWORK

120 Minutes

Why?

To deepen participants' understanding of the international framework of WPS - key actors, main provisions, and pillars.

How?

Use participatory and hands-on methods to promote critical reflections on the WPS agenda.

20 Minutes	Presentation Introducing the WPS Agenda Purpose: To provide the participants with a general understanding of the WPS agenda Material: laptop and a projector Note: if presenting the slides is not feasible, review the content, and write the main points on a flipchart, blackboard, or simply provide an overview. <ol style="list-style-type: none">1. Present slides (8 to 17) on the WPS framework.<ul style="list-style-type: none">It is a good idea to familiarize yourself with the topic in advance. You can refer to the notes section in the PPT.2. Allow time for questions and feedback from the participants.
85 Minutes	Activity 1: Operating Room – Unpacking the WPS Pillars Target Audience: This exercise is best suited for participants who are actively involved in the WPS agenda or who want to expand their knowledge and skills as activists and practitioners from civil society and the government. For a general audience, you can substitute this exercise with a PPT presentation on the main aspects of WPS (see slides 8–17) and a handout on the summary of UNSCR on WPS. Purpose: To deepen the participants' understanding and engagement with the WPS agenda Materials: stationary, flip chart, and coloured markers Process <ol style="list-style-type: none">Divide participants into four small groups. To avoid delays, coordinate with colleagues to help you. Assign each OR an aid to assist you and support the OR. If human resources are an issue, you can cooperate with learning teams or select participants to help you.Assign each group ONE WPS pillar (participation, prevention, protection, relief, and recovery).Give each group a copy of the United Nations Security Council Resolutions (UNSCR) 1325 (2000), 1820 (2008), 1888 (2008), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), 2242 (2015), 2467 (2019), and 2493 (2019). To avoid printing too many papers, you can download and give out an electronic version. <i>Note: participants will likely not have the time to review all resolutions. You may provide them with Resolutions 1325 (2000), 2242 (2015), 2467 (2019), and 2493 (2019) and the summary of the UNSCRs in Arabic or English.</i>Give each operating room (OR) 40 minutes to discuss the following:

Participation OR

- What does the concept of participation mean to you?
- What aspects do you feel are missing from the definition provided by the WPS framework?
- If the concept does not fully meet your idea of participation, how can it be improved?
- How can we more effectively promote women's full participation in all aspects of the peace and security process (negotiation, mediation, conflict resolution, and post-conflict governance), including as mediators, peace negotiators, and crisis prevention and natural disaster planners?

Allow space for further reflections on issues raised by the group that might be context-specific, including personal and collective experiences on mobilizing, advocating, or participating in peace and security issues.

Prevention OR

Ask the OR to debate whether the pillar is about preventing wars and violent conflict or about simply making wars safer for women.

- What does the concept of prevention mean to you?
- What aspects do you feel are missing from the definition provided by the WPS framework?
- How can the definition of prevention be improved?
- How can we improve the prevention of SGBV and CRSV during and after conflict and in fragile contexts?
- How can we improve the accountability of transitional justice and security sectors and institutions?

Allow space for further reflections on issues raised by the group that might be context-specific, including personal and collective experiences on conflict prevention and addressing or experiencing CR/GBV.

Protection OR

- What does the concept of protection mean to you?
- Who does the protecting? Are these actors implicated in the conflict?
- What aspects do you feel are missing from the definition provided by the WPS framework?
- How can we improve the gender capacity of national and local players in the security, justice, social affairs, and health sectors to offer better protection and response to the survivor's needs?
- What strategies can you use to align the national laws that protect women's and girls' human rights with international standards?

Allow space for further reflections on issues raised that might be context-specific, including personal and collective experiences on mitigating the impact of Conflict-related/SGBV.

Relief and Recovery OR

- What does the concept mean to you?
- What aspects do you feel are missing from the definition provided by the WPS framework?
- How does this term correspond to your context's relief and recovery activities?
- How can the relief and recovery programme, processes, and institutions be strengthened so that they are gender transformative, addressing not only women's needs but also the unequal gender power relations and patriarchal structures and hierarchies?

Allow space for further reflections on issues raised by the group that might be context-specific.

The second part of the exercise is an advanced level, aiming at deepening the knowledge and engagement of the target group with the WPS agenda. You can adjust and adapt the questions depending on the group's background, level of knowledge, and time available. This part can be used as a foundation for the excircles in module III.

1. Study the UNSCRs on WPS, and outline a) provisions and b) the key actors of the pillar corresponding to your OR.
2. Identify strategies and entry points for increasing the effectiveness of WPS and security agendas while recalling the discussion on feminist peace and a feminist approach to the WPS.
3. If the OR does the second part, allocate additional time. (20 minutes)
4. Ask the ORs to debrief in the plenary and present a summary of their discussion. The OR should present a matrix if they completed the second part. (7 minutes per group for a total of 30 minutes)

10 Minutes

Teambuilding (optional)

Teambuilding is a complementary component of the training. Including at least one team-building activity during the day helps the group feel more connected and able to collaborate effectively. It is best to incorporate team-building activities into the various sessions throughout the day. Also, plan at least one activity to conclude the day.

Option 1 Activity: I am a Tree (10 minutes)

Purpose: To support your team by creating a sculpture of a shared experience

Process

1. One person starts by taking a posture and making a statement. "I am a tree."
2. Another person joins them, choosing something or someone to interact with the tree. While clasping the tree person's arm, they might say, "I am a bird singing on a branch of the tree."
3. The next person might say, "I am the water running beneath the roots of the tree," and lie down on the floor to wriggle beneath the tree person's feet.
4. A third person then joins the first two, choosing their own related identity and action: "I am the lover carving in the bark on the tree," while forming a heart shape with their body in front of the tree person's torso.
5. Participants can join the scene one by one.

Option 2 Activity: The Perfect Square (10 minutes)

Purpose: This exercise deals with both communication and leadership styles. There will inevitably be team members who want to take charge and others who want to be given direction. The participants will have to work together to create a square and find a way to communicate without being able to see. By introducing the “muting” feature, you inject the question of trust since the instructions can’t be verbalised.

Materials: blindfolds (or scarves) and a rope

Process

1. Gather the participants in a circle and ask them to sit down.
2. Each participant should put on a blindfold.
3. Explain the exercise’s purpose and what needs to be accomplished.
4. Take a long rope with its ends tied together and place it in each person’s hands so they all have a hold.
5. Ask the participants to generate a plan before putting on the blindfold because once they put it on, they are put on mute and cannot see or speak.
6. Instruct them to form a perfect square out of the rope without removing their blindfolds. Once the team believes they have formed a square, they can remove the blindfolds and see what they’ve accomplished.

5 Minutes

Closing

Option 1 Activity: The Harvest Jar

Purpose: To provide feedback on the day’s learning.

Material: A bowl, a hat, or anything to collect papers in

Process

1. Ask the participants to reflect on what they learned today.
2. Hand the participants a pre-printed sheet or write down the questions on the flip chart:
 - What have you learned?
 - So what! Why is what you have learned important?
 - Now what! How can this learning be applied to your personal life and community?
3. Have participants write their responses on a card and place them in the jar. Sitting in a circle on the floor, have a participant choose a piece of paper and read it aloud to the group.
4. To avoid taking too long, ask the participants to answer briefly. When reading responses, if the point has already been made, skip to the next point on the sheet.

Note: *Keep the inputs for the training evaluation later.*

Option 2 Activity: Rewind (10 minutes)

1. Provide a summary of the main points. The validation team can give a quick recap.
2. Hold a brief discussion on the module’s effectiveness and processes.
3. Take time to recognize contributions. Acknowledge effort and achievement.
4. Let participants know how to continue their learning and follow up if they have questions.
5. Share logistics announcement for the next day.

FACILITATOR RESOURCES AND HANDOUTS

Through their concerted efforts and a specific vision, feminist activists and women's civil society organisations paved the way to adopt the United Nations Security Council Resolution (UNSCR) 1325 in October 2000. Built on the progressive gender equality blueprints of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action (BPA), this vision not only demanded recognition of the disproportionate impact that conflict and wars have on women but also of the important role women play in peace processes beyond the status of the victim. The scope of Resolution 1325 has expanded in the past twenty years with the subsequent nine resolutions that have been adopted, all of which have collectively come to be known as the Women, Peace, and Security (WPS) agenda.

The Women, Peace, and Security Agenda is organized into four pillars: participation, prevention, protection, and relief and recovery. These pillars are meant to guide the work to promote gender equality and strengthen women's participation in peacekeeping, peacebuilding, protection, prevention, and reconstruction. These interlinked and mutually reinforcing aspects are critical for respecting human rights and dignity and tackling the root causes of conflict to create sustainable peace.

The WPS agenda is meant to reinforce the vital importance of women's equal and meaningful participation and involvement in maintaining and promoting peace and security. When approached from a framing that centres on root causes and gender justice, WPS is a powerful framework for moving from exclusive to democratic decision-making, from gender inequality to gender justice, and from conflict and violence to sustainable and feminist peace.²

SUMMARY OF THE WPS FRAMEWORK

- CEDAW (1979) defines discrimination against women and establishes legal standards for achieving gender equality by eliminating discrimination against women in all aspects of political, social, economic, and cultural life.
- Beijing Declaration and Platform for Action (1995) calls for increased participation of women in conflict resolution at decision-making levels. It includes the first international statement of recognition of the gendered impacts of conflict and the first call by the Member States for women's full and equal participation in preventing and resolving conflicts.
- UNSCR 1325 (2000) was the first Resolution that specifically recognized women's contributions to conflict prevention, peacekeeping, conflict resolution, and peacebuilding.
- UNSCR 1820 (2008) recognizes conflict-related sexual violence as a matter of international peace and security. It calls for the end of the use of sexual violence against civilians to achieve political or military ends and the end of impunity.
- UNSCR 1888 (2008) calls for the inclusion of the issue of sexual violence in peace negotiations, the development of approaches to address the effects of sexual violence, and improved monitoring and reporting on conflict trends and perpetrators.
- UNSCR 1889 (2009) addresses obstacles to women's participation in early recovery and peacebuilding and the lack of adequate planning and funding for their needs.
- UNSCR 1960 (2010) provides accountability for a set of indicators for use at the global level to track the implementation of SCR 1325.
- UNSCR 2106 (2013) emphasizes women's agency in setting policies and programs for protection and prevention.

2 (WILPF Women, Peace and Security Programme, 2020)

- UNSCR 2122 (2013) develops a methodology for implementing commitments on WPS.
- UNSCR 2242 (2015) calls for increased funding for gender-responsive training, gender analysis, and programmes. It highlights the importance of collaboration with civil society.
- UNSCR 2467 (2019) recognizes that sexual violence in a conflict occurs on a continuum of violence against women and girls. It recognizes national ownership and responsibility in addressing the root causes of sexual violence and names structural gender inequality and discrimination as root causes.
- UNSCR 2493 (2019) encourages the Member States to create safe and enabling environments for civil society, including formal and informal community women leaders, women peacebuilders, political actors, and those who protect and promote human rights, to conduct their work independently and without undue interference.

THE WPS PILLARS

I. Participation

Participation refers to the “meaningful” engagement of women in all aspects and at all levels of decision-making in public and private spheres. In the context of WPS, participation can be achieved by increasing the critical mass and decision-making power at all levels.

The concept of “**meaningful participation**” has evolved into a conceptual reference that describes a multifaceted set of elements that realize the tangible and urgent demands that women not only be present but heard and that their concerns be seriously considered during peace processes.

Deepening the quality and influence of women’s roles by increasing their critical mass and representation is critical in the WPS context.³ Moreover, sharing knowledge and experiences about what has worked within women’s groups is necessary for “meaningful” engagement.

Critical mass refers to the number of women included in a total group. Studies have shown that to have influence, women must comprise at least 30 % of a total group. A “critical mass” of women should be included to ensure influence and diversity of views. Policymakers stipulated a 60-40 split, whereby no identity group could make up more than 60% and be dominant.

Decision-making and influence It is insufficient to merely include women, even in equal or higher numbers. Women must also be given authority within the group and occupy positions of leadership with agenda-setting power.

The building blocks of meaningful participation are:4

- Developing agency through agenda-setting and coalition building
- Personal capacity, knowledge, and confidence to effectively represent women’s interests
- Being present to seize opportunities to inform, influence, and make decisions
- Exerting influence through gender perspectives forged in broader movements

II. Prevention

This pillar focuses on the prevention of conflict and all forms of violence against women and girls in conflict and post-conflict situations. It includes integrating gender considerations into conflict early warning systems and involving women and their specific needs in conflict prevention and disarmament activities. It also includes measures to prevent SGBV by fighting impunity and increasing prosecutions of conflict-

³ (UN Women, 2018)

⁴ Ibid.

related sexual violence. Prevention entails a holistic and comprehensive intervention at the level of the individual, the family, the community, and the larger society in activities ranging from urgent responses for victims to prevent the recurrence of violence to establishing legal frameworks and changing social attitudes and behaviours that allow violence to take place.

III. Protection

This pillar ensures that women's and girls' rights are protected and promoted in conflict-affected situations or other humanitarian crises, including protection from GBV, in general, and sexual violence. It encompasses all activities that seek to achieve full respect for the rights of the individual in international and national laws, including human rights and humanitarian law.

IV. Relief and Recovery

Relief and recovery refer to the post-conflict period immediately after a natural disaster or humanitarian crisis. Often, the focus is on the state's economic recovery to provide for family livelihoods and community welfare and may entail land reforms, access to credit and capital, and employment creation.

This pillar reinforces women's capacities to act as agents in the relief and recovery process in conflict and post-conflict. It focuses on incorporating a gender perspective to prevent the emergence, spread, and re-emergence of violent conflict. This pillar also ensures that women's and girls' specific relief needs are met in terms of repatriation and resettlement, disarmament, demobilization and reintegration programs (DDR), the design of refugee camps, support for internally displaced persons (IDPs), and the delivery of assistance.

Handout 1: The Gendered Impact of Armed Conflict

Violent conflict has lasting impacts on human capital, and these impacts are seldom gender neutral. Death and destruction alter the structure, power dynamics, gender roles, and demographic profiles. Furthermore, the differential impacts of violent conflict and structural gender inequality play a key role in framing adaptive responses to conflict. Apart from the obvious and immediate impact of conflict, there are some other impacts worthy of note.

The shift in gender roles and social power dynamics can trigger new opportunities for women in work, politics, and other male-dominated spheres. Households adapt to conflict with changes in marriage and fertility, migration, investments in children's health and schooling, and the distribution of labour between the genders. Evidence suggests that violent conflict can trigger unexpectedly positive civic and political behaviours by women and other groups in the population who are largely excluded from participating in civic and political life during peacetime.

It is critical to be aware of how heightened militarism and rising political and social tension can promote a toxic and violent version of masculinity, thus reinforcing the patriarchal structure while weakening women's positioning and furthering their oppression. Women must take collective action and commit to dismantling and transforming the gendered and radicalised inequalities created and perpetuated by patriarchal institutions and other power structures.

Non-Violent Resistance and Popular Uprisings

Women actively participate in the collective civic actions of nonviolent resistance, including protests, strikes, and other forms of civil resistance. They contribute significantly to the success of nonviolent resistance by providing logistical support in addition to being on the front lines of marches. However, this rarely translates into better outcomes for gender equality and women's empowerment.

Women's issues are frequently given low priority and labelled as matters to be addressed after the revolution's "fundamental" demands have been met. If seen through a patriarchal lens, women's rights and interests are perceived as a luxury that can wait.

Furthermore, the military can use sexual violence as a tool to curb resistance and a weapon to stifle opposition and destroy people's morale in war zones and during political upheaval. During a peaceful protest in Tahrir Square, Egyptian women were arrested and forced to take virginity tests. In Khartoum, women reported rape, sexual assault, and harassment during the unrest on December 19, 2021.⁵

In addition, there has been an upsurge in hate speech, trolling, cyber harassment, cyberstalking, posting of content without permission, and cyberbullying aimed at intimidating and attacking the character of women involved in public life.

The Gendered Impact of the Covid 19 Pandemic

Since the start of the COVID-19 pandemic, millions of people have experienced widespread unemployment, job relocation, and income loss. Emerging evidence⁶ on the impact of COVID-19 suggests the pandemic hit women the hardest. The gendered division of labour and imbalances in the gender distribution of unpaid care work increased working women's burden, as they were compelled to work from home while managing both paid and unpaid work. Economic and social stresses, measures to restrict movement, crowded homes, substance abuse, limited access to services, and reduced peer support, all exacerbated domestic violence, stress, and mental health issues for women. Studies suggest that the unequal impact of Covid-19 could have long-term and far-reaching consequences if not addressed holistically.⁷

Women's Agency on Conflict and Peace

Women and girls are not merely victims in conflict-affected and fragile contexts but also drivers, stakeholders, and agents of change. Women become active participants in conflict because they are committed to the political, religious, or economic goals of those involved in violence. Women can take up arms and participate in struggles against inequality along ethnic/tribal and religious lines. Studies show that women have perpetrated and supported violence committed by their tribe or clan.⁸ Hakama, female singers and poets, influenced Darfur's violent conflict through their songs and poetry before they were engaged in peacebuilding efforts to spread the message of peace.⁹ Women can also promote violent masculinity in their sons, husbands, and brothers and take pride in the family's participation in the conflict.

On the other hand, women and girls are often active in peace processes before, during, and after conflicts. They act as agents of peace and lead movements that eventually bring the warring parties to the negotiation table. Women often work toward addressing the root causes of a conflict and increasing community buy-in for peace. Women who join peace processes and grass-roots peace-building efforts take the interests of their communities to heart and actively promote the rebuilding of the economic, political, social, and cultural fabric of their societies. It is important to centre women's agency in all peace and security processes and avoid portraying women as mere victims.

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5 According to the United Nations High Commissioner for Human Rights, 13 rape cases were reported against the Sudanese military and its militias known as Rapid Support Forces (RSF), who have a long history of weaponizing sexual violence against women for political purposes.

6 For further reading, consult research by (Madgavkar, Olivia White, Mekala Krishnan, Deepa Mahajan, & Xavier Azcue, 2020)

7 (United Nations, 2020)

8 Amnesty International documented hakama's participation in the inter-ethnic violence and their support of the Janjaweed with songs and participation in lootings.

9 Amnesty International (2004), Sudan, Darfur, Rape as a Weapon of War, Sexual Violence, and its Consequences. <http://www.amnesty.org/en/library/info/AFR54/076/2004>

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MODULE 2

Towards a transformative women, peace and security agenda



Estimated Time: 5 Hours

Target Audience

Module 2 can be tailored to a variety of audiences, including professionals with more knowledge and involvement with WPS issues and those at the community level who are new to the WPS Agenda.

Introduction

The Women, Peace and Security (WPS) agenda was created over two decades ago when the first UN Security Council resolution passed in 2000. The resolution was ground-breaking and a landmark victory for the women's movement. Nine resolutions have subsequently been passed. The agenda has proved an important tool to promote increased participation and leadership of women in conflict prevention, resolution, and peacemaking, and it has informed more gender-sensitive peace agreements. At the same time, there are ongoing concerns about various aspects of the agenda, including concerns about how it has been conceptualised, the extent to which it is truly transformative, and the extent to which the agenda is being effectively implemented and having a marked impact on the daily lives of women, girls, and communities affected by violent conflict.

The first module asked the participants to explore key concepts and unpack the Women, Peace, and Security (WPS) agenda and its various pillars. Participants can build on this learning to inform this module. There are three sessions within this module. The module includes multiple activities to help participants critically engage with the WPS agenda and articulate their WPS vision. To stimulate learning and discussion, the presentations include research and reports on other women's engagement with the agenda.

