

Gender, Peace



and Conflict



Training Manual



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Foreword & Acknowledgements

Why?

For CARE, addressing gender inequality is a key priority for eliminating poverty and achieving inclusive and sustainable development. At the same time, a disproportionate and growing number of the poor live in fragile and conflict affected situations (FCAS). Therefore, to adequately address gender inequality in these situations, we need to understand how violent conflict impacts gender relations, norms and roles vice versa. This will help us in our work towards inclusive and sustainable development worldwide for everyone; including women, girls, men and boys living in fragile and conflict affected situations.

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What?

Gender roles, norms and relations (and associated responsibilities) lead to different risks and opportunities for women, girls, men and boys. Related to this, in many FCAS, women are excluded from decision making, due to their marginalized position in society and are at a higher risk of becoming a target of (gender-based) violence. They often lack not only access to scarce resources, but also opportunities to voice their demands and influence decisions that affect their lives. As a result, women often do not participate in peace and security processes and their concerns and interests are silenced in post-conflict recovery processes.

Gender roles, norms and relations (and associated responsibilities) lead to different risks and opportunities for women, girls, men and boys.

How?

This training manual offers exercises and guidance to uncover the link between gender, peace and conflict. We look at the link between gender, power and violence, give specific attention to the occurrence of GBV in FCAS and look at gender and peacebuilding. CARE International has developed a set of tools, trainings and manuals on gender and Gender Equity and Diversity (GED) (<http://gendertoolkit.care.org/default.aspx>) which are widely used. This manual builds on these materials and it contributes to this set by offering specific guidance and skills on gender in relation to violent conflict and peacebuilding.

Who?

CARE Nederland would like to thank the many CARE colleagues who provided us with feedback and inspiration, in particular Jasveen Ahluwalia, Fulvia Boniardi, Alexandra Wilde, Theresa Hwang, Jolien Veldwijk, Paul-André Wilton and Berlinda Nolles. We would also like to thank all our colleagues and partners who attended the pilot-training of this manual in Nairobi (October 2014). Finally, we would like to thank the Dutch Ministry of Foreign Affairs, for it would not have been possible to develop this manual without their financial support.



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A handwritten signature in black ink, appearing to read 'Perry Heijne', with a long horizontal line extending to the right.

Perry Heijne

National Director CARE Nederland

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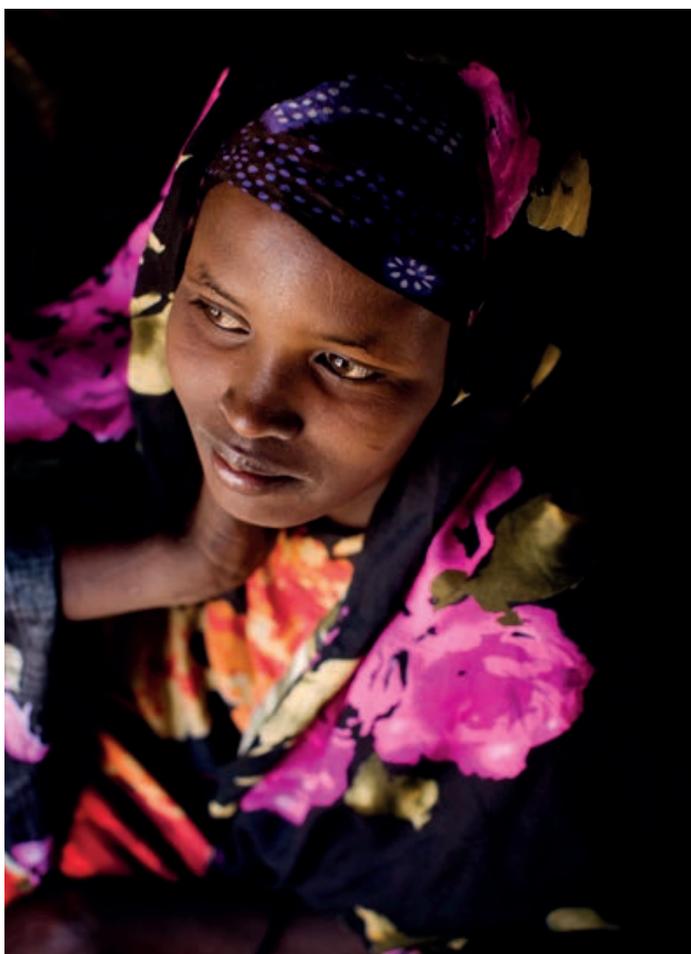
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Introduction

CARE has been working on issues of gender, peace and security issues such as addressing gender-based violence (GBV) in crises and strengthening women's voice in peacebuilding activities. This manual on gender in conflict and peace aims to capture lessons learned, offer guidance and strengthen capacities on gender in FCAS as well as in peacebuilding and conflict prevention among CARE's staff and its partners.

This manual consists of three modules:

1. Gender, power, and violent conflict.

This module aims to explain how gender inequality and violent conflict are connected. It addresses issues of gender stereotypes, expressions of power, masculinities, and different types of violence. In this part, we also focus on the differential impact of violent conflict on women, girls, boys and men due to their gendered roles, responsibilities, needs and risks in fragile and conflict affected situations (both in development programming as well as emergencies).

2. Gender-Based Violence in conflict.

This module deals with causes, forms and consequences of conflict related gender-based violence (GBV). It addresses protection and prevention of GBV specifically in violent conflict, but also its broader occurrence outside of conflict situations. Also, the module focuses on integrating GBV interventions in programming, and includes activities on various levels and types of interventions.

3. Gender in peacebuilding.

This module focuses on the link between gender relations, norms, roles and peacebuilding and how to promote meaningful participation of women and men in all aspects of peace and security. Activities focus on awareness and knowledge of applying a gender perspective to peacebuilding, learning about concepts of inclusive participation and women's voice in peace processes and skills training in negotiation, mediation and communication.

Each of the modules deal with a specific theme around gender, peace and violent conflict. The modules are complementary, but they can also be used separately.

The following capacity building model is used. This model categorizes the activities into 4 different categories:



Awareness raising: activities to introduce issues to participants, open up the discussion and create awareness of different ideas on gender, peace, and conflict.



Content and theory: activities to introduce key concepts and discuss theories, approaches and programming.



Skills development: activities focused on increasing specific, practical skills. Examples of this type of activity include leadership skills, designing interventions, doing gender analysis etc.



Confidence building: activities aiming to contribute to confidence around certain topics related to gender, peace and conflict. Examples include learning about the importance of women's leadership, dealing with GBV, advocacy etc.

Each module has a specific outcome. The outcomes of the modules are:

- 1. Module 1:**
Participants demonstrate an increased knowledge of the relations between gender and