About This Module

This module is structured to encourage participants to think creatively about the WPS agenda (visioning) before providing content and analysis (successes and critiques). Connect these exercises with exercises from module one – the exercises from the previous module in which participants explored what peace and security meant to them can inform the visioning exercises in this module.

This module consists of three sessions and team-building activities.

Session 1: The Women, Peace, and Security Agenda Going forward: A Transformative Agenda? (120 minutes)

Session 2: Towards a Feminist WPS Agenda (100 minutes)

Session 3: Critically engaging with the Women, Peace, and Security Agenda (70 minutes)

Teambuilding and Closing (10 minutes)

Objectives

1. To provide space for participants to critically engage with the WPS agenda, including history/background, strengths, successes, gaps, challenges, and criticisms
2. To provide space for participants to develop their vision for a transformative WPS agenda

Required Materials

- Flip charts stand and flip chart paper
- Different colour marker pens or blackboard, blackboard duster, and chalk
- Handouts
- Stationary (notebooks, paper, pens, post-it notes, meta cards, cello tape, scissors)

Trainer's notes



You may choose to change the order of the exercises if you feel participants would be better served with more information/input from the start.

SESSION 1: THE WPS, A TRANSFORMATIVE AGENDA?

120 Minutes

Why?

To understand the extent to which the WPS is transformative and articulate a vision for a transformative agenda

How?

Ice Breaker: Give everyone a post-it note to draw a self-portrait. No one needs to be an artist. The drawings can be fun and silly. Once the drawings are complete, everyone should stick their portrait on flip chart paper. This is a nice replacement for a group photo! This ice breaker is intended to help the group get to know one another in a playful way.

The first session in this module is comprised of **one activity** with **two options**. You can select an option depending on your preference and which one you think will be best received by the group. The **first option** gives more time for **individual reflection**, while the **second activity** is more **group focused**.

Note: Remind participants that the exercises from module one, such as the exercise to define peace and security, can inform this exercise.

The activities (options A and B) give participants the opportunity to reflect on what transformative means to them and what a transformative WPS agenda would look like. In this model, participants begin to critically engage with the agenda.

Option 1: The Women, Peace, and Security Agenda: A Transformative Agenda?

Purpose: To empower participants to take ownership of the WPS agenda and see it as a tool with which they engage and shape to form their vision of transformative peace.

Materials: Flip chart paper and different coloured markers

Process

1. Ask participants to break into groups of 3-4 people (to encourage the group to get to know each other, ask them to work with those they have had less chance to work with so far). Give each group a piece of flip chart paper and a mix of coloured felt-tip pens.
2. Ask them to reflect on what a transformative WPS agenda means to them. Some questions to consider:
 - Where does power lie in terms of ownership of the agenda and implementation within their national and community contexts?
 - What does peace mean for them and their communities?
 - What do safety and security mean for them and their communities?
 - What does gender equality mean?
 - What would peace, safety, security, and gender equality look like in day-to-day life?
3. Ask the participants to draw their vision of a transformative Women, Peace, and Security agenda.
4. Ask each group to stick their flip chart papers to the wall. Bring the full group back together for a gallery walk. As the large group moves around to each drawing, the artists can explain their images and answer questions.

As the facilitator, you should reflect on whether there are similar themes and particularly striking images. Is there anything surprising?

5. Bring the group back to the plenary and lead a group discussion to further reflect on the issues raised throughout this exercise. Think about:
6. What are the issues and themes that are present on the post-it notes and in the discussion?
7. To what extent do the visions include and go beyond the pillars of the existing WPS agenda?
8. To what extent do participants regard the WPS agenda as transformative?
9. What needs to change to make it transformative? What does this indicate about the views and priorities of the participants in their efforts to go forward with the WPS agenda?

Option 2: The Women, Peace, and Security Agenda: A Transformative Agenda?

Every participant is given multiple post-it notes and a piece of A4 paper. Ask them to reflect on what transformative means to them. What would a transformative WPS agenda look like? Some questions to consider:

Where does power lie in terms of ownership of the agenda and implementation within their national and community contexts?

- What does peace mean for them and their communities?
- What do safety and security mean for them and their communities?
- What does gender equality mean?
- What would peace, safety, security, and gender equality look like in day-to-day life?

10. On the Post-it notes, participants should write down keywords and issues from their reflections. Use one Post-it notes per answer.
11. Ask the participants to draw their vision of a transformative Women, Peace, and Security agenda on a piece of A4 paper.
12. When ready, the participants should stick their post-it notes on a flip chart paper and their drawings on another part of the wall. Review the flip chart with all the post-it notes and read aloud the answers. Share your reflections. Are there similarities between the issues raised? Would any participants like to tell the group more about their post-it note(s)?
13. Move to the images. Review each drawing and share your reflections. Are there similar images or themes raised? Ask if any participants want to describe their drawing and explain what it means to them.
14. Bring the group back to the plenary and lead a discussion to further reflect on the issues raised throughout the exercise.
15. What are the issues and themes present on the post-it notes and in the discussion?
16. To what extent do the visions include and go beyond the pillars of the existing WPS agenda?
17. To what extent do participants regard the WPS agenda as transformative?
18. What needs to change to make it transformative?
19. What does this indicate about the views and priorities of the participants in their efforts to go forward with the WPS agenda?

Reflection questions for facilitators:

20. What does transformative mean to you? What would a transformative WPS agenda look like?
21. Would you feel confident facilitating this session? If not, what would you need to feel confident?

Reflection questions for participants:

22. What are your biggest hopes for yourself, your loved ones, and your community when it comes to peace, safety, security, and women's rights?
23. How is the WPS agenda used as a tool in the contexts in which you work? How effective is this in securing women's meaningful participation in decision-making processes and outcomes and addressing other key issues, such as conflict-related gender-based violence?
24. What reflections did the activity spark? What can you do to support a transformative WPS agenda?

SESSION 2: TOWARDS A FEMINIST WPS AGENDA

100 Minutes

Why?

Participants will build on their vision for peace and articulate and share their vision for a transformative Women, Peace, and Security agenda.

How?

This session builds on the first module, where participants began to explore their vision for peace and the first session in this module, where participants wondered if the WPS agenda is transformative, and developed their vision for peace. Via a role-playing exercise followed by a group reflection, this session helps participants to articulate their vision for a transformative WPS agenda.

Ice Breaker: Ask everyone to share one thing that made them smile today. This can be done either by going around the group one by one following the seating order or by asking participants to share when they are inspired to do so. *This ice breaker helps participants to get to know more about each other and to build a friendly atmosphere.*

100 Minutes

Our WPS Agenda – ROLE-PLAY ACTIVITY

The above exercise focuses on reimagining the content of the WPS agenda. You can also focus on the processes and power that underpin decisions related to international people and security. To do this, allocate a stakeholder to each group of participants. Possible stakeholders include grassroots women's groups and activists, the international women's movement, the African Union, the European Commission, and influential UN Member States from the international donor community.

Note1: Participants can then complete the activity as outlined below, developing asks and positions for a new WPS resolution from their position. Consider that there may be a difference between public and internal positions. For example, there may be a vested interest in ensuring the WPS agenda is not too transformative.

Note 2: this activity can be tailored to different contexts. For instance, you may ask women to imagine that they are presenting their WPS-related issues to community or traditional leaders. What will their agenda look like and how would they present it? Taking into account that traditional conflict resolution mechanisms and community structures are inherently patriarchal.

Process

1. Explain that the activity is a role-play. The situation: The year is 2024. There has been ongoing criticism of the WPS agenda; it is not truly inclusive and does not deliver enough to women, girls, and communities affected by violent conflict. (Participants can add other criticisms that they would like to address.) Women from conflict-affected countries, including women's and human rights activists, local women's groups, community groups, and NGO workers have come together to demand a new WPS UN Security Council Resolution that addresses these issues and delivers a truly transformative agenda. The workshop participants have been selected to travel to New York to ensure that the new resolution lays the groundwork for a truly transformative agenda. The UN Security Council will host a meeting where civil society is invited to speak and present recommendations.
2. Ask the group to break into smaller groups of 4-5 people. They have 40 minutes to draft key points that should be included in the resolution. They can consider:
 - How to define peace
 - What pillars should be included in the resolution?
 - How to create implementation processes that are inclusive and participatory
 - How to distribute power in the creation, implementation, and ownership of the resolution
 - How to present their talking points to the UN Security Council
3. Bring the group together in plenary. The imagined setting is a UN briefing room. You, as the facilitator, are a representative of the UN Security Council members and have invited the participants to brief you. You can select which of the permanent members of the UN Security Council you will represent (UK, USA, France, Russia, or China). Take some time to briefly consider the position of the UNSC member you represent and how this might influence your explicit and implicit position on what is being shared.
4. Ask for one representative from each group to share their key points/demands. (30 minutes)
5. At the end of the role-play, thank participants for sharing their demands and provide a brief summary. Close the role-play and thank everyone for participating.
6. Move into a group reflection/debrief (30 minutes). Ask participants to reflect on and share:
 - What was your experience of the exercise? Did the role-play trigger any new thoughts, emotions, or insights?
 - Has the exercise influenced how you regard the existing WPS agenda?
 - To what extent does the existing WPS agenda need to change to become transformative? What is the potential for this to happen? What do you think your role will be in making this change?

SESSION 3: CRITICALLY ENGAGING WITH THE WPS AGENDA

80 Minutes

Why?

- Participants will be familiar with global discussions on the WPS agenda in terms of successes, criticisms, gaps, and challenges.
- Participants will be able to critically engage with the WPS agenda and situate it within the global context.
- Participants will be aware and understand how the global context and trends affect women's rights, gender equality, the implementation of the WPS agenda, and how they manifest in their country contexts.

How?

The first two sessions in this module have been very interactive and asked participants to critically engage with the WPS on their own terms. Via a PowerPoint presentation, this session provides participants with additional information to inform their critiques and engagement. The **presentation begins by reviewing what are widely** considered to be some of the WPS's success stories. This is followed by some of the criticisms of the WPS agenda, especially from feminist critiques. Finally, the presentation goes on to identify issues that are affecting the implementation of the WPS agenda today. The presentation incorporates reflection questions and discussion to create an interactive and engaging session. The content of the presentation can be used as an entry point to help participants further explore and assess the contexts in which they engage with the WPS agenda, from local to international.

Note: There are accompanying handouts that go with the presentation.

Suggestion: You could include Activity 1: We are Change-Makers! (20 minutes) from Module five here. The activity demonstrates to participants that they already have experience of engaging with the WPS agenda and making change. Bringing in this activity here can support participants to place their efforts with the wider context of WPS, and also introduces them to the topic of influencing, which will be further explored in Module five.

10 Minutes

Ice Breaker

Have everyone stand in a circle. If it's comfortable, each person in the group must hold the hands of two different people who are not immediately standing next to them. This creates a human knot. From here, let the group untangle the knot into a circle again. The ice breaker ends when there is no longer a knot. This ice breaker can build trust between participants and highlight the importance of teamwork.

50 Minutes	<p>Presentation</p> <p>The first two sessions in this module have been very interactive and asked participants to critically engage with the WPS on their own terms. Via a PowerPoint presentation, this session provides participants with additional information to inform their critiques and engagement. The presentation begins by reviewing what are widely considered to be some of the WPS's success stories. This is followed by some of the criticisms of the WPS agenda, especially from feminist critiques. Finally, the presentation goes on to identify issues that are affecting the implementation of the WPS agenda today. The presentation incorporates reflection questions and discussion to create an interactive and engaging session. The content of the presentation can be used as an entry point to help participants further explore and assess the contexts in which they engage with the WPS agenda, from local to international.</p> <p><i>Note: There are accompanying handouts that go with the presentation.</i></p>
20 Minutes	<p>Closing</p> <p>Ask participants to bring their chairs and sit in a circle. Ask them to briefly reflect on one thing from this module that they are leaving behind (something they did not agree with or an opinion that has now changed), one thing they are taking with them (new knowledge or insights), and one thing they are still thinking about (something they have not yet made up their mind about and needs further thought). Invite everyone to share.</p> <p>Reflection questions for facilitators:</p> <ul style="list-style-type: none"> • Are you familiar with the discussions and debates on the successes, gaps, challenges, and criticisms of the WPS agenda? If not, what must you do to familiarise yourself with these debates? <p>Reflection questions for participants:</p> <ul style="list-style-type: none"> • Which gaps, challenges, and criticisms in the presentation and handouts do you see reflected in the contexts in which you work? How? Do you see additional gaps, challenges, and criticisms? • What do you think are the key barriers to implementation? How do you think the women's movement can push to overcome such barriers? • What do you think are the main achievements of the WPS agenda? Why? How can these be built on further? • What does gender equality look like to you? • What does peace look like to you? • Based on the discussions during the module, how does your vision differ and overlap with the visions of other participants? How similar/different is this across the different countries? • What role do you want to play in making gender equality and sustainable peace a reality?

Handout 1:

Successes of the Women, Peace and Security agenda

The initial WPS resolution was ground-breaking and a landmark victory for the women's movement. Previously, national and international actors told women, "Peace is too difficult. It's not a woman's issue." Men dominated all peace processes, and peace agreements were largely gender-blind.

The WPS agenda is significant because it recognises women's right to participate in processes and decisions related to building and sustaining peace. It helps women to see themselves as subjects and

not as objects of peace processes. The WPS agenda is a tool that women successfully use in their communities, nationally, regionally (IGAD, AU), and internationally (UN) to advocate for their full and equal participation in efforts to create and maintain peace and security.

Examples of Successes

- 1. Increased references to women in peace agreements:** Prior to the adoption of UNSCR 1325 (between 1990-2000), only 11 per cent of signed peace agreements included a reference to women. Between 2000-2015, 27 per cent of peace agreements included a reference to women,¹⁰ indicating some increased awareness of gender-specific roles and needs in conflict resolution and peacebuilding.
- 2. More inclusive processes:** Among the four United Nations-led or co-led peace processes in 2020, two were led by women mediators, and all four processes consulted with civil society and were provided with gender expertise.¹¹
- 3. Gender-responsive peacekeeping and peace operations:** In 2020, the UN exceeded targets set in the Uniformed Gender Parity Strategy relating to the number of women working as military observers (18.7), individual police officers (29.1), and justice and corrections government-provided personnel (34%).¹²
- 4. Increased resources to address conflict-related sexual violence:** In 2009, The UN Secretary-General appointed a Special Representative on Sexual Violence in Conflict to report to the UN Security Council, and a monitoring and reporting mechanism was established at the local level to report on sexual violence against women and girls in conflict situations.¹³
- 5. Increased funding for women's rights organisations:** Bilateral aid on gender equality given to fragile States quadrupled between 2005-2015.¹⁴ However, it should be noted that funding for this was practically non-existent beforehand!
- 6. Structural integration of the WPS agenda at the regional and national levels:** Many regions and countries have introduced Regional and National Action Plans (NAPs) on WPS. This includes the AU Continental Results Framework on WPS, the IGAD framework, and NAPs in South Sudan (2015) and Sudan (2020). While regional and national action plans are not an end unto themselves, they can be important tools to translate the WPS agenda from the global to the regional/national and to create a shared domestic vision and buy-in from WPS stakeholders. Despite this, many NAPs are under-resourced with no or limited financing for implementation and do not include indicators for monitoring and accountability.

See further Facts and Figures: <https://www.unwomen.org/en/what-we-do/peace-and-security/facts-and-figures#notes>

Critically Reflecting on the Women, Peace, and Security Agenda

There are multiple gaps, challenges, and criticisms of the WPS agenda.

Is the agenda truly transformative?

What 'transformative' means in the context of the WPS is a matter of debate! Feminist activists, researchers, practitioners, and academics have raised the following concerns regarding how the agenda fails to be transformative.

10 UN Women. 2015. Global Study on UNSCR 1325. [https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20\(1\).pdf](https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20(1).pdf), p.14.

11 United Nations Security Council (2021). Report of the Secretary-General on women, peace, and security (S/2021/827), para. 19. <https://undocs.org/S/2021/827>

12 United Nations Security Council (2021). Report of the Secretary-General on women, peace, and security (S/2021/827), para. 33. <https://undocs.org/S/2021/827>

13 UN Women. 2015. Global Study on UNSCR 1325. [https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20\(1\).pdf](https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20(1).pdf), 13.

14 UN Women. 2015. Global Study on UNSCR 1325. [https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20\(1\).pdf](https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20(1).pdf), p.14.

- **Upholding Global South / Global North power dynamics and hierarchies:** The development and implementation of the agenda uphold power dynamics and hierarchies with colonial roots. This can be seen in the way that countries in the Global North create outward-facing National Action Plans that situate Global South countries as locations of conflict in need of intervention. The Global North fails to see violence on a continuum, critically reflect on high levels of Gender-Based Violence within their own country contexts and see their own role in creating and sustaining conflict, such as through the arms trade. As one scholar writes on decolonising the WPS agenda: “Such an effort requires a shift in the notion that African nations are dependent on the international community for lessons on conflict resolution. This is especially the case when grassroots women’s groups have demonstrated time and time again their skill at non-violent resistance and mediation.”¹⁵
- **Failure to address the root causes of conflict, including gender inequality:** The prevention pillar focuses on the “*prevention of conflict* and all forms of violence against women and girls in conflict and post-conflict situations.” Yet, it has often been narrowly interpreted as focusing on the latter, the prevention of conflict-related sexual violence. While this is clearly vital, it does not address the root causes of conflict, such as gender inequality and other forms of inequality, marginalisation, and discrimination. This approach undermines efforts for sustainable peace.
- Cora Weiss, who was involved in drafting the UN Security Council Resolution 1325, said that ending conflict-related sexual violence should not be about making war safer for women. The UN Security Council Resolution 1325 and subsequent resolutions should not legitimise or normalise war. Instead, the agenda should support the demilitarisation of society and facilitate the development of anti-militarist politics of peace.¹⁶ However, this has largely not been the case. For example, the outward-facing National Action Plans, such as those produced by the USA, the UK, and Australia, focus on ending conflict-related sexual violence/protection rather than demilitarisation strategies.¹⁷
- In its report entitled *Perspectives from Feminist Peace Activists on 20 Years of UNSCR 1325* (2020), the Women’s International League for Peace and Freedom (WILPF) wrote that militarism and militarisation are primary challenges preventing progress on Women, Peace, and Security. Specifically:

Militarism and Militarisation

- Disarming and demilitarization are starkly absent from debates on and implementation of the WPS agenda.
- Resolution 1325 is still seen as a framework that only concerns conflict-affected countries.
- The narrow and militarised definitions of conflicts, peace and security directly impede root cause analysis.
- Conflict prevention is largely absent in debates on and implementation of the WPS agenda
- Adding women into armed structures of power, specially the military and peacekeeping operations, has become a major focus in WPS implementation.

Source: Peacewomen. 2020. ‘Perspectives from Feminist Peace Activists on 20 Years of UNSCR 1325’ (2020).’ <https://www.peacewomen.org/unsr1325-at-20-years-perspectives-feminist-peace-activists>

15 Christine Makuwa (2020). A transformative Women, Peace, and Security agenda must address structural inequalities in peacetime. London School of Economics. <https://blogs.lse.ac.uk/africaatlse/2020/07/08/transformative-women-peace-security-agenda-structural-inequalities-peacetime-violence/>

16 Laura J. Shepard. (2016). Sage Journals., Volume 32, Issue 3. ‘Making war safe for women? National Action Plans and the militarisation of the Women, Peace, and Security agenda’

17 Laura J. Shepard. (2016). Sage Journals., Volume 32, Issue 3. ‘Making war safe for women? National Action Plans and the militarisation of the Women, Peace and Security agenda’

- **The ‘add women and stir’ approach:** When it comes to women’s participation in peace and security processes, a simplified approach is often used: the ‘add women and stir’ method. This approach focuses on increasing the number of women involved in peace processes and peacekeeping missions. This reduces the WPS to simply focusing on women rather than on gendered power dynamics and fails to recognise that women’s presence alone does not guarantee better outcomes for women, girls, gender equality, and peace. Further, this approach fails to deal with systematic issues, such as gender inequality and patriarchal institutions, which are necessary to address to build inclusive, peaceful societies.¹⁸
- **Who sits at the table?** The women participating in peace talks and negotiations have been limited to elite women who are connected and linked to power holders and brokers. Women living and working at the grassroots and those directly affected by conflict often have no means to access or influence peace and security processes and decisions. These risks reproducing power structures and raises questions about the legitimacy of civil society voices.
- **Where does power lie?** The first WPS agenda was passed thanks to the lobbying and leadership of civil society and was meant to be in service of women human rights defenders, peacebuilders, and activists in conflict-affected countries. Too often, the skills, experience, and knowledge of the women directly affected by conflict are marginalised. If the UN, Members of the UN Security Council, the AU, and donors are making decisions and setting the agenda, power dynamics are reproduced. These actors are often far removed from the realities of violent conflict and limit the effectiveness of conflict prevention, resolution, agenda setting, and implementation.

Lack of Implementation and Accountability

The lack of implementation of the agenda is an ongoing issue. Despite there now being 10 WPS resolutions, civil society has repeatedly highlighted that the impact of having such resolutions is not being felt by those who most need it: women, girls, and communities living in conflict-affected countries.

- Women continue to be largely excluded from formal peace processes and make up a small percentage of civil society representatives, signatories, negotiators, and mediators. Most peace agreements are gender-blind and do not include references to women, girls, or gender. Even fewer have a provision that specifically addresses violence against women and girls. This means that peace processes and outcomes largely fail to reflect the voices and needs of women, girls, and their communities.
- Despite the comprehensive, normative framework on conflict-related sexual violence, there are very few actual prosecutions, particularly at the national level. Women, men, girls, and boys continue to experience high levels of conflict-related sexual violence. Unfortunately, most perpetrators act with impunity. Violence and insecurity have a huge impact on the daily realities of women and girls. The United Nations reported 2,500 verified cases of conflict-related sexual violence committed, mostly against women and girls, across 18 countries in 2020.¹⁹ Of course, unreported and unverified cases will make this number significantly higher.

Lack of Financial Resourcing

Despite the rhetorical commitment to WPS, very little financial support or aid for conflict-affected and fragile countries targets gender equality, with even less specifically allotted for WPS. Even when available, funding is dispersed via UN agencies and international NGOs and rarely goes directly to local peacebuilding efforts. Not only does this mean that there is less funding for local and national Women’s Rights Organizations, but it also impacts how funding is spent. Who sets funding strategies and priorities and where and how is the money spent?

¹⁸ Addressing this criticism relates to SIHA’s work. In seeking to advance women’s contributions to decision-making, the program builds on a key lesson: women’s engagement in the peace and security sector needs to occur within a broader women’s rights agenda that addresses WPS issues concurrently with women’s rights generally. This project builds on a theory of change that proposes that it is not enough to bring women to the table in peace negotiations, they need to be set up to succeed through the strengthening of their capacity, broadening and diversifying their networks, and establishing and enhancing public support for their agendas.

¹⁹ United Nations Security Council (2021). Report of the Secretary-General on Women, Peace, and Security (S/2021/827), para. 37. <https://undocs.org/S/2021/827>

- In 2019, only 5.6 per cent (USD 2.7 billion) of bilateral aid was dedicated to programmes with gender equality as a principal objective.²⁰
- Bilateral aid supporting feminist, women-led, and women's rights organizations and movements in fragile or conflict-affected countries remains low, at only 0.4 per cent (USD 179 million) in 2019, and stagnant since 2010. Only USD 18 million were received by local women's rights organizations based in fragile or conflict-affected countries, and groups working at intersecting forms of marginalization are funded even less.²¹

The Women, Peace and Security Agenda Today

Because of multiple issues, it is a challenging time for the implementation of the WPS agenda.

Global pushback on women's rights and gender equality

The UN Secretary-General, António Guterres, spoke about global pushback in his opening remarks at the Commission on the Status of Women in 2022. He commented, "We are seeing a pushback on women's rights. We must push back on the push-back."²²

Attempts at the UN Security Council to water down the WPS agenda: Over the last few years, there have been concerns that the most recent resolutions on WPS dilute the agenda. Following pushback from the USA, Resolution 2467 (2019) was only passed when references to sexual and reproductive health and rights were removed from the text. When Russia held the presidency of the UN Security Council in October 2020, it proposed a new WPS resolution, which would have been the weakest resolution ever passed. 10 members of the Security Council abstained from voting, and the resolution was not passed. However, this demonstrates that it is a precarious time for the agenda.²³

The devastating impact of the COVID-19 pandemic on women and girls: The pandemic has had a huge impact on the lives of women and girls, including those in conflict-affected settings. It has exacerbated existing inequalities, impacted women and girls' livelihoods and education, and diverted funds needed for women's rights, gender equality, and peacebuilding.²⁴ The impact of the pandemic continues to be felt, increasing the complexity and challenges in which women peacebuilders, human rights defenders, humanitarians, and activists operate.

Restricted civic space: There is a concern about a global trend of restricted and shrinking civic space. This includes threats and attacks toward women human rights defenders and peacebuilders, which deters them from their crucial work and undermines efforts for inclusive peace and security. In the 2021 Open Letter to the Permanent Representatives to the United Nations in advance of the annual Open Debate on Women, Peace, and Security,²⁵ 381 civil society organizations across 88 countries raised concerns over attacks and intimidation against women's human rights defenders, peacebuilders, and advocates of gender equality. In the letter, they specifically mention South Sudan, "South Sudanese defenders and peacebuilders, both within and outside the country, face routine targeting and surveillance."

20 United Nations Security Council (2021). Report of the Secretary-General on Women, Peace, and Security (S/2021/827), para. 91. <https://undocs.org/S/2021/827>

21 United Nations Security Council (2021). Report of the Secretary-General on women peace and security (S/2021/827), para. 91. <https://undocs.org/S/2021/827>

22 UN Press Release: We Must Push Back against Anti-Rights Pushback, Secretary-General Stresses in Opening Remarks to Commission on Status of Women. 2022. <https://press.un.org/en/2022/sgsm21181.doc.htm>

23 NGO Working Group on Women, Peace, and Security. 2020. Security Council members unite to protect the Women, Peace, and Security agenda on its 20th anniversary. <https://www.womenpeacesecurity.org/blog-UNSC-protect-wps-agenda-20th-anniversary/>

24 Oxfam and IMATTER. 2020. Conflict in the Time of Coronavirus Why a global ceasefire could offer a window of opportunity for inclusive, locally-led peace https://webassets.oxfamamerica.org/media/documents/bp-conflict-coronavirus-global-ceasefire-120520-en.pdf?_gl=1*1vkx9pq*_ga*NDgwMDM4NjkzLjE2NjA5ODM5Njc.*_ga_R58YETD6XK*MTY2MDk4Mzk2Ny4xLjAuMTY2MDk4Mzk2Ny42MC4wLjA.

25 NGO Working Group on Women, Peace, and Security. 2021. 2021 Open Letter to Permanent Representatives to the United Nations in advance of the annual Open Debate on Women, Peace, and Security. <https://www.womenpeacesecurity.org/resource/open-letter-un-wps-whrds-october-2021/>

According to the CIVICUS Monitor:

- South Sudan²⁶: Civic space is rated ‘closed.’ Civil society faces threats, intimidation, and highly restrictive laws, which make it difficult for many non-governmental organisations to operate.²⁷
- Sudan²⁸: Civic space is rated ‘restricted.’ This includes crackdowns on protests, the detainment of civilian political leaders, and intimidation or arrest of women human rights defenders.
- Somalia²⁹: Civic space is rated ‘repressed.’ According to the Somali Journalists Syndicate, journalists in Somalia and Somaliland face targeted attacks, restrictions, and censorship.³⁰
- Ethiopia³¹: Civic space is rated ‘repressed.’ There is increasing hostility against civil society, including intimidation and arrest.³²

Resources

- The Global Observatory. 2020. *The Next 20 Years of the Women, Peace, and Security Agenda* – an interesting blog post
- UNA. 2020. *20 Years of Women, Peace and Security: What next?* – a blog post
- Council of Foreign Relations, Women’s Participation in Peace Processes: <https://www.cfr.org/womens-participation-in-peace-processes/> Brings together current information and data on women’s participation in peace processes. Includes a case study on Sudan (<https://www.cfr.org/womens-participation-in-peace-processes/sudan-0>) and South Sudan (<https://www.cfr.org/womens-participation-in-peace-processes/south-sudan>)
- Short interviews with women who have contributed to peace and security around the globe, including Ellen Johnson Sirleaf, president of Liberia from 2006 to 2017 and the first elected female head of state in Africa: <https://www.cfr.org/womens-participation-in-peace-processes/women-at-the-table>
- African Union. Continental Results Framework: Monitoring and Reporting on the Implementation of the Women, Peace and Security Agenda in Africa (2018-2028): https://www.un.org/shestandsforpeace/sites/www.un.org/shestandsforpeace/files/continental_result_framework_on_wps_agenda_in_africa.pdf
- United Nations. She Stands for Peace. <https://www.un.org/shestandsforpeace/> Interactive website and Community of Practice on Women, Peace and Security in Africa. Includes a podcast.
- NGO Working Group on Women, Peace and Security. *2020 Civil Society Roadmap on Women, Peace and Security*. Includes information and analysis on prevention, participation, civil society, human rights and accountability, and can be valuable for a high level assessment of where the WPS agenda stands today, and areas that require further attention and resources.
- NGO Working Group on Women, Peace and Security. *2021 Open Letter to Permanent Representatives to the United Nations in advance of the annual Open Debate on Women, Peace and Security*. An open letter that was sent to all UN Member States on behalf of 381 civil society organizations across 88 countries in advance of the Security Council Open Debate on Women, Peace and Security (WPS) in October 2021. The letter calls on the UN, Security Council and Member States to stand with women human rights defenders, peacebuilders and civil society leaders.
- UN Secretary-General’s annual report on women, peace and security (2021)
- UN Secretary-General’s annual report on conflict-related sexual violence (2021)
- UN Documents for Women, Peace and Security

26 CIVICUS Monitor. South Sudan <https://monitor.civicus.org/country/south-sudan/>

27 Knowledge Platform on Security and Rule of Law. 2020. Civil Society, Democratisation, and the Closing of Civic space - Experiences from South Sudan <https://www.kpsrl.org/blog/civil-society-democratisation-and-the-closing-of-civic-space-experiences-from-south-sudan>

28 CIVICUS Monitor. Sudan <https://monitor.civicus.org/country/sudan/>

29 CIVICUS Monitor. Somalia <https://monitor.civicus.org/country/somalia/>

30 Somali Journalists Syndicate. State of Press Freedom in Somalia 2021: Silencing Journalists through Targeted Attacks, Restrictions and Censorship Amid Precarious Working Conditions <https://sjsyndicate.org/2022/01/10/state-of-press-freedom-in-somalia-2021/>

31 CIVICUS Monitor. Ethiopia <https://monitor.civicus.org/country/ethiopia/>

32 CIVICUS. 2022. The human rights situation continues to worsen amid increasing hostility against civil society. <https://www.civicus.org/index.php/media-resources/news/united-nations/geneva/5886-the-human-rights-situation-continues-to-worsen-amid-increasing-hostility-against-civil-society>

MODULE 3

Reclaiming the WPS agenda



Estimated Time: 4.5 Hours

Target Audience

The activities in this module are action-oriented and intended to encourage community members to identify key priorities, actors, and actions needed to reclaim the WPS and inspire WPS localization through a bottom-up approach. Activities can be customized to meet the participant's skill level and background.

Introduction

Localization is essential to translating the global Women, Peace, and Security (WPS) agenda to country-specific and local contexts. The localization process outlines how the agenda can be implemented nationally and locally, translating WPS commitments into actionable steps for change. The goal of localizing the WPS agenda is to ensure that the needs and voices of groups, particularly women and girls, and communities shape efforts for inclusive peace and security. It is about ensuring that women human rights defenders, peacebuilders, activists, and humanitarians are at the forefront of WPS efforts.

National Action Plans (NAPs) and Local Action Plans (LAPs) can be used as tools for localization. Many countries around the world have adopted NAPs, and some have adopted LAPs, although they are still quite uncommon. NAPs incorporate WPS obligations into a state's governing structures, legal systems, and policies. They can be used to localize interventions at the national or municipal levels.

To some, the creation of NAPs and LAPs are ways of addressing criticisms of the WPS agenda as a top-down agenda shaped by powerholders and policymakers who are disconnected from the lived reality of women living in conflict and insecurity. The processes of developing and implementing NAPs and LAPs can also be top-down. For example, the decision to create a NAP may come from a government ministry with heavy involvement from international actors, a donor country, or UN Women providing human and/or financial resources to support the process. Thus, civil society engagement is limited to well-established national NGOs. Those involved in the process are likely those already engaged in national-level policy work, such as staff from ministries, national NGOs, academics, and practitioners. Grassroots women are often not included in such processes, which leads to plans that do not meet their needs and lack local ownership and buy-in.

The development and implementation of inclusive and effective NAPs receive a lot of attention in discussions about WPS and the allocation of human and financial resources. It is critical to recognize this while not putting the development of NAPs and LAPs ahead of other forms of engagement. NAPs and LAPs should be viewed as a means to an end rather than an end in themselves. Participating developing a NAP or LAP would almost certainly be time-consuming. Participants may prefer to prioritize other WPS-related efforts over this broader 'helicopter view' (e.g., addressing protection concerns in their community).

About This Module

This module builds on the previous two modules, which mapped out the global Women, Peace, and Security (WPS) agenda, and outlined where it stands today. Importantly, this module encourages participants to engage more deeply with the WPS agenda in their respective contexts at the community and national levels.

This module encourages participants to reflect on and situate their efforts within the WPS agenda and consider whether framing their efforts in this manner could be beneficial. For example, a participant addressing insecurity in her community might decide to frame this within the context of the WPS agenda. Doing this may increase the legitimacy of her efforts in the eyes of local powerholders, build buy-in, and attract funding. The module also aims to boost participants' confidence and test the skills and knowledge they have gained from the previous modules.

The module consists of **three sessions** and team-building activities.

Session 1: Module overview and introduction to localization (**90** minutes)

Session 2: Localization of the WPS agenda - Country NAPs (90 minutes)

Session 3: Localization of the WPS agenda – Community Plan (60 minutes)

Team Building and Closing (30 minutes)

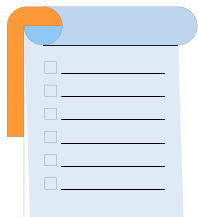
Objectives

1. To increase participants' knowledge and skills to utilize the WPS framework in their efforts locally and nationally to promote inclusive and gender-just peace and security.
2. To help the participants reflect on the WPS implementation track record in their national and local contexts.
3. To inspire participants to develop an influencing strategy (steps outlined in Module Five), which includes WPS localization in their context.
4. To enhance participants' analytical and presentation skills.

Required Materials

- Flip charts stand and flip chart paper.
- Different coloured marker pens or blackboard, blackboard duster, and chalk.
- Handouts.
- Stationary: notebooks, paper, pens, post-it notes, meta cards, cello tape, scissors.

Trainer's Notes



- Work produced by the participants is a valuable contribution to the FPL toolkit. It should be developed further by contributions from the corresponding national and local stakeholders identified by the participants' context mapping and the WPS NAP.
- Preparation is essential to the success of this module. Make sure to notify the participants beforehand of their roles and the work required of them.
- Provide technical support and resources needed for the operating room exercise. If possible, have a resource person available for each operating room to explain, clarify, support, and guide the participants as needed.

SESSION 1: INTRODUCTION TO LOCALIZATION

90 Minutes

Why?

This session aims to set the scene for the third day of the training. Give an overview of Module Three and introduce the concept of localization.

How?

20 Minutes	Module Overview <ol style="list-style-type: none">1. Welcome the participants to the third day of the training and thank them for their continued interest and commitment to learning.2. Invite the validation team to present a quick recap of the previous day unless the recap was already completed the day before.3. Invite the motivation team to provide a one-minute energizer/ice breaker.4. Remind the participants to sign up for a learning team for the next day.5. Hand out the agenda and explain how the day will look - Times for sessions, breaks, lunch, and logistics announcements6. Present the module's overview and learning objectives.
10 Minutes	Activity 1: Breathe, Bend, and Laugh <p>Purpose: A healthy dose of serotonin and dopamine will cultivate joy and elevate stress and fatigue.</p> <p>Process</p> <ol style="list-style-type: none">1. Move the chairs and tables to create space.2. Check in with the participants about how they feel this morning. Did they sleep well? Are they feeling tired or stressed?3. Invite the participants to join you in the centre of the room. Explain the exercise and its purpose: We will be doing laughter yoga to help elevate stress and charge the body with a healthy dose of serotonin to make us happier and lighter. Though it may appear silly at first, this exercise intends to remove any internal judgment you may have and leave your ego at the door.4. Begin with a basic breathing exercise. Then, encourage free movement: shake the body, clap, and bend to touch your toes.5. Begin by modelling the correct behaviour. Let loose and laugh loudly until the entire group joins you, fully engages, and incites genuine laughter.6. This activity may include improv exercises, positive affirmations, gentle stretching, yoga breath work, and meditation. Collectively, these practices are intended to help you laugh, let loose, and take yourself less seriously.

60 Minutes

Activity 2: Introduction to Localization

A - Brainstorming (30 minutes)

Purpose: To define the term localization in the context of WPS

Process

1. Start by asking the participants:
 - What does localization mean to you?
 - How can we localize the WPS agenda?
2. Record the participants' responses on flip chart paper. Conclude by offering a summary of their points and a definition of the term localization.

B – Strength Weakness Opportunity Threat (SWOT) Analysis (30 minutes)

Purpose: To perform a force factor analysis to look at the forces at work, the resources they have or need, the risks, and the resistance they will encounter.

Process

1. Gather the participants around a whiteboard, corkboard or flip chart to complete a SWOT analysis on Strengths, Weaknesses, Opportunities, and Threats.
2. Invite the participants to write their responses on the board or meta-card and post them on the board.
3. Move the responses around to produce a coherent analysis.
4. Thank them for their contributions and summarise key points.

SESSION 2: NATIONAL ACTION PLANS

90 Minutes

Why?

To cultivate participants' confidence in their training and presentation skills and deepen participants' knowledge of and critical engagement with the Women, Peace, and Security agendas within their country contexts.

How?

This participant-led session focuses on cultivating their skills and developing a context-specific engagement plan. This exercise can be adapted for a general audience by offering a PowerPoint presentation on the country's NAP/LAP and engaging participants in a simple brainstorming exercise to highlight the key priorities for WPS in the target groups' community.

Note: if you are working with groups of women who are less familiar with the WPS framework and the localization tools, you may prepare a presentation (slides or by simply explaining the key pillars/issues in the plan) and invite participants to brainstorm on their priorities (will be explored further in the community plan).

90 Minutes

National Action Plan Presentation

Purpose: To engage with the contents of the National or Local Action Plans

Materials: Copy of the National or Local Action Plan

Note: if you are training a group that is more familiar with NAPs and LAPs, you may ask them to prepare a presentation on the NAP. Divide participants into two groups, provide them with a copy of the NAP or LAP, and ask assign each group 3-4 questions.

The presentation should include:

1. When was the NAP developed?
2. Key priority areas
3. What is the role of civil society in developing and implementing the NAP?
4. Reflections:
 - Were the processes of developing the NAP inclusive?
 - Is the NAP context-specific, and does it address the needs of various women's categories?
 - Efforts for localization: Are there efforts to translate the NAP into local actions or community initiatives?
 - Budgeting: Are adequate financial resources pledged to implement the NAP?
 - Accountability: Is there accountability, and what are the mechanisms for it?

Process

1. Divide the participants into country-based and community-based groups, preferably at the end of the previous session, and give them the task so they have enough time to prepare.
2. If the participants do not finish the presentations the day before, allocate 60 minutes for the groups to prepare.
3. Each country team has 10 minutes to present and can choose the delivery method if they stay within the timeframe.
4. Encourage each country to identify their logistical needs and support before the session.

Facilitator Notes



Data on current and previous NAPs can be found [here](#) and can be searched by region, country, year, and topic. The website provides useful information and analysis, such as which organization or agency was in charge of the process and how frequently key terms, such as civil society, sexual violence, or disability, appear in the document. NAPs are graded based on the extent to which civil society was involved in NAP planning and implementation, the level of budget specification, and the extent to which monitoring, and evaluation were specified. All these factors are important when it comes to developing inclusive processes and outcomes, ensuring adequate resources and political will to carry out the plan, and establishing indicators to determine whether and how effectively the NAP is being implemented.

You can also access the WPS NAPs for all the countries [here](#).

For more information on the data and factors necessary to ensure an effective NAP, review this paper: Caitlin Hamilton, Nyibeny Naam, and Laura J. Shepherd 2020. Twenty Years of Women, Peace, and Security National Action Plans: Analysis and Lessons Learned. The University of Sydney in this [link](#)

A quick checklist to increase the likelihood of creating inclusive, effective, and efficient NAPs:

- Meaningful participation of women and girls in all their diversity and civil society in the development, implementation, monitoring, learning, and evaluation of the NAP
- The inclusion of diverse stakeholders in the development, implementation, monitoring, learning, and evaluation of the NAP - ministries, the media, and the private sector
- Budget allocation for human resources and implementation
- A clear monitoring, learning, and evaluation framework - Which stakeholder is responsible for each deliverable?
- Accountability mechanisms – Which stakeholder is responsible overall? Who will report on progress in parliament?

SESSION 3: WPS COMMUNITY PLAN

60 Minutes

Target Audience

This exercise is for expert-level groups but can be tailored according to the training needs of your target audience.

Why?

The purpose of this session is to deepen participants' understanding of the United Nations Security Council Resolutions (UNSCRs) on WPS – the key actors, main provisions, pillars, and key priorities and actions for the community.

How?

70 Minutes

Activity: Operating Rooms

Process

1. Continue the same country-based group formation from the activity in session two.
2. Building on their previous work, ask each operating room to work on the following assignments:
 - Perform a context mapping using the attached guiding matrix (see annex) and apply a gender-sensitive context analysis.
 - Develop a community plan using the attached guiding template (see annex)
 - Emphasize that the participants' work is a valuable contribution to the FPL training toolkit, and their inputs will be integrated.
 - Each group will present their work in the plenary (10 minutes).

<p>15 Minutes</p>	<p>Team Building</p> <p>Purpose: To foster trust, empathy, understanding, and care among team members</p> <p>The exercises below are suggested options you can select and integrate into the session plan.</p> <p>Option 1 Activity: Heard, Seen, Respected (HSR) (15 minutes)</p> <p>Purpose: To enhance teamwork through active listening, understanding, and empathy</p> <p>Process;</p> <ol style="list-style-type: none"> 1. Set up the chairs facing each other and a few inches apart. 2. Explain the purpose of HSR – to actively listen and encourage empathetic responses without attempting to fix anything or pass judgment. 3. Invite the participants to pair up and tell a story about a time when they did not feel heard, seen, or respected. 4. Request that the listeners refrain from interrupting other than to ask questions such as, “What else?” or “What happened next?” After they’ve finished telling their story, ask how it feels to tell their story and be heard. Thank them and validate their feelings. If both of you are at ease, you can end with a hug or a handshake. 5. Everyone has an equal amount of time (5 minutes) to be a storyteller and a listener.
<p>15 Minutes</p>	<ol style="list-style-type: none"> 6. Switch partners and roles (the storyteller becomes the listener and vice versa). 7. As a group, contemplate, “How can HSR be used to address challenges within a team and improve personal relations?” <p>Option 2 Activity: Take One-Give One (15 minutes)</p> <p>Purpose: To boost the teams’ confidence and enthusiasm once they have committed to undertaking a major plan.</p> <p>Process</p> <ol style="list-style-type: none"> 1. Invite the participants to spend a few minutes thinking of inspiring or kind words to say to the team members sitting next to them. Write the words on a meta-card. 2. Pass the card to the person sitting to their right and receive a card from their neighbour to their left. 3. Each participant reads the card they received aloud and quickly says how the words made them feel or think. 4. Finish by thanking the participants and emphasizing the value of kindness and sisterly love.
<p>5 Minutes</p>	<p>Closing</p> <p>Provide a summary of the main points or the learning team can give a brief recap.</p> <p>Hold a short discussion on the workshop’s effectiveness and processes.</p> <p>Take time to recognize contributions. Acknowledge effort and achievement.</p> <p>Share any logistical announcements for the next day.</p>

Handout 1: matrix

Pillar	UNSCR Text	Provision	Actors	Entry Points

Handout 2: community plan

WPS Community Plan

Period:

Where do you stand now? Describe the current situation or problems.

Key Priorities: List key priorities

Goal: Describe your goal(s)

Objective: List objectives

Resources: Indicate the resources you need (human, financial) to carry out the community plan

Activities	Responsible Person/s	Cost	Timeline

MODULE 4:

A feminist approach to peacebuilding and reconstruction



Estimated Time: 5 Hours

Target Audience

Module 4 is designed for professionals who are actively involved in WPS, peacebuilding, and post-reconstruction efforts and want to improve their understanding of the gender dimensions of these efforts and advocate gender responsiveness in peacebuilding and post-conflict reconstruction. Sessions can also be tailored to the general audience according to their level of comprehension and background.

Introduction

Post-conflict reconstruction and peacebuilding are multifaceted processes consisting of short, medium, and long-term programmes to prevent conflict escalation or relapse and establish sustainable peace.

Reconstruction and peacebuilding efforts provide a rare opportunity to address the underlying causes of gender inequality and power imbalance. However, they largely fail to address the structural inequalities and power dynamics at the root of gender discrimination.

The gendered causes and consequences of armed conflict are frequently overlooked, which means that patriarchy resurfaces post-conflict, and women who are primarily viewed as powerless victims, are marginalised and side-lined from peace talks that end up promoting a conservative return to the pre-war status quo.

Because the Great Horn of Africa (GHOA) countries are deeply embroiled in conflict, women's and feminist organisations must engage in the discussion about transitional and state-building processes to successfully move from conflict resolution to the creation of peaceful, equal, and just societies. It is necessary to bring a feminist perspective to the discussion that enables the discovery and deconstruction of hidden gender power dynamics so that we realise the transformative impact of peacebuilding on the lives and realities of women and girls living in post-conflict GHOA.

About This Module

This module aims to enhance participants' understanding of critical post-conflict processes and spark discussion about how feminist perspectives can transform the outcomes of peacebuilding and reconstruction and their impact on the lives of women and girls.

The module consists of three sessions and team-building activities.

Session 1: Module overview and introduction to Post-Conflict Reconstruction and Peacebuilding (90 minutes)

Session 2: The Relevance of Reconstruction and Peacebuilding (90 minutes)

Session 3: Gender-Responsive Post-Conflict Reconstruction and Peacebuilding (90 minutes)

Team Building and Closing (30 minutes)

Objectives

1. To enhance the participants' understanding of post-conflict reconstruction and peacebuilding processes
2. To invite a critical feminist perspective and reflection on the WPS agenda within a post-conflict context
3. To improve participants' capacity to promote a feminist perspective on peacebuilding and reconstruction

Required Materials

- Flip charts stand and paper
- Different coloured marker pens or blackboard, blackboard duster, and chalk
- Handouts
- Stationary - notebooks, paper, pens, post-it notes, meta cards, cello tape, scissors
- Equipment- speakers, projector, laptop, power cords. You can adapt the training activity if power or the Internet is inaccessible.

Trainer's Notes



Use participatory methods as much as possible to promote learning through experience sharing and to keep the group engaged and interested in the subject. Learning methods involving all the groups tend to be time-effective, but smaller groups maximize learning and allow the participants to test information and ideas for themselves. This, however, can be time-consuming. It is always a good idea to mix both. Depending on time and human resources, you can adjust and adapt the methods of delivery.

- It is assumed that the target group's level of knowledge and experience varies greatly. The facilitator must prepare in advance to tailor the training to the group's needs.
- The sessions that offer technical information should be delivered at the beginning of the day when the attention and energy level of the group is the highest.
- As a facilitator, always remember the learning objectives for each training session and focus on a few key messages.
- Use interactive and hands-on activities to encourage experience sharing and engagement. Activities such as group work, role-playing, and group discussion tend to maximize the participants' learning experiences.
- The module also provides activities for relaxation and refocus, such as ice breakers and energizers, reaffirmation, and meditation sessions to keep participants engaged and enjoying while learning.

SESSION 1: INTRODUCTION TO POST- CONFLICT RECONSTRUCTION AND PEACEBUILDING

90 Minutes

Why?

This session is divided into two parts. The first session will provide participants with an overview and the learning objectives of module 4. The second section provides a general understanding of reconstruction and peacebuilding concepts.

How?

Note: Please first familiarise yourself with the subject (refer to the note section in the PPT to elaborate on the points presented). Also, read the facilitator resources so that you can respond to the questions and comments of the participants.

Suggestion: You can introduce the conflict triangle in Module 1 before the Gender Cost of Conflict group discussion.

10 Minutes	Module Overview <ol style="list-style-type: none">1. Welcome the participants to the third day of the training and thank them for their continued interest and commitment to learning.2. Invite the validation team to present a quick recap of the previous day. Skip this step if the recap was presented the day before.3. Invite the motivation team to provide a one-minute energizer/ice breaker.4. Remind the participants to sign up for a learning team for the next day.5. Hand out the agenda. Explain how the day flows: times of sessions, breaks, lunch, and logistical announcements.6. Present the module's overview and learning objectives (see PPT slides 1 to 5).
25 Minutes	Activity 1: Concept Mapping <p>Purpose: To use a visual format to make it easier to understand peacebuilding and reconstruction concepts and synthesise information by combining new and old ideas to better understand the big picture</p> <p>Materials: flip chart paper, sticky notes, push pins, meta-cards, markers, cork/bulletin board, yarn/thread</p> <p>Process:</p> <ol style="list-style-type: none">1. Gather the group around a cork/bulletin board or put up four sheets of flip chart/poster paper.2. Place the materials (markers, pens, sticky notes) on a table where the participants can easily access them.3. Write down the concepts on the board or flip chart/poster paper: (a) Post, b) Conflict, c) Reconstruction, and d) Peacebuilding.

	<ol style="list-style-type: none"> 4. Explain the process to the participants: What comes to mind when I say (state one of the words)? Write down your thoughts on a meta card or post-it note. Instruct participants to write only one word per card/sticky note, but they may write on more than one card/sticky note. Place the cards/sticky notes on the board/poster paper. Proceed to the second word - "conflict" - and repeat the same process, and so on. 5. Encourage participants to remember what they learned in previous modules, such as concepts of negative and positive Peace, and to bring their perspectives. 6. Once participants have finished brainstorming, ask them to connect the words and organise them into a concept or rearrange the cards in a new order to form ideas and a concept. <p><i>This is a collaborative and participatory process meant to promote the exchange of ideas and perspectives. Therefore, don't offer your input until the end.</i></p> <ol style="list-style-type: none"> 7. In the end, explain Galtung's violence triangle and stages of conflict (see facilitator resources section). You can use a flip chart and markers.
<p>10 Minutes</p>	<p>Activity 2: Presentation</p> <p>Purpose: To provide the participants with a basic understanding of the post-conflict reconstruction and peacebuilding processes</p> <p>Process</p> <ol style="list-style-type: none"> 1. Begin by recalling the previous activity's discussion and defining the concepts of reconstruction and peacebuilding. 2. Display PPT slides (6 to 11). 3. Make time for introspection, feedback, and questions.
<p>45 Minutes</p>	<p>Activity 3: Group Work</p> <p>25 minutes for group work and 5 minutes per group for the presentations.</p> <p>Process</p> <ol style="list-style-type: none"> 1. Divide the participants into groups. 2. Explain the purpose and expected outcomes (a presentation) and give the group the following assignments: <ul style="list-style-type: none"> • What is the context of your country and community? What phase? Explain the different stages of conflict: absence of conflict, latent conflict, emerging conflict, escalation, stalemate, de-escalation, settlement/resolution, and post-conflict peacebuilding and reconciliation. • What does it mean to be post-conflict in your country or community? • What processes and programmes are in place? (DDR, SSR, constitutional processes, etc.) What are the gaps, challenges, and opportunities? • What do you wish to see more of? What change can you make? Recall the plan of engagement from module 3.

FACILITATOR RESOURCES

Peacebuilding and post-conflict reconstruction refer to a set of interventions that work to prevent disputes from escalating or avoid a relapse into violent conflict by addressing both the immediate consequences and the root causes of conflict.

Peacebuilding and post-conflict intervention begin with the implementation of a cease-fire agreement or peace agreement that calls on the international community to support the peace process. It typically progresses through three stages: stabilisation, transition, and consolidation. When the host society has developed the capacity to manage and sustain its peace process without external assistance, peacebuilding intervention ends.

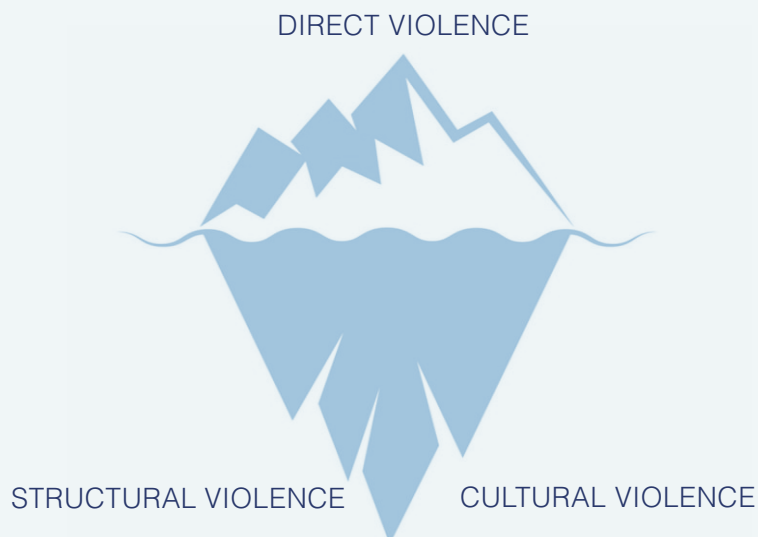
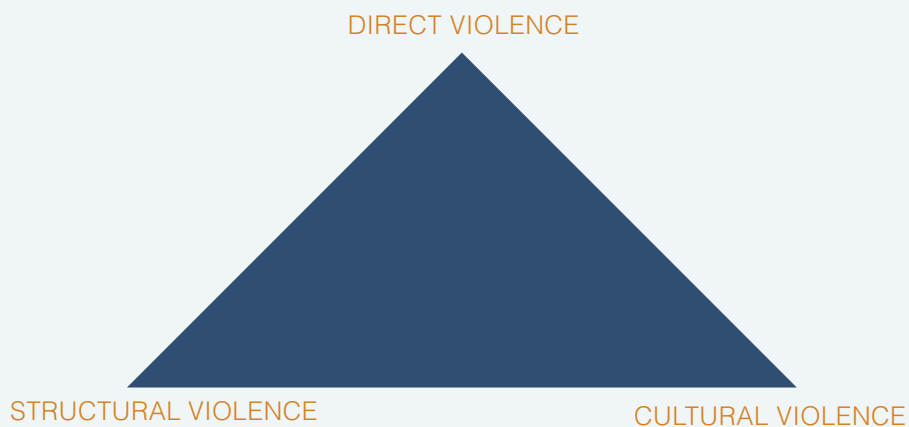
Understanding the Violence Triangle of Johan Galtung in the Context of Conflict Theory

Direct Violence is felt and experienced. It can be physical violence, such as physical assault or killing. It can also be psychological, which causes trauma, anxiety, or stress.

Structural Violence is built into the social structure and systems. Established laws and institutions that enforce it include, economic systems such as the market, social inter-relationships, religious institutions, and in many cases, military institutions. These systems interact with one another to form complex power relationships.

Power can be measured in terms of access to resources, decision-making authority, and opportunities. Societal structures may marginalise certain groups or discriminate against them, resulting in a violation of their rights. Such violence is not always intentional but is a by-product of society's existing structures. Galtung also employs the phrase "social injustice" to describe structural violence.

Cultural Violence refers to the prevalent attitudes or beliefs used to justify direct or structural violence and include societal prejudices and stereotypes internalised by individuals. Stereotypes manifest themselves in people's interactions with one another.



Galtung suggests that these three forms of violence feed and reinforce each other. While direct violence is visible, structural and cultural violence are not overtly visible in society. Violence against women and SGBV are examples of direct violence because they are visible, and we can easily identify the actors that cause such violence.

Conflict Stages

Conflicts progress through various stages of activity, intensity, tension, and violence. ³³

1. **Latent Conflict** refers to the presence of factors that have the potential to become conflict-inducing forces. Examples of latent conflict include a) competition for scarce resources, b) a desire for autonomy, and c) goal divergence.
2. **Perceived Conflict** arises even when there are no conditions of latent conflict but when one party perceives that the other will try to thwart or frustrate their goals. Perceived conflict occurs when two parties misinterpret one another's position.
3. **Felt Conflict** occurs when the conflict is felt and recognised. Personalization of conflict is the mechanism that causes many people to be concerned about conflict dysfunctions.
4. **Manifest Conflict** occurs when two parties engage in behaviours that elicit responses from one another. The most obvious are open aggression, apathy, sabotage, withdrawal, and complete disobedience of the rules.
5. **Post-Conflict or Conflict Aftermath** may have positive or negative repercussions for the organisation depending upon how the conflict is resolved. If the conflict is resolved to the satisfaction of all participants, this lays the groundwork for a more cooperative relationship.

Post-conflict is characterised by lower tensions and a relationship transition to normal. However, if issues/problems caused by incompatible goals are not adequately addressed, the situation will revert to a pre-conflict state or latent conflict.

SESSION 2: WPS IN THE CONTEXT OF RECONSTRUCTION AND PEACEBUILDING

90 Minutes

Why?

This session aims to use a critical feminist perspective to reflect on the WPS agenda within a post-conflict context.

How?

To prepare for this session, listen to the audio or watch the documentary beforehand, take notes, and become acquainted with the concepts discussed.

Note: You have two options for Activity 1. Option A is more suited to participants who have some knowledge of WPS and PCR processes. You will need a speaker to run this activity. Option B is a suitable option for a general audience. Both options are in English, however, you might be able to find a subtitled version of the film.

20 Minutes	<p>Presentation</p> <ol style="list-style-type: none"> 1. What are PCR and peacebuilding? Brainstorm and thank the participants for their contributions. 2. Display the PPT presentation titled “PCR The Missed Opportunity” (slides 12 to 21). Alternatively, review the content of the slides and deliver the presentation without the slides. 3. Allow time for comments and questions.
60-70 min.	<p>Activity A: Learning Library - The Limits and Possibilities of the WPS Agenda</p> <p>Process</p> <ol style="list-style-type: none"> 1. Play the audio Link keynote address by Prof. Fionnuala Ni Aolain (University of Minnesota) on The Limits and Possibilities of the WPS Agenda in Addressing Women’s Participation in Conflict and Post-Conflict Settings. 2. Instruct participants to actively listen and take notes for later discussion. 3. Moderate the discussion and reflections. <ul style="list-style-type: none"> • You can use the WWW approach: <ol style="list-style-type: none"> i) WHAT? What did you hear? What did you learn? What stood out for you? ii) SO WHAT? Why is that important? iii) NOW WHAT? What conclusions are emerging? 4. To encourage listening and engagement, announce before playing the audio that there will be a Quiz Competition with a prize for the winning group - a symbolic and inexpensive prize for answering simple questions about points mentioned in the audio. Make it fun! 5. Each table of participants represents a team. Teams can compete by tapping on the table to answer questions. Whoever taps first gets to answer first. If the answer is incorrect, move to the team who tapped second. Whichever team correctly responds to the most questions wins the prize.

6. Wrap up the session by highlighting the speaker's main points and summarising the participants' reflections.

Activity B: Movie screening of Pray the Devil Back to Hell

Pray the Devil Back to Hell is a documentary that records the heroism of Liberia's women who successfully demanded that the country's warring parties find a path to peace. Thousands of women - mothers, grandmothers, aunts and daughters, Christian and Muslim - came together to pray for peace and then staged a silent protest outside the Presidential Palace. Armed only with white T-shirts and the courage of their convictions, they demanded a resolution to the country's civil war. Their actions were critical in initiating an agreement during the stalled peace talks.

A story of sacrifice, unity, and transcendence, *Pray the Devil Back to Hell* honours the strength and perseverance of the women of Liberia. Inspiring, uplifting, and motivating, this movie is a compelling testimony of how grassroots activism can alter the history of nations.

Materials: speakers, laptop, power cables, and projector

Process

1. To prepare, ensure you have a stable Internet connection. Alternatively, download the film in advance and ensure that you have the necessary IT equipment.
2. Play the [link](#).
3. Once the film ends, allow time and space for reflection and discussion. Start with simple WWW questions: What did you hear? What did you learn? What stood out for you? You can also use the following questions to steer the discussion:
 - Have you ever been a part of a grassroots movement that resulted in significant change? If not, have you ever seen a similar movement in your community?
 - What do you think made the Women of Liberia's Mass Action for Peace so successful? What was so beneficial about their movement?
 - After watching the film, what do you think are the most significant differences and similarities between life in Liberia and life where you live?
 - What is your main takeaway from this film?

Note: Please keep in mind that this film may be emotionally taxing for some of the participants. Be prepared to provide emotional support and comfort if necessary.

FACILITATOR RESOURCES

Women, Peace, and Security in Post-conflict and Peacebuilding Settings

The international framework on Women, Peace, and Security (WPS) has made post-conflict reconstruction and peacebuilding efforts more aware of the effects of conflict on women and their untapped potential to resolve conflict and sustain peace. The provisions of the WPS agenda provide a framework for advocacy and accountability for more inclusive programmes and processes and address the issues of exclusion, discrimination, and marginalisation of women, which have characterised the reconstruction and peacebuilding processes to a large extent. Feminist and women's organisations must engage in the discussion and seize the opportunity to eliminate gender disparities in political participation, security sector reform, and transitional justice.

Participation

Women must be engaged in the planning, decision-making, and implementation of post-conflict reconstruction and peacebuilding efforts at all levels. It is important to remember the different factors that shape women's experiences, access, and identities.

- **Advocate mechanisms to advance women's participation** - Peace agreements should have a clause on women's quotas in all post-conflict governance sectors. The constitution should be aligned with the international instruments on gender equality.
- **Demand funding for women's civil society** and grassroots initiatives working on peacebuilding and reconstruction efforts. Actively engage with donors and ask them to allocate funding for gender-specific interventions at the grassroots level in post-conflict reconstruction.
- **Ensure grassroots women are consulted and included**, and their experience, perspective, needs, and interests are represented.

Prevention

We must adopt a gender-responsive perspective in formal and informal violence prevention efforts, including addressing the structural exclusion and discriminatory barriers that limit women's contributions and addressing gender norms, risks, and vulnerabilities that perpetuate SGBV.

Addressing conflict-related sexual violence (CRSV) at the outset of the mediation strategy can increase the durability of peace by mitigating security fears and improving transparency, accountability, and confidence among all parties. Also, it can help to protect against and prevent future CRSV and build effective, responsive security institutions.

- **Advocate addressing CRSV** in the mediation strategy during ongoing hostilities and at the beginning of the mediation process. Essential agreement provisions must ensure that CRSV is included in ceasefire agreements and defined as a prohibited act, especially in the definition or principles of the ceasefire.
- **Document, report, and draw attention to CRSV** and other violations of human rights. Actively engage³⁴ with conflict parties to discuss the immediate termination of conflict-related sexual violence.
- **Advocate the recognition of sexual violence** (if) used in conflict as a method and tactic of warfare.
- **Demand that transitional justice mechanisms incorporate specific references to CRSV**, including measures to protect the security and dignity of victims and witnesses, and include women and gender experts in its design and oversight.

³⁴ Through the use of advocacy tools (petitions, appeals, resolutions, declarations), etc.

Protection

In post-conflict settings, rates of domestic violence tend to escalate, especially after ex-combatants return and before social reintegration. This can be attributed to the number and availability of small arms and light weapons, the change in gender roles and norms, trauma, unemployment, and a perceived loss of status in the family among ex-combatants.

- **Ensure that your gender analysis pays close attention to the change in gender roles**, norms, and relations. It should reflect the ever-evolving gender power relations during and post-conflict.
- **Work with men and boys** to prevent and mitigate SGBV by promoting gender equality and fostering non-violent conflict resolution and gender norms.
- **Strengthen coordination, partnership, and networking**, particularly with women's groups and civil society organisations at local and grassroots levels.
- **Promote gender-sensitive early warning mechanisms** and include SGBV-specific indicators and reporting benchmarks to ensure the timely identification of SGBV risks.

Relief and Recovery

Peacebuilding is often accompanied by extensive political and governance reforms that address the root causes of conflict, political exclusion, impunity, absence of the rule of law, and economic marginalization. As the foundation of the post-conflict society is being laid, governance reforms offer a unique window of opportunity to transform discriminatory social structures and promote women's human rights, participation, and meaningful engagement.

Address women's rights, particularly the right to:

- Participate fully and effectively in decision-making, particularly political decision-making
- Own property, including houses, land, and other assets
- Work without harassment and discrimination in hiring, benefits, and promotion
- Live free from violence

Strengthen women's participation in economic recovery. In post-conflict contexts, 30–40% of households are female-headed. 35 Female-headed households are associated with poverty. There are substantial time burdens on the female household head, which limit her engagement in public decision-making and governance reforms.

- Promote women-led businesses, create jobs, and foster an inclusive recovery economy. Experience and evidence show that women are more likely to spend their incomes family needs, including health care and education, thus making a proportionately larger contribution to post-conflict social recovery.
- Address gender barriers to women's entrepreneurship, including access to market and financial services and access to and control over land and community resources.
- Close the gender gaps in access to technology, credit, and resources, which contribute significantly to women's productivity.
- Promote gender-sensitive, community-driven approaches that prioritize women's involvement and inclusion in community participatory processes.

Advocate for increased participation in the security sector. Empirical data show a positive correlation between the number of female police officers and reporting rates of sexual assault.

35 (El-Bushra, 2007).

Promote a gender-responsive early warning system.

- Promote and support gender-responsive conflict analysis.
- Promote the application of gender budgeting.
- Build the capacity of national and local actors, monitor and oversee the implementation of recovery programmes, and comply with the gender budget. Set indicators, monitor, and evaluate.

Note: Consult further reading in this [Link](#)

SESSION 3: GENDER-RESPONSIVE POST-CONFLICT RECONSTRUCTION AND PEACEBUILDING

90 Minutes

Why?

This session examines challenges, opportunities, and entry points for gender integration with respect to important processes in post-conflict contexts: a) transitional justice, b) constitutional revisions, and c) security sector reform (SSR). *You can adjust and adapt the learning objectives and activities depending on available time and the group's background and interests.*

This session addresses a complex and wide range of issues to arouse the curiosity and appetite of individual learners. [Click for further reading.](#)

How?

Note: Plan ahead of time. Invite panel members and explain the objectives, logistics, and process to them (e.g., Time allocated, the flow of speakers, points to be covered, background on the target group etc.). To the extent possible, ensure the panel members' diversity, inclusivity, and gender balance. A long break (tea, lunch) after the presentation allows participants to interact, engage, and network with the panel members and among themselves..

90 Minutes

Option 1: Expert Presentations

Purpose: Expert presentations provide participants with unique and diverse points of view from the panellists' personal experiences and institutional perspectives. Interaction with panellists enriches the participants' learning experiences and improves networking opportunities with stakeholders.

Process

Form a panel of experts from feminist and women's rights organisations, government, civil society, activists, international NGOs, the UN-UNWOMEN, UNDP, UN mission, and The African Union who work on the justice and constitutional revision sectors. Reach out to your network and contacts in advance of the training to secure panellists.

1. The number of panel members can range between 3 and 4 depending on available resources, capacity, and logistical preparedness. Panel members can also join the meeting using Zoom or another virtual platform.
2. Allow each panellist 10-15 minutes to present. The total time for the presentations should not exceed 60 minutes.
3. Allow 20 minutes at the end of the panel presentation for questions and answers.
4. Finally, thank the panellists and summarise key points (10 minutes).

Option 2 Activity: Experience Sharing

Purpose: To celebrate the successful experiences of women living in the GHoA and acknowledge their valuable contributions while learning what works best and what needs to be addressed in the WPS agenda application post-conflict context.

Process

1. Create three boardrooms: a) Transitional justice, b) constitutional revisions, and c) SSR.
2. Ask the participants to join a boardroom in which they have the most interest, professional experience, or knowledge.
3. Explain the purpose and expected outcomes of the exercise (PPT slides).
4. Give the group the following assignment:
 - What are the key challenges facing women in post-conflict contexts with respect to your boardroom topic?
 - Present a case study of a successful engagement in a process (concerning the boardroom topic).
 - The presentation should focus on key challenges, opportunities, and successes. Follow a simple formula for the presentation - What? When? Where? How? Who?
 - Allocate 40 minutes for group work and 40 minutes for presentations - 10 minutes per boardroom. Allow 20 minutes for questions and comments.

Note: This activity can also be modified to invite guest speakers from women activists/leaders to speak about their experiences in the related boardroom topic.

20 Minutes**Team Building**

Purpose: To strengthen the team's trust, mitigate conflict, encourage communication, and increase collaboration. You can choose from the following options and integrate them into your session plans throughout the day.

Activity: Cross Over

Purpose: To motivate people to brainstorm ideas, solve problems, and implement their proposed plans. Due to its physical nature, this exercise necessitates a high level of trust and communication.

Materials: rope, two chairs

Process

- Tie a rope to two chairs to make the fence. The rope should be raised to approximately waist height.
- Ask the participants to stand together on one side of the rope.
- Explain the purpose, the task, and the rules. In this activity, you will cross the "electric fence" without touching it. To get from one side to the other, participants must go over, NOT UNDER, one at a time while always holding the hand of another group member.
- Participants should not make any contact with the electric fence at any time. If they violate a rule, they must start the exercise again.
- Due to the physical nature of the game, it is not suitable for people who have back, knee, or ankle injuries. Ask the participants if anyone has an injury or an inability to participate, and then ask them to be an observer to ensure the rules are followed.
- You can conclude the activity with a quick reflection - What was one positive thing you learned about your teammates during this exercise?

10 Minutes**Closing**

Activity: Evaluation and Feedback

Purpose: Participants can provide feedback and reflections on the learning process. The facilitators will understand what has been valuable to the group.

Process

1. Invite the participants to reflect on the session by answering four questions:
 - What insights did I gain?
 - What am I still wondering about?
 - What will I take away?
 - How do my new insights help me move into the future?
2. Give participants 4 minutes to write down their reflections on post-it notes.
3. Share and discuss participants' reflections.
4. Invite the validation team to present a summary in tomorrow morning's session.

FACILITATOR RESOURCES

Transitional Justice

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

Transitional justice seeks to recognize victims and promote the possibility of peace, reconciliation, and democracy. Transitional justice is not a particular form of justice, but justice adapted to societies transforming themselves after a period of pervasive human rights abuse.

Transitional Justice Mechanisms

- 1. Criminal Prosecutions.** The judicial investigations of those responsible for human rights violations. Prosecutors frequently emphasize investigating of the “big fish” - suspects considered most responsible for massive or systematic crimes.
- 2. Truth Commissions.** The commissions of inquiry primarily aim to investigate and report on major periods of recent abuse. They are often official state bodies that make recommendations to remedy such abuse and prevent its recurrence.
- 3. Reparations Programs.** These state-sponsored initiatives help repair the material and moral damages caused by past abuse. These programs typically distribute a mix of material and symbolic benefits to victims, benefits that may include financial compensation and official apologies.
- 4. Gender Justice.** These efforts challenge impunity for sexual and gender-based violence and ensure women's equal access to redress of human rights violations.
- 5. Security System Reform.** These efforts seek to transform the military, police, judiciary, and related state institutions from instruments of repression and corruption into instruments of public service and integrity.
- 6. Memorialization Efforts.** These include museums and memorials that preserve the public memory of victims and raise moral consciousness about past abuse, to build a barricade against its recurrence.

Gender Justice

Conflicts, crises, and global pandemics inhibit women's access to basic services and justice and heighten ongoing threats of insecurity and gender-based violence, vulnerability, and exclusion. Through new constitutions, legislative changes, and institutions, transitional periods allow countries the opportunity to address the injustices women experienced during the conflict and also, underlying inequalities and gender-based discrimination.³⁶

Transitional justice responses to gender-based violations during conflict and authoritarian rule are essential for ensuring justice for victims, combatting women's marginalization, and preventing future breaches against women and other groups targeted for their gender. Ensuring that transitional justice measures meaningfully address the causes and consequences of all abuse against women is equally important.

However, during post-conflict times, discriminatory social norms continue to be significant barriers to equal rights, especially when combined with various layers of disadvantage, such as poverty, race, disability, geography, and migration status. The frequent and intricately intertwined legal issues that the poorest and most disadvantaged women face overlap to create a cumulative disadvantage and constitute a major challenge to gender justice and human security.

³⁶ (UN Women, UNDP, UNODC, and OHCHR., 2018).

One of the major issues for women seeking justice for gender-based violence during a transitional period is to confront and penalize those responsible for the violence. This is frequently viewed as destabilising. As a result, women seeking gender justice have come to be seen as the enemy of peace and reconciliation. Transitional justice must lead the way in integrating gender justice into all reform processes so that it can play a central role in the new stable political order once the transitional period is over.³⁷

Security Sector Reform (SSR)

The SSR is described by the UN as “a process of assessment, review, implementation, monitoring, and evaluation led by national authorities with the enhancement of effective and accountable security for the state and its people without discrimination and with full respect for human rights and the rule of law.”³⁸

The ultimate objective of gender responsive SSR is to improve the ability of security sector institutions to address specific security threats faced by women and girls through the active participation of women and girls in SSR decision-making, assessment, planning, and implementation of processes, policies, and institutions.

Comprehensive Gender-Responsive SSR can consolidate efforts to build sustainable peace through the renegotiation of gendered power relations and the distribution of resources, including access to security, justice, and power. Moreover, gender integration enhances the security sector’s ability to cope with key post-conflict security issues, such as how post-traumatic stress and shifting gender roles can perpetuate violence.

- SSR must equitably consider the specific needs and capacities of women and girls alongside those of men and boys. Recognition of and response to these different security needs will enhance the effectiveness of security institutions. Addressing threats in a gender-responsive manner is essential to ensuring sustainable community security.³⁹ The inclusion of women in the sector, together with the development of gender analysis skills and gender-responsive institutions, has been demonstrated to improve the SGBV reporting rates, information collection, and how female witnesses, victims, and suspects are treated.
- Women’s civil society organizations have a particularly significant role to perform. They can act as a bridge between communities and security policymakers, provide services to victims, liaise with security sector institutions, and work to prevent insecurity. They also often serve as key sources of detailed information regarding local security and justice needs and trends.
- The meaningful participation of women, and the consideration of their interests in security sector reform, should be an integral part of national security policies and peace agreements.

Challenges

- **Perception and Resistance:** Increased participation in the security sector is often perceived as a gain for women and a loss for men in terms of employment, promotion opportunities, political power, and influence. This is a common perception among men in the security sector and often results in open resistance to reform. Therefore, it is always important to emphasize that women’s inclusion and empowerment in security means a gain for all, both men and women.
- **Educational and cultural gaps:** Low education levels among women have often resulted in their not meeting the minimum criteria to join security institutions. Traditional gender stereotypes, such as the notion that women require protection and men provide protection, can also hamper recruitment. Illiteracy among women in civil society will require special strategies to disseminate information through non-written viral media campaigns, using community radio, public consultation, and word of mouth.

³⁷ (Hellsten, 2012)

³⁸ (UN Secretary-General (UNSG), 2008).

³⁹ (United Nations-DPO, 2020)

- **Weak Institutional Capacity and Political Will:** Local government institutions may lack the capacity to keep up with the increased demand for their services in many post-conflict contexts. This can be worse when there is a lack of political will to address gender issues and prioritise women's security.
- **Lack of Information and Data:** It is difficult to obtain reliable data to establish baselines for projects, activities, and resources, which makes it challenging to assess impact and progress.
- **Lack of Coordination:** A lack of coordination of the actors involved with gender and SSR issues can lead to conflicting information, duplication of efforts, wasting of human or financial resources, and insufficient attention paid to some key issues.

Constitutional Revisions Processes

The Constitution establishes the legal foundation for the social, political, and economic systems and the relationship between the people and the government.

In a post-conflict context, the constitutional revision process and the creation of governmental institutions lay the foundation for establishing accountability for women's rights. Constitutional amendments must comply with international agreements on women's rights and support the integration of affirmative action, gender quotas, and accountability systems for gender equality.

Challenges Facing Women in Post-Conflict Constitutional Processes

- The rule of law and the human rights protections it affords women often break down during conflicts.
- Post-conflict countries are less likely to have strong judiciaries and other institutions to protect women's rights.
- Peace agreements are designed primarily to end conflicts and may not include provisions to protect and advance women's human rights.
- Interim administrations may devote little attention to women's rights.
- Parties in conflict States may seek to entrench their positions in post-conflict settlements rather than support broader access to the political process for women or society in general.

The rules for electing or appointing members to a constitution-making body are frequently established early in a peace or transition process. Research from the Institute of Inclusive Security documented lessons from case studies that suggest five tactics for women looking to influence constitutional reform processes in fragile and conflict-affected environments:⁴⁰

- **Mobilize early.** The rules for electing or appointing members to a constitution-making body are frequently established early in a peace or transition process. Women typically succeeded in gaining access when they presented a joint front and advocated inclusion long before the election or nomination process began.
- **Incentivize women's participation and go beyond tokenism.** Quotas for increasing gender balance among members of constitution-making bodies arguably contribute to higher levels of women's participation. In many cases, however, women had to overcome a perceived lack of legitimacy and often did so through subject-matter expertise or by asserting political authority.
- **Cultivate strategic alliances and broad coalitions.** Whether through coordinated coalitions advocating for common goals or cooperation with key political parties and male policymakers, women strengthened their access and influence by building strategic alliances. These included partnering with "insiders" in the constitution reform body and "outsiders" in civil society and across societal divides that underlie sources of conflict or unrest.

40 (Tamaru & O'Reilly, 2018)

- **Frame the debate effectively.** Women repeatedly advocated issues relating to gender equality and the rights of marginalized groups. When they successfully framed these issues about overarching goals of peace, reconciliation, or democracy, they were more likely to realize their objectives.
- **Understand the negotiating context and get creative.** When women clearly understood the constitution-making process, key actors, and major interests, they found creative ways to overcome obstacles to their influence—from convincing dominant players that their interests aligned to blocking procedures until negotiators agreed to include women in their delegations.

Resources

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MODULE 5:

INFLUENCING FOR CHANGE



Estimated Time: 5 Hours

Introduction

The previous modules have focused on boosting participants' knowledge and critical engagement with the WPS agenda. This module focuses on the next step – using this knowledge to influence others and make concrete changes. In module two, participants developed their own WPS agendas. This module will focus specifically on addressing some of the issues identified in the agendas. Module three included a SWOT Analysis, which helped participants to identify internal and external opportunities and threats. Participants will need that analysis during this module to inform the development of their influencing strategy.

This module explores how change happens and strengthens participants' knowledge and skills to effect change. It introduces various tools that participants can use to explore the core problems they want to work on, identify possible solutions, and build an influencing strategy. Ultimately, participants must learn the skills necessary to make a change at the level(s) they choose to engage in, whether within their local communities or at the national level. Focus on introducing the tools that will be most valuable to the participants.

There is a long history of women as agents of change. Civil society influence is the driving force behind the implementation of the WPS agenda. In fact, if not for the efforts of the global women's movement, there would be no WPS agenda! For more than two decades, women's civil society has engaged with diverse decision-makers and stakeholders to push for the effective implementation of the agenda. They have targeted influencing efforts toward local and national authorities, conflict actors, and regional and international bodies, such as the IGAD, the AU, and the UN, especially the UN Security Council. Women's civil society has used a range of strategies and tactics to achieve their goals and create more equal, inclusive, and peaceful societies. This module aims to further empower participants to enact change.

About This Module

This module consists of **five sessions** and team-building activities.

Session 1: Introducing Influencing (40 minutes)

Session 2: Developing an Influencing Strategy: Building Block 1: What? (75 minutes)

Session 3: Developing an Influencing Strategy: Building Block 2: Who? (60 minutes)

Session 4: Developing an Influencing Strategy: Building Block 3: How? (75 minutes)

Session 5: Building a Coalition (50 minutes)

Objectives

- Participants will become familiar with the influencing building blocks (What? Who? How?)
- Participants will have the knowledge, skills, and tools to develop and implement an influencing strategy, including a risk mitigation strategy
- Participants will be familiar with examples of influencing relating to the WPS agenda

Required Materials

- Flip charts stand and flip chart paper
- Different coloured markers or blackboard, blackboard duster, and chalk
- Handouts
- Stationary (notebooks, paper, pens, posted notes, meta cards, cello tape, scissors)

- Equipment - speakers, projector, laptop, power cords. You can adapt the training activity if power or the Internet is inaccessible.

Trainer's Notes



Participants will form a group at the start of this module and continue working in the same group for the rest of the day while gaining hands-on experience in developing an influencing strategy. Those wanting to work on the same/similar issues should be grouped together to ensure that participants are working on issues they are passionate and knowledgeable about and that they can apply to their actual efforts on women's rights, peace, and security. Examples of topics that groups may want to work on will be hugely diverse, from women's participation in local conflict prevention and mediation to influencing national-level peace agreement implementation. It's fine! **Groups should consist of 3-5 people so that everyone's voice is heard.** It's fine if there is more than

one group working on the same/similar topic. In fact, this can provide a further learning opportunity, as participants can compare the different approaches.

Remember that many participants will have experience influencing and creating change in their communities, though they may not label it as such. Participants may have raised concerns about women's rights or insecurity with others in their communities, such as with women's groups or traditional or religious leaders and pushed for change to happen. Discussion and reflection questions will be important to draw out relevant experiences within the group and demonstrate that, in fact, they already have skills, knowledge, and experience when it comes to influencing.

As this module is very hands-on, much of the content is included in the handouts, providing participants with a step-by-step guide for developing an influencing strategy. **Facilitators should familiarize themselves with the content in the handouts.** At the same time, Module 5 PowerPoint provides a step-by-step guide explaining each tool and related activity and then gives participants the chance to try the tools for themselves.

Regarding helping participants identify the theme they want to work on: At the beginning of the day, ask the participants to start thinking about which issue they want to work on. Help them to identify a topic:

- Connect with existing efforts: Are you already engaged in efforts connected to women's rights in conflict contexts and peacebuilding? Are there opportunities to build on this further? Are you part of relevant networks?
- Build on existing knowledge, skills, and experience: Through lived experience, study, work, and activism, what relevant knowledge, skills, and experience do you have?
- Passionate engagement: What do you feel passionate about changing? Is there something you are driven to change? Are there steps you can already see to bring that change about?
- Connect with the WPS pillars: If participants are still struggling to identify a topic to work on, remind them of the 4 WPS pillars: participation, protection, prevention, and recovery and relief. Which pillar should you work on based on the issues you see around you?
- Participants will not need to form groups until after the first break, so they can use their break time to approach those with whom they would like to work.
- **Each session concludes with some reflection questions.** If time allows, you can ask participants to reflect on these questions individually and then share them with the group. If there is no time, share the questions and ask them to reflect on them as homework. You can invite participants to record their answers in a journal for their own learning.
- **The PowerPoint presentation 'Influencing for Change' accompanies this module.** Each session has an accompanying section in PowerPoint. If you cannot use PowerPoint, you can verbally share the key points and use a flip chart to write out/draw key content. Much of the content is also included in the handouts so that participants can reference it during and after the module.

SESSION 1: INTRODUCING INFLUENCING

40 Minutes

Why?

Participants will be familiar with key terms (influencing, influencing strategy, strategies, and tactics) and examples of civil society influencing, including from their own country contexts.

How?

Ice Breaker: *Everyone stands in a circle. One by one participants step into the centre and do a dance move or position that reflects their current mood or state of mind. This ice breaker is a playful exercise that can help create a relaxed and friendly atmosphere and gives participants an opportunity to express how they are feeling, which can contribute to building trust within the group.*

20 Minutes

Activity 1: We are Change-Makers!

Purpose: To demonstrate that participants already have experience making changes and influencing, including engaging with key stakeholders.

Process

Preparation: There are some reflection questions which you should write up in advance on a piece of flip-chart or share via the PowerPoint presentation (the questions are already included in the PowerPoint).

This exercise can be done with participants sitting behind their desks, which will be more formal, or in a circle with the desks pushed to the side in a more informal and personal layout.

1. Ask participants to take 5 minutes to reflect on a time when they identified a problem within their community and tried to address it.
2. Share the following guidance questions:
 - What were you trying to change?
 - What actions did you take?
 - Who was involved? Who was the person/people who were contributing to the problem? Who was in a position of power and could make the change? Who supported your cause?
 - Did anything change?
 - Were there any lessons learned, approaches that worked well, or things you would do differently next time?

If they cannot think of examples from their community, ask them to apply the exercise to their household. Did they have an issue within their own family that they wanted to change and took steps to address? Alternatively, they can pick an example when an individual or a group, such as a friend, neighbour, or the women's movement, changed something. They can apply the above questions to this example.

3. Bring the group back together and ask if anyone would like to share their examples (approx. 15 minutes). Ask follow-up questions to deepen the group's analysis of the examples. Why do you think this attempt to change something was successful? Were the most influential people targeted? Was public support for this issue high? Was there anything limiting the possibility of change? If so, what?
4. As you finish, let the participants know the purpose of this exercise: to demonstrate to them that they already have experience making changes and influencing and that they will now explore this concept further.

10 Minutes

Presentation – Part 1: Introducing Influencing (10 minutes)

After the introductory exercise, move to a short presentation to establish some shared definitions of key terms, such as influencing, influencing strategies, strategies, and tactics. This presentation also includes some examples of successful influencing to make the content clear and tangible. If participants have already shared some of their own examples of influencing over the course of the training, you can decide not to use the examples in PowerPoint, and instead ask participants for further examples from their work. The benefit of this approach is that it platforms participant's efforts, rightly positions them as specialists in their work and/or activism and allows for deeper collective engagement.

Facilitator Notes

Understanding how change happens is crucial for pushing the WPS agenda forward to create a more equal, inclusive, and peaceful society. Thanks to the efforts of women's civil society's inclusive processes, women's rights in conflict and post-conflict reconstruction are higher on the political agenda, and conflict-related sexual violence is much less likely to be dismissed as a natural part of violent conflict. Instead, conflict-related sexual violence will be seen as something that must be prevented, there will be increased resources available for survivors, and greater access to justice. We must recognize these important successes but also understand that much more needs to change.

Influencing refers to systematic efforts to bring about structural change, including changes at the institutional level, such as the policies and laws of governments and other institutions and the practices around how these policies and laws are implemented. In the context of the WPS agenda, influencing could include the development and effective implementation of National Action Plans on WPS and other policies and laws on gender equality. Influencing also includes informal changes at the collective level regarding attitudes, beliefs, social norms, and behaviors, including attitudes and beliefs about the role of women, which contribute to the discrimination and marginalization of women from public decision-making spaces and peace processes.

An influencing strategy refers to the plan to bring about change. Individuals, groups, and coalitions must develop a strategy to identify the intended change (s) and take the necessary steps to achieve this change.

Strategies are developed as part of the influencing strategy and are the broad approaches to achieving the overall goal and related objectives. An example strategy: To focus on civil society strengthening – this involves helping civil society organize together to have their voices heard and make change happen.

Tactics are types of actions and activities used as part of the strategy. Examples include lobbying and direct advocacy, and research and policy development.

Presentation – Part 2: Examples of successful civil society influencing (10 minutes)

The second part of the presentation introduces examples of successful civil society influencing. As above, you may decide to prioritise participants' own examples rather than the examples already included in the PowerPoint presentation.

There are many examples of successful civil society influencing that have had an important impact on the implementation of the WPS agenda, including influencing at the global (UN), regional (AU, IGAD), national, and local levels. Often these efforts are interconnected because influencing at the global level impacts the other levels and vice-versa.

There are several examples of influencing in the PowerPoint presentation. You could also share these additional examples:

1. Civil society has been effective in advocating that the UN Security Council itself do more to uphold its obligations under the WPS agenda. This is reflected in two of the WPS resolutions - (2013) and 2242 (2015) – the latter of which commits the Council to “invite civil society, including women’s organizations, to brief the Council in country-specific considerations and relevant thematic areas.” Before 2015, civil society briefers were not included in country-specific briefings. Civil society participation speaks to the participation pillar of the WPS agenda, and it ensures civil society voices inform discussions at the Security Council, including country-specific briefings and during the open debates on WPS and Conflict-Related Sexual Violence.
2. Engaging at the international level can influence the regional and domestic levels. For example, one South Sudanese civil society briefer who spoke at the UN Security Council shared, “When the African Union Peace and Security Council came to South Sudan following my briefing at the UN, they came in huge numbers. They consulted women, youth, and civil society, and we told them what we needed from them to be responsive to our needs. Now, they have started consulting civil society on issues of transitional justice. So, I think the UN Security Council offered space for civil society when the African Union did not.” When there are blockages at one level (e.g. limited space for civil society to engage at the national level), engaging at another level with stakeholders that have direct or indirect influence at other levels can bring about change.
 - The presentation concludes with a brief discussion (questions included in the PowerPoint) to help participants see the linkages between influencing at different levels, how influencing at the local level is and can be connected to the national level effort, and vice-versa.
 - Reflection Questions for Facilitators
 - Are the key terms clear, or do you need further information and background? If so, see Oxfam Influencing for Impact Guide in the Resources below.
 - Can you think of some of your own influencing examples (your own work or the efforts of others)? Are you starting to analyse the examples in terms of which actors were involved and which strategies and tactics were used?

Reflection Questions for Participants

- When have you made a change in the world? Did you do it alone or with others? What changed and how?
- What are the most important changes you’ve seen involving women’s rights and a more peaceful society in your country? How did it come about?
- What would you like to change in the world?

SESSION 2: DEVELOPING AN INFLUENCING STRATEGY: BUILDING BLOCK 1: WHAT?

80 Minutes

Why?

- Participants will have an overview of the influencing strategy cycle.
- Participants will be familiar with the first influencing strategy building block (What?) and can confidently use the related tool(s).

How?

This is the first of three sessions focused on creating an influencing strategy. **It includes a short presentation (15 minutes) and two exercises (30 minutes each).** There is quite a lot to cover in this session. **Take time to familiarize yourself with the tools** that participants will use during two activities: **Problem Tree and Solution Tree.**

Begin the presentation by introducing the influencing strategy cycle before moving on to the 'What?' of influencing. Use the two activities, Problem Tree and Solution Tree, to help participants identify the problem they want to address to develop an influencing Goal and Objectives and, ultimately, an Influencing Strategy.

For the first activity in the module, **participants need to divide into groups based on the themes they want to work on.** They will continue to work in the same groups for the rest of the day, gaining hands-on experience in developing an influencing strategy, which they can implement following the workshop. **Before explaining the exercise, bring the group together and ask them to clarify how many working groups have formed and on which topics.** Each group should contain 3-5 people. If some people are struggling to find a group, discuss this with them and the wider group to find the best fit.

Note: There are three accompanying handouts for this session (Handout 1, Handout 2 and Handout 3). It's best to only share these at the start of the relevant exercises (to first have the group's full attention etc. during the explanation).

Note: See Handout 1 and 2 for step-by-steps guide on conducting Problem and Solution Tree analyses.

Presentation – Part 1: Introducing Influencing (10 minutes)**Process**

An influencing strategy follows a cycle:

- √ context analysis: identifying the problem, root causes, and a solution
- √ developing an overall goal and developing a Theory of Change
- √ developing specific objectives and outcomes
- √ choosing strategies and tactics and developing an activity plan
- √ implementing, monitoring, evaluating, and adjusting

Designing, implementing, and evaluating an influencing strategy is an iterative process. Participants will need to revisit their strategy at multiple points to adapt and refine it as they learn more about what does and does not work and to respond to the changing external context, such as changes in conflict dynamics, key moments or events, or shifting civic space.

In the planning stage, there are three building blocks to developing an influencing strategy.

1. What?
2. Who?
3. How?

Building Block 1: What?

The first step tackles: What is the problem? What needs to be addressed? Why? What are the possible solutions? By this stage of the training, participants should have already clearly identified issues that need to change. You can remind the participants about the examples they have already shared. They should review their notes/drawings from Module Two, where they explored a transformative vision for WPS, and Module Three, where they discussed localizing the WPS agenda.

Understanding the context is essential for effective influencing. This includes being aware of relevant laws and policies, social and cultural norms, and attitudes and beliefs. A thorough analysis means it is possible to identify and address the root causes of a problem rather than just addressing the symptoms (effects).

There are many approaches and tools to use, such as Gender, Conflict, and Power analysis and Political Economy Analysis. Developing a Theory of Change is also valuable in unpacking the rationale and assumptions behind the approach. Due to the scope of this training, it is not possible to look at all these options. This module includes two tools (Problem Tree and Solution Tree), which will help participants to identify issues on which they want to work. Participants who feel these tools are insufficient may use additional resources to find different approaches.

Problem analysis is a crucial step in exploring the problem to be addressed. Participants need to understand the root causes of a problem in order to find an appropriate, sustainable solution. Participants want to avoid the band-aid approach, which addresses only the symptoms of a problem. A separate problem tree analysis should be used for every issue the participants want to address, but this may not be possible within the workshop time frame.

*Note: Problem and solution trees are useful tools, which can be used alongside other resources to understand the context. There are multiple videos on the internet which outline how to use a Problem Tree. You may find it helpful to watch some in advance and/or share with the group. For example, see *Monitoring and Evaluation Plan for NGOs, TolaData, 'Step 1: Identifying the focal issue with 'Problem Tree Analysis' technique,' and European Commission, Problem and Solution Tree.**

30 Minutes**Activity 1: Conducting a Problem Tree Analysis**

This PowerPoint presentation includes slides on how to use a Problem Tree.

- Introductory slide
 - An example Problem Tree
 - A simplified breakdown of the steps to carry out the analysis
1. Ask whether anyone has experience using a Problem Tree. If so, you can ask for comments from experienced participants, and they can help you answer questions.
 2. Take the time to go through the slides carefully. Check that everyone is following. The example Problem Tree slide really helps build an understanding of the tool, so take time to talk it through. Start by pointing out the problem in the centre of the tree, followed by the root causes at the bottom, and finally, the effects and causes.
 3. Make sure each participant has the Problem Tree handout (Handout 1).
 4. Ask everyone to break into their groups, and with flip charts and pens, go through the exercise (approx. 20 mins). Visit each group to answer questions and provide clarification.
 5. At the end of the exercise, allow enough time for groups to share their Problem Trees. Discuss and answer questions. If there is additional time, do a gallery walk. Ask each group to pin their tree on a wall, and as a whole group walk, from tree to tree, leaving time for one person from each group to briefly present their work. A gallery walk is a nice alternative to asking participants to come to the front because it provides everyone with the opportunity to stand up and move around, which is important during workshops to maintain energy. The gallery walk can also be done outside depending on time and space.

Alternative option: If there is a lot of uncertainty about breaking into groups and undertaking a Problem Tree analysis, you could suggest undertaking one as a group in plenary. If this is met with a positive response, ask the group to decide which problem should be addressed. It can be helpful to pick a very specific problem, one that a participant directly witnessed in their community, so that the discussion and answers are focused and concrete. Then, look at the root causes, reminding participants what is meant by root causes. Ask everyone to share responses. Do the same for the effects.

Note: after the Problem Tree, move onto explaining the Solution Tree.

30 Minutes**Activity 2: Conducting a Solution Tree Analysis and drafting a Goal and Objectives**

The PowerPoint presentation includes slides on using a Solution Tree.

- Introductory slide
- An example Solution Tree
- A simplified breakdown of the steps to carry out the analysis
- Ask whether anyone has experience using a Solution Tree. If so, you can ask for comments from experienced participants, and they can help you answer questions.
- Take the time to go through the slides carefully. Check that everyone is following. Check that everyone is following. The example Solution Tree slide really helps build an understanding of the tool, so take time to talk it through. Start by pointing out the problem in the centre of the tree, followed by the root causes at the bottom, and finally, the effects and causes.
- Make sure each participant has the Solution Tree handout (Handout 2).
- Ask everyone to break into their groups, and with flip charts and pens, go through the exercise (approx. 15 mins). Visit each group to answer questions and provide clarification.

- Bring the group back together and, using the relevant PowerPoint slides, explain how they can now use their Problem Tree and Solution Tree to draft an overall Goal and Objectives for their Influencing Strategy. At this stage, ensure that everyone has a copy of Handout 3, which provides further information on developing a Goal and Objectives.

Remind them to create SMART Objectives:

- Specific (as concrete as possible)
- Measurable (e.g., changes in laws and policies)
- Achievable (doable within the timeframe and with the available resources)
- Relevant (are directly relevant to the context in which you are working)
- Time-bound (include a clear timeframe)
- Ask everyone to return to their groups and draft a Goal and Objectives.
- If there is still time, ask the groups to share their Solution Tree, Goals, and Objectives.

Alternative option: If there is a lot of uncertainty about breaking into groups and undertaking a Solution Tree analysis, you could suggest undertaking one as a group in the plenary. Ask the group to decide on an outcome on which they want to focus. To identify the outcome, which goes in the centre of the tree, write down how one of the problems from the Problem Tree in the previous activity will be changed in the future - turn a negative into a positive. For example:

Reflection Questions for Participants

- What is your experience of using the Problem and Solution Tree tools? Was it helpful to identify the root causes of a problem? Would you use it again?
- How has using the tools informed your thinking? Has it led to new insights or challenged or reinforced your understanding of the issue?
- What have you learned about other countries in the Greater Horn of Africa? Has this led to new insights into that country's context? What about in relation to your own country and efforts concerning the WPS agenda, peace, and Women are excluded from peacemaking (problem)

Women are included in peacemaking (solution)

Focus on adding solutions to the solution tree and ask everyone to share their responses. Do the same for the effects/ benefits.

Reflection Questions for Facilitators

- Do you find the Problem and Solution Tree tools valuable to identify key issues and solutions? Do you feel confident using the tools and introducing them to others? If not, what would you need to feel confident?
- What are SMART objectives? Can you think of some examples?
- security?

SESSION 3: DEVELOPING AN INFLUENCING STRATEGY: BUILDING BLOCK 2: WHO?

60 Minutes

Why?

Participants will be familiar with the second influencing strategy, building block 2 (Who?), and can confidently use the related tool(s)

How?

Ice Breaker: Ask everyone to get on their feet for a feel-good stretch. Lead with a few stretches. You can ask the group if anyone can suggest another way of stretching. If so, they can demonstrate, and everyone can copy them. Remind everyone not to do something if it feels uncomfortable. This ice breaker gives everyone the chance to move a little, which can raise energy levels!

This is the second of three sessions focused on creating an influencing strategy. The first session focused on identifying the 'What' - what problem/issue participants wanted to work on. **This session will guide participants through the next stage, the process of identifying the 'Who' - the key stakeholders relevant to the problem.**

This session starts with a few introductory words about identifying the 'who' and a warm-up brainstorming activity with the aim of getting participants to think about different groups and types of actors. This will be followed by an exercise that guides participant groups through the process of identifying: 1) Which actors are relevant to the issue on which you want to work? 2) What is their position in relation to the issue? Are they champions (supportive), blockers (against), or swingers (indifferent but could be won over to become champions)? 3) How much influence do they have over the issue?

By the end of the session, participants will have completed two key stages in developing an influencing strategy – the What and the Who.

15 Minutes

Presentation - Building Block 1: Who?

Process

1. If you have access, start the session with the PowerPoint slide 'Developing an Influencing Strategy.' Explain that the focus of this session is to identify all the actors who have a stake/role in the issue and to assess the power and influence they hold in relation to this issue.
2. Do a quick brainstorming activity to generate a list of stakeholders. Once participants have shared some examples, go to the next slide, which includes a list of actors at the local, national, regional, and international level. Read through the list while noticing the similarities and differences between this list and the one generated by the participants.
3. Ask participants if they are part of any of these stakeholder groups, such as a women's movement, or if they have worked in any of these roles in a women's organization, in the media, or local or national government. What issues were important to them/ did they work on in these roles? What power and influence did they have to make decisions? Do they have examples of when the public position of a group differed from its international position, and if so, what were the implications of this?
4. This can be an entry point to start participants thinking critically and strategically about stakeholders, their mandates, positions, and influence.
5. The next PowerPoint slide gets participants thinking about the positions and interests of groups and how the group's public position does not always align with its interests, which may be hidden. Remind participants that this is important to keep in mind during the following exercise.
6. One of the challenges of influencing is being able to identify the right stakeholders and be able to access them. For example, if you have not engaged with a UN agency before, it can be hard to know how to get in touch with the agency and how to get in touch with the necessary departments and individuals within that agency. Often, there are only general contact details provided on a UN website and rarely a breakdown of staff names and roles. At this point, insider knowledge and professional connections are key! During the following exercise, ask participants to draw on their knowledge of working with stakeholders and share their experiences and insights about engaging and influencing others.
7. Handout 6 provides information on key influencing moments and dates in 2023-2024. Flag this with participants so that they can already start considering the timing of their influencing.

45 Minutes

Activity 3: Conducting an Actor Power Mapping

This PowerPoint includes slides on conducting an Actor Power Mapping - Tool three: Actor Power Mapping. The first slide shows the actor-mapping grid without any stakeholders. The second slide shows an example with actors mapped on, and the third provides a breakdown of the exercise.

1. Take time to go through each slide to ensure the exercise is clear to participants. Include:
 - Actor mapping grid without any stakeholders: Explain how the grid works.
 - Introduce the key terms:
 - Champions – supportive of your cause
 - Swinger - neither supportive nor against your cause but could be persuaded to support you
 - Blocker – actively against your cause
 - Those with lots of influence who agree with your cause go in the top right-hand quadrant.
 - Those with less influence who agree with your cause go in the bottom right-hand quadrant.
 - Those with lots of influence who oppose your cause go in the top left-hand quadrant.

- Remind participants that when developing the Actor Power Mapping, they should assess each actor's influence/power in relation to the issue they are addressing. For example, while IGAD may be an influential actor in the region; it may not be relevant or have much influence on community issues.
- Example Actor Mapping: Talk through this example of an Actor Power Mapping.
 - Draw attention to the objective. Clarify that a power mapping should be conducted for each objective. During this exercise, there will not be time for groups to conduct a power mapping for each of their objectives. The exercise is about learning the skills to conduct the mapping so that they can continue mapping the actors for each objective after the workshop.
 - Pick out a few actors and highlight their position relative to the two axes on the grid, whether they are champions, blockers, or swingers, and how much influence/power they have over the issue).
 - A brief breakdown of the exercise: Go through the exercise as shown on the PowerPoint slide and check whether there are any questions.
- 2. Make sure everyone has a copy of Handout 4, which provides a breakdown of the exercise.
- 3. Ask the group to conduct their Actor Power Mapping.
- 4. Ensure enough time for groups to share their Actor Power Mapping, questions and answers, and discussion. Invite groups to come to the front and present one by one or do a gallery walk.

Reflection questions for facilitators

- What's your experience using the Actor Power Mapping tool? Was it helpful? Would you use it again? Would you feel confident using it again and introducing it to others? If not, what would you need to feel confident?

Reflection questions for participants

- What's your experience using the Actor Power Mapping tool? Was it helpful? Would you use it again to develop an influencing strategy?
- How has using the tool informed your thinking on the issue you want to address? Has anything in the discussions in your small group or the plenary led to new insights or challenged and reinforced your understanding of the key actors, their positions, power, and influence?
- What have you learned about other countries in the Greater Horn of Africa via the group discussions? Has this led to new insights, either about that country's context or in relation to your own country and efforts around the WPS agenda, peace, and security?

SESSION 4: DEVELOPING AN INFLUENCING STRATEGY: BUILDING BLOCK 3: HOW?

75 Minutes

Why?

- Participants will be familiar with the third influencing strategy building block (How?) and can confidently use the necessary and related tool(s).
- Participants will identify influencing-related risks and develop a risk mitigation strategy.

How?

Ice Breaker: Appreciation Circle. Ask everyone to stand in a circle. The facilitator starts by throwing a ball to someone they have learned something from during the training or who has a quality they really appreciate. For example, "I would like to appreciate X for the energy and enthusiasm she has brought to each day" or "I would like to appreciate X for all her thoughtful and insightful contributions." Share what you have learned/appreciated. The person who catches the ball throws it to another person and shares their appreciation. The only rule is that the same person cannot receive the ball twice. Be conscious of ensuring that everyone receives the ball before the end of the game. If you do not have a ball, you can ask participants to just say the name of a participant and/or step toward them. **This ice breaker** aims to build team spirit and confidence in each other.

This is the third of three sessions focused on creating an influencing strategy. The first session focused on identifying the 'what' - what problem/issue participants wanted to work on. The second session focused on identifying the key stakeholders relevant to the problem. **This session focuses on the 'how' – the strategies and tactics needed to influence the relevant actors.**

The PowerPoint slides - Developing an Influencing Strategy Building Block 3: How? - accompany this session. If you cannot use PowerPoint, review the content in advance and write key points on a flip chart. The influencing strategy template is the most important.

This session starts with a short presentation introducing the 'how' and exploring risk. Participants will remember what is meant by strategies and tactics. Influencing can come with some level of personal and collective risk related to civic space issues. This is something participants will need to keep in mind when developing an influencing strategy and related risk- mitigation strategies.

This presentation is followed by an exercise where each group will create their influencing strategy by mapping out the actors, strategies, tactics, and assessment of risk and risk mitigation.

15 Minutes**Presentation – Building Block Three: How**

By now, the group will have identified the problem(s) they want to work on, the effects and root causes, the solution, the overall goal and objectives, and the key actors. The next step will address the 'how' – the strategies and tactics.

As noted, strategies are the broad approaches used to achieve the overall goal and related objectives. Examples of strategies include strengthening civil society to ensure voices are heard and changing the policies and practices of governments. Tactics are the actions and activities part of the strategy. Examples of tactics include lobbying, direct advocacy, research, and policy development.

The presentation then goes on to introduce civic space and risk, which is highly important because influencing comes with both personal and collective risks. It is essential for participants to consider the risks when working on their chosen issue, to recognise how different strategies and tactics have different risks, and to reflect on what steps they can take to minimise and mitigate the risks.

The next step in the presentation introduces the Influencing Strategy table, which participants will use in an exercise.

60 Minutes**Activity 3: Drafting an Influencing Strategy**

- Drawing from the information in the presentation and Handout 5, introduce participants to the Influencing Strategy Table. There are 4 PowerPoint slides relating to this activity. Start at the slide entitled Tool 4: Influencing Strategy Template and talk through each slide, making sure that everyone is following along (see notes in PowerPoint).
- Asks the participants to rejoin their work groups and follow the steps in Handout 5.
- Ensure enough time for all groups to share their Influencing Strategies and for questions, answers, and discussion.

Reflection questions for facilitators

- What's your experience using the Influencing Strategy tool? Would you feel confident using it and introducing it to others? If not, what would you need to feel confident?
- Can you give some examples of risk and risk mitigation when it comes to influencing?

Reflection questions for participants

- What's your experience using the Influencing Strategy tool? Was it helpful in clarifying the approach you would use to influence others to effect change? Would you use it again?
- How has using the tool informed your thinking on the approach you want to take? For example, has anything in the discussion in your small group or plenary led to new insights, or challenged and reinforced your understanding of effective ways to approach this issue?
- What have you learned about other countries in the Greater Horn of Africa via the group discussions? Has this led to new insights, either about that country's context or in relation to your own country and efforts around the WPS agenda, peace, and security?

SESSION 5: COALITION BUILDING

50 Minutes

Why?

- Participants will gain experience building a coalition and managing diverse positions and interests.
- Using role-play, participants can gain experience and insights into the complexities of creating a coalition.

How?

Using role-play and group reflection, this session aims to provide participants with a coalition-building experience and knowledge about managing diverse positions and interests. Participants will understand that a coalition, bringing together different groups to form a common position/demand, can be extremely powerful, but building a coalition can also be challenging and require careful negotiation.

50 Minutes

Activity: Building a Coalition

1. Ask the group to identify an issue relating to women's rights and/or peace and security that they would like to focus on. In case you would like to use it, there is also a suggested scenario at the end of the PowerPoint presentation for this module. Examples include the underrepresentation of women in political decision-making, or the lack of funding to support women's rights organizations in a particular national or provincial context.
2. Collectively identify 4-5 stakeholder groups interested in promoting women's rights and/or peace and security. These are the groups that need to be present when identifying and negotiating a solution to the issue. Once you have the stakeholder groups, write each one on a card. Divide the group so that each group gets one stakeholder. Groups should contain between 3-5 people. Examples of stakeholders could include a women's union, a grassroots women's collective/group, a women's group that brings together women from a particular religious group, a national women's rights organization, or an international NGO that supports women's rights.
3. Ask each group to consider the stakeholder they represent, including their hidden demands/positions. What's their explicit position and interest with regard to the problem? What exactly would they like to see change? They should formulate 2-3 demands or asks. Regarding the issue of funding for women's rights organizations, a grassroots women's collective is not likely able to access most funding opportunities from UN agencies and donors and will receive very little funding. The funding they do receive may be via an international NGO with strict reporting requirements. One of their demands might be, "We would like direct, flexible funding available for grassroots women's organizations."

As an example, and relating to the underrepresentation of women in political decision-making, you may have different needs/demands depending on the group:

- A women's group from a marginalized ethnic group – wants to advocate a quota for women's political participation, including seats allocated for women from this ethnic minority
- Women former combatants -
- Young women – are concerned with ensuring that young women participate in politics and political decision-making

- National NGO – has general asks around participation but is concerned about being perceived as partisan.
4. Bring the groups back to the plenary. Without sharing which stakeholder, the group represents, ask them to share their demands. Write these on a flip chart.
 5. Break back into the smaller groups and ask them to reflect on the different positions and interests in the group. Remind them that the aim of the exercise is to build a coalition to address an issue. Ask them to discuss how they can best do this. Reflect on:
 - What are the different interests and positions?
 - Are there any easy alliances where the interests and positions are similar?
 - Are there any conflicting interests and positions? How can these be addressed or managed?
 - Is it possible to identify and create a uniting agenda with positions and demands that all stakeholders agree upon?
 6. Participant groups are invited to approach other groups and try to negotiate a common position.
 7. Bring the group back to plenary and ask each group to share what came out of their discussions and negotiations, and the extent to which they have identified a uniting agenda. Reflect on the extent to which there is consensus, as well as any remaining challenges and tensions.
 8. Close the exercise with a group reflection. Ask the group to consider:
 - What did you learn about coalition building?
 - How easy or challenging was it to develop an agenda across different interests?
 - How can the women's movement and those working on women's rights, peace, and security support one another?
 - What steps would you take to build an actual coalition?

FACILITATOR NOTES

During this exercise, keep in mind:

You can also share this information during the reflection at the end of the exercise.

A coalition is a group of individuals and/or organizations with a common interest that work together toward a common goal. Coalitions are effective ways of organizing to bring together diverse knowledge, skills, expertise, and passion. Coalitions demonstrate a high level of commitment to addressing an issue.

Coalitions are also important for creating (some) coherency within and across the local and national women's movement(s). Partly due to the structure of the non-profit sector (projectization of funding), there is a risk that efforts for change may be fragmented, meaning that multiple organizations and activists are working on the same issue without realizing it, which leads to replication and even competition and division. This can undermine efforts for change. If decision-makers, such as governments or donors, receive different or contradictory demands, the perceived legitimacy of the demand and the related groups will likely decrease.

Connecting and brainstorming with others within the women's movement can be highly valuable to align and amplify efforts and build critical mass. In interviews with women peace actors in South Sudan, it was discovered that women often built coalitions across political and ethnic divides. When they united behind specific demands, such as the 35% quota on women's political participation, they were able to leverage greater influence.

Building coalitions also addresses the issues identified in Module 2, whether the WPS agenda is truly transformative and who sits at the table. As noted, when women are present in peace and security processes and decision-making spaces, they tend to be women of elite backgrounds. It is crucial to ensure that influencing positions and demands are shaped and informed by women in all their diversity, including women from grassroots communities. This increases the likelihood that outcomes meet the needs of diverse women. Inclusive processes and outcomes also increase the validity of civil society legitimacy.

However, building a coalition and uniting behind specific demands is not always easy because different stakeholder groups have differing positions and interests. Clearly, 'women' are not one homogenous group, and identifying core demands that reflect different needs can be challenging. It can be even more difficult in contexts that have experienced violent conflict and where there are divides across groups for religious or ethnic reasons.

Resources

[Oxfam Influencing for Impact Guide: How to deliver effective influencing strategies](#) (2020) – a detailed step-by-step guide for influencing, which can supplement the content in this module.

[Oxfam Guide to Feminist Influencing](#) (2019) – an influencing guide including ideas, strategies, and tools for transforming unequal gender and power relations.

[NGO Working Group on Women, Peace and Security](#) – the website of a working group that leads international advocacy on WPS towards the UN Security Council. It has a broad range of resources on global advocacy asks (for example, the speeches of women peacebuilders, activists, and humanitarians from conflict-affected countries who have briefed the Security Council), as well as separate pages for country contexts including [Sudan](#); [South Sudan](#); [Somalia](#), and [Ethiopia](#).

[UN Security Council Briefing on Somalia by Amina Arale](#) (Somali Women Development Center). 2019. See her full statement [here](#).

Consilient. (2022) 'Gender, Conflict and Power Analysis: Ethiopia, Somalia, South Sudan and Sudan,' – commissioned by SIHA, this report will be beneficial to further understand country contexts.

'Pray the devil back to Hell' (2008) – documentary about the Liberian women peace movement. The documentary provides insights into strategies and tactics to contribute to peace. (See trailer [here](#)).

Grassroots Collective. [Tools for project planning in community development: Using a Problem Tree and Objective Tree to Set](#)

[Realistic Goals](#) – provides a further step-by-step guide to a Problem Tree, an Objective Tree, and setting SMART objectives.

[Tax Justice Advocacy: A Toolkit for Civil Society \(Identifying the problem and its root causes and finding a solution\)](#) - Although this website focuses on tax advocacy, it provides a helpful further guide to developing a problem and solution tree, as well as an additional tool for identifying what you want to work on.

[Oxfam Influencing for Impact Guide: How to deliver effective influencing strategies](#) (2020) – see pages 48-50 for information on communication and drafting your influencing messages.

Women's International League for Peace and Freedom. [Localising the Women, Peace and Security Agenda: A Toolkit for Leveraging UNSCR 1325's 15th anniversary](#) – an insightful advocacy guide. See pages 22-37 for practical guidance on making your strategy a reality. For example, it includes a guide on how to pitch your issue/events etc. to the media, drafting a press release, organising a press release/briefing, engaging on social media.

Oxfam. 2020. [Advocating for inclusive security in restricted civic spaces in Africa: Lessons learned from Burundi, Central African Republic, Ethiopia, Niger, Somalia/Somaliland, and South Sudan](#) – includes insights on influencing strategies and tactics and managing risk.

CIVICUS. 2022. [2022 State of Civil Society Report](#). Explores trends relating to civic space in different countries.

CIVICUS Monitor. [Tracking Civic Space](#). Interactive map of civic space trends.

Oxfam. 2019. Civic Space Monitoring Tool: Understanding what is happening in civic space at a local and national level. <https://policy-practice.oxfam.org/resources/civic-space-monitoring-tool-understanding-what-is-happening-in-civic-space-at-a-620874/> - useful in understanding what is happening in civic space at a local and national level

[Rights in Crisis Guide to Influencing](#) (2015) – an influencing guide with a focus on humanitarian contexts. It provides an insightful overview of humanitarian actors (pages 17-52), as well as humanitarian principles and standards, and humanitarian issues, including gender justice in crisis and preventing conflict.

Community Toolbox. Section 5. Coalition Building I: Starting a Coalition. <https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main> - an insightful guide on creating a coalition.

Handout 1: Problem Tree⁴¹ (Tool 1)

About the tree: A problem tree is a valuable tool used to explore a core problem and analyze its root causes and effects.

Resources:

- Flip chart
- Post-it notes
- Markers

How to create a problem tree:

1. Draw a tree on a flip chart, placing the core problem/issue you want to address at the centre or trunk of the tree.
2. As a group, discuss the root causes of the problem. Write each one on a post-it note and place it at the bottom of the tree or in the roots. The roots are useful to show how deep the problem goes – the deeper the root cause, the further down it should go on the page.
3. As a group, discuss the effects of the problem. Write these down and place them at the top of the tree or in the branches. Some branches grow directly from the tree – stick the problem's most immediate effects here. Longer-term effects and indirect effects can go further out on the branches.
4. Once you have developed your problem tree, identify the most important root causes that need addressing. It's likely that there will be multiple root causes, and it will not be possible to work on all of them. It is important that you do not overstretch your time and resources. Prioritize the key issues on which to focus your efforts for transformative and sustainable change.
5. There may be multiple issues or problems you want to address in your influencing strategy. Draw a problem tree for every issue or problem.

Additional considerations:

- When using this tool, bring together relevant stakeholders. These tools will be most insightful when developed with and by those who are most affected by the problem. They will bring a deep understanding of the lived reality of the issue and the context in which it occurs and be able to identify possible solutions and effects/benefits of addressing the problem. It can also be valuable to include other stakeholders, such as wider civil society and even officials, to bring in additional perspectives. However, before inviting others, be aware of how this might affect the group dynamic. Will everyone still feel safe and able to speak openly?
- Keep in mind the difference between root causes and contributing factors. Root causes, which you should include in the Problem Tree analysis, are the fundamental problems. If you address the root causes, you can eliminate the issue. In contrast, contributing factors have some influence on shaping the problem, but working on such contributing factors will not eliminate the issue.

Handout 2: Solution Tree (Tool 2)

About the tree: A Solution Tree is a valuable tool to change negatives into positives and can be useful in developing your Goals and Objectives. It should be used after developing a problem tree.

⁴¹ Adapted from Oxfam. (2020) *Influencing for Impact Guide: How to deliver effective influencing strategies*, p.11.

Resources:

- Flip chart
- Post-it notes
- Markers

How to create a solution tree:

6. Draw a tree on a flip chart. In the centre, on the tree trunk, write down how you would like the problem used in the Problem Tree to be transformed in the future. Turn a negative into a positive.
7. As a group, discuss possible solutions or methods to make this happen. Write each one on a post-it note and stick it on the tree roots. The solutions should relate back to the root causes identified in your Problem Tree. The roots that are closest to the surface are the ones that would contribute most directly to improving the situation. The solutions may also reinforce one another.
8. As a group, discuss the effects of the improved situation and place these effects/benefits on the tree branches. Some branches grow directly from the tree. Put the solution's most immediate benefits here. Long-term and indirect effects can go further out on the branches.
9. Once you have developed your Solution Tree, identify the best solutions. There will likely be multiple solutions, but it will not be possible to work on all of them. It is important to ensure you do not overstretch your time and resources further than they will go. Prioritize the solutions most likely to lead to transformative and sustainable change and are realistic to address with the available time and resources.

Handout 3: Setting your Goal and Objectives

Use the solutions you have identified in the Solution Tree analysis to develop an overall Goal

and Objectives for your influencing strategy. The Goal should outline the intended final impact of the influencing strategy.

Example: Women, girls, and communities are actively participating in and influencing decision-making and democratic processes in Ethiopia/ Somalia/ Somaliland/ South Sudan/ and Sudan, creating equal, inclusive, and peaceful societies.

The Objectives contribute to achieving the Goal.

Example:

- By 2025, the percentage of women involved in the local conflict mediation structures will increase by 10%, from X% to X%.
- By 2024, women and girls in the X community will have greater access to information and resources to participate in formal and informal peace efforts, including information on the Women, Peace, and Security agenda.

Ensure the Objectives are SMART:

- Specific - as concrete as possible
- Measurable
- Achievable - doable within the timeframe and with the available resources
- Relevant - are directly relevant to the context in which you are working
- Time bound - include a clear timeframe

Handout 4: Building block 2 - who

The next step in developing your influencing strategy is to identify all the actors who have a stake/role in the problem and solutions you have identified. Also, identify the power the actors hold in relation to this issue. Again, it is valuable to do this with a broad range of stakeholders who will have different experiences and insight into the influence and position of the actors.

See below for a general list of actors. The list is not comprehensive:

Local level	National level
<ul style="list-style-type: none"> • Community leaders, such as faith leaders and traditional leaders • Local authorities and service providers • Local politicians • The traditional media (print press, radio, etc.) • Local conflict parties • Local women's groups, organisations, networks, and coalitions 	<ul style="list-style-type: none"> • The government, specific ministries (Women's Affairs), and political parties • National conflict parties • UN Missions – UNMISS, UNISFA, UNITAMS, UNSOM active in a country and reporting at the international level • Embassies/donors • The private sector • National women's groups, organisations, networks, and coalitions • Wider civil society organisations, networks, and coalitions • Social media influencers and media personalities • Traditional media (print press, radio, TV, etc.)
Regional level	International level
<ul style="list-style-type: none"> • African Union • African Union Peace and Security Council (PSC) (15 members, including 3 from eastern Africa at any one time) • African Commission on Human and Peoples' Rights (ACHPR) • AU Special Envoy for Women Peace & Security • AU Special Envoy on Youth • IGAD, including the Peace and Security Division • EU and EU Member States 	<ul style="list-style-type: none"> • UN Security Council • Permanent Members (known as 'P5') of the UN Security Council (US, UK, Russia, China, France) • 10 non-permanent members of the UN Security Council, including 3 African members at any one time (each has a two-year term) • UN Envoys – such as the UN Special Envoy for Sudan and South Sudan; Special Envoy for the Horn of Africa • UN Special Representatives of the Secretary-General – such as the Special Representative on Sexual Violence in Conflict; Special Representative for Somalia • UN Missions - active within countries and reporting to the UN Security Council

Actor Power Mapping ⁴² (Tool 3)

About Actor Power Mapping: An Actor Power mapping is a valuable tool to identify all the actors relevant to the core issue, how they position themselves about the issue, and their related power and influence. It

⁴² Adapted from Oxfam. (2020) *Influencing for Impact Guide: How to deliver effective influencing strategies*, pp.31-32.

will help you decide which actors to target and engage in your influencing.

Resources:

- Flip chart
- Post-it notes
- Markers

How to conduct an Actor Power Mapping

1. Working in small groups, draw the Actor Power Mapping grid on a flip chart. Write one of your Objectives at the top of the mapping.
2. Give everyone a few post-it notes and start adding actors to the appropriate place on the grid:
 - Those with a lot of influence who agree with your cause go in the top right-hand quadrant.
 - Those with less influence who agree with your cause go in the bottom right-hand quadrant.
 - Those with a lot of influence who oppose your cause go in the top left-hand quadrant.
 - Those with less influence who oppose your cause go in the bottom left-hand quadrant.

Be as specific as possible (names /positions of key people). The more detailed the analysis, the more insightful it will be when drafting your influencing strategy.

3. Review the mapping as a group. Are you all in agreement, or are there differing views? Discuss and decide where each actor should be on the grid.

High influence: has a lot of power/influence in relation to the problem. These actors may be important to engage in your influencing.

Low influence: has limited power/influence in relation to the problem. These actors may be less important to engage in your influencing, although they could be valuable to engage to build critical mass.

Champion: is supportive of your position. These actors, especially if they are also influential, may be important to engage in your influencing as champions of your cause.

Swinger: is neither supportive nor against but could be 'swung' to support your position. These actors, especially if they are also influential, may be important to engage in your influencing and to turn them from swingers to champions.

Blocker: is actively against your position. It can be hard to engage those who are actively against your cause. If they are not very influential, you may decide not to engage with these actors. However, if they are influential, in the next step we will consider how to influence their position in the direction of swinger or champion.

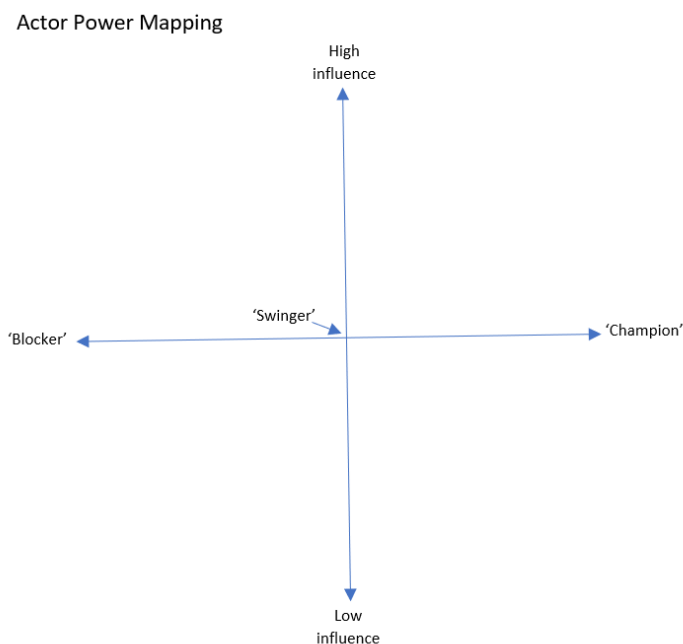
When drafting your influencing strategy, you will be strategizing how to move actors into the top right-hand corner of the Actor Power Mapping Grid - in other words, increasing the influence of *champions and encouraging swingers to become champions*.

Additional considerations:

- Use Post-it notes rather than writing directly on the flip chart because you may want to move the actors around as the groups discuss and debate the influence and position of each actor.
- When developing the Actor Power Mapping, remember to assess each actor's influence/power in relation to the issue you are addressing. For example, while IGAD may be an influential actor in the region, it may not be relevant or have much influence on an issue you want to address in a community.

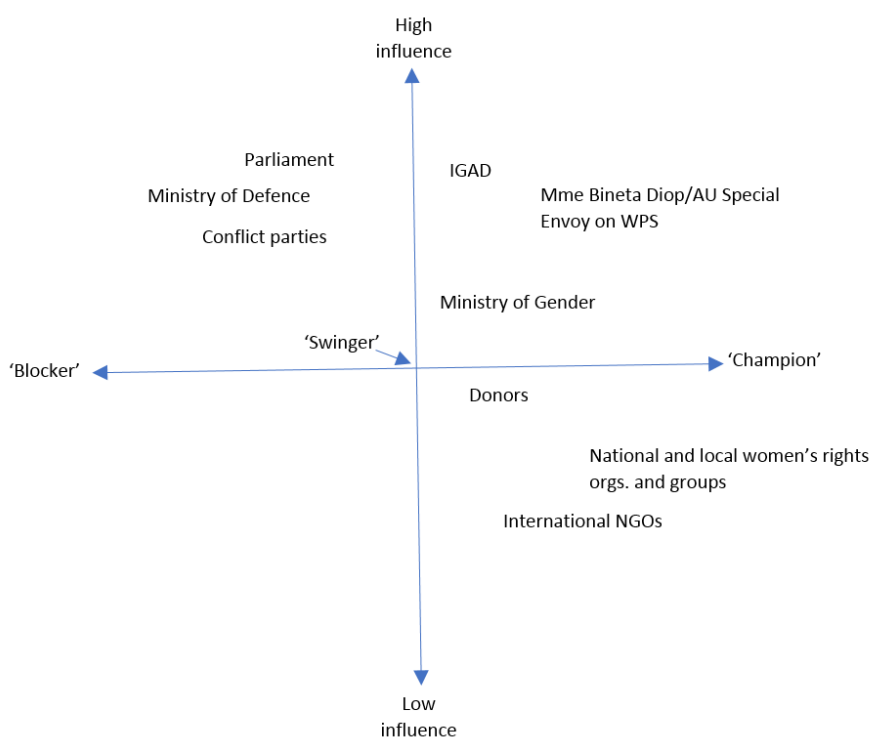
- Consider the issue of interests when considering each actor. What is each actor's interest regarding securing peace or the WPS agenda? It may be neutral, positive, or negative. In addition, there may be a difference between an actor's public position on an issue and what the actor says behind closed doors or their actions. Having a broad range of stakeholders with diverse experience and insights participate in the mapping is especially valuable. It also highlights the value of being as specific as possible – for example, adding 'government' to the mapping will not be as insightful as including leaders or specific ministries.

Actor Power Mapping template



Example Actor Power Mapping

Objective 1: Women meaningfully participate in national conflict prevention mechanisms



Handout 5: Building Block 3: How?

By now, you have identified the problem(s) you want to work on, the effects and root causes, the solution, the overall goal and objectives, and the key actors. The next step will address the 'how' – the strategies and tactics.

As noted, strategies are the broad approaches used to achieve the overall goal and related objectives. Examples of strategies include civil society strengthening so that voices are heard and changing the policies and practices of governments.

Tactics are the actions and activities used as part of the strategy. Examples of tactics include:

Evidence, research, and policy development:

- Gathering quantitative and qualitative data, including case studies, to inform an issue
- Developing a set of recommendations on how to address the issue
- Writing a civil society position paper

This approach can be particularly relevant when addressing laws and policies and their implementation. Keep in mind that it can be time consuming to conduct and write a research paper.

- Lobbying and direct advocacy involves organising direct meetings with key stakeholders, including those who can make the desired change or allies who can be mobilised to support your position. Develop your recommendations/key asks before the meeting(s) with decision-makers. This approach can be particularly relevant when addressing laws and policies and their implementation.
- Convening key stakeholders: bringing together decision-makers and other stakeholders to facilitate dialogue
- Convening communities involves bringing together community members to raise awareness and identify ways they can push for change. It can be valuable to connect communities and decision-makers to build trust and explore together ways to address the issue. This approach can be relevant to push for changes in social norms, policies, and practices.
- Media and online engagement involves engaging media, including TV, radio, and print media, at local and national levels to raise awareness about the issue and to stimulate public pressure for change or to change social norms.
- Network and coalition building via meetings involves bringing together women's groups, organisations, activists, and civil society to raise awareness, discuss problems and solutions and mobilise collectively for change.
- Public campaigning: involves mobilising groups and communities to participate in public marches, rallies, protests, or social media campaigns to draw attention to an issue and create public pressure for change.

Considerations when completing your Influencing Strategy:

Objectives:

- At what level do you want change to happen? Within a community or at the municipal, provincial, or national level?
- What is your timeframe? What can be achieved in several years will be very different from what can be achieved in a few months. Be realistic about what you can achieve in the timeframe.
- How do your objectives interrelate to reinforce one another and contribute to the overall goal?

Strategies and Tactics

- What strategies, tactics, or combination of tactics will most effectively achieve your objectives?
- Are you able to engage directly with your target, or will it be necessary to apply pressure via influential allies or by building public pressure?
- What steps are needed to carry out your tactics? Do you need to mobilise communities for a public campaign or gather and present evidence to influence decision-makers? Map out a timeline for when each tactic/activity will take place.
- Do you have the time and resources to carry out these tactics?

Risk and Risk Mitigation

- What are the risks involved in working towards your objectives and the tactics you will use? The risk could be contextual, such as political instability or a change in leadership due to national or local elections, or related to civic space, such as backlash from conflict actors and/or authorities for speaking out.
- What is the likelihood of this risk occurring, and what would be the impact if it did happen: high, medium, or low?
- What steps can you take to limit or mitigate risks? In contexts of restricted or closed civic space, speaking out as a coalition might carry less risk than an organisation or activist speaking out alone. Which actors can support you in this: others in civil society, a particular ministry, or an ally in a position of power and authority?

Tool 4: Influencing Strategy Template

Overall Goal:

Objective 1:

Key Actors	Interventions (strategies)	Activities (tactics)	Risk and risk mitigation

Objective 2:

Key Actors	Interventions (strategies)	Activities (tactics)	Risk and risk mitigation

Example Influencing Strategy

Overall Goal: Women, girls, and communities are actively participating in and influencing decision-making and democratic processes in Ethiopia, Somalia, Somaliland, South Sudan, and Sudan, and creating equal, inclusive, and peaceful societies.

Objective 1: Women and girls meaningfully participate in and influence a formal peace process, and the resulting peace agreement includes gender-sensitive provisions.

Key Actors	Interventions (strategies)	Activities (tactics)	Risk and risk mitigation Risk 1 high/medium/low likelihood of occurring high/medium/low impact if they do occur
Actor 1: Women's groups, networks, communities, peacebuilders, and activists	Awareness raising, coalition building, and capacity strengthening	Convening women's groups, networks, and communities to identify key issues and demands to be addressed in peace talks Capacity strengthening workshops and creation of position paper	Risk: Tensions across women's movement and backlash (low likelihood; low-medium impact if to occur) Mitigation: Ensuring diverse representation across women's movement and being inclusive and transparent in planning and implementation
Actor 2: IGAD (as convener of peace process)	Change policies and practices via direct engagement	Direct lobby meetings and sharing a women's civil society position paper	Risk: Limited political will for change (low likelihood; low-medium impact if to occur) Mitigation: Adapt tactics if necessary to include public engagement
Actor 3: Conflict parties (present at negotiating table)	Change policies and practices via direct engagement	Direct lobby meetings and sharing a women's civil society position paper	Risk: Personal and organizational security (low-medium likelihood of occurring; high impact if to occur). Mitigation: Make statements as part of a coalition, monitor civic space context, and adapt approach if necessary

Handout 6: Key influencing moments

Timing is key for effective influencing! If you are too early, there may be little interest and buy-in from decision-makers, but by the time a significant moment or event occurs, decisions have often already been made. It's crucial to plan and influence during the build-up to key moments and events. For example, influencing a UN Mission mandate renewal is an excellent opportunity to shape UN priorities and resources. However, by the time the mandate renewal is discussed at the UN Security Council, related decisions will have already been made. Reach out to UN officials to get more information on the process and timeline and engage early, at least several months in advance.

Of course, there might be times when the issue you are working on is not high or even on the political agenda. In these cases, there are strategies and tactics you can use to increase visibility and get it on the political agenda.

Calendar of key events 2022-2023

To help build momentum, it can be valuable to link your influencing efforts to key dates, moments, and events, such as when there is increased visibility on the topic you are advocating. That being said, you may also run the risk of your efforts being drowned out. For example, there is a huge amount of attention on the WPS agenda in the run-up to the annual UN Security Council Open Debate on WPS in October, but at this time, your message might get lost among other civil society calls and events. Take time to assess when your intervention will be most impactful and speak with others who have experience engaging during a particular time.

This list is not comprehensive. Feel free to add key dates, moments, and events.

Moment/ Event
International
UN Security Council Open Debate on Women, Peace, and Security (October, annual)
Commission on the Status of Women (6-17 March, annual)
International Women's Day (8 March, annual)
UN Security Council Open Debate on Conflict-Related Sexual Violence (May/June, annual)
World Humanitarian Day (19 August, annual)
International Day of Peace (21 September, annual)
International Day for the Elimination of Violence Against Women (25 Nov, annual)
16 Days of Activism against Gender-Based Violence (25 Nov-10 Dec, annual)
UN Security Council country specific briefings (regularly)
Regional
Gender is my Agenda Campaign (GIMAC) Pre-Summit meeting (Jan, annual)
AU Summit (Jan/Feb, annual)
Africa's Women's Day (31 July, annual)



Strategic Initiative
for Women in the
Horn of Africa



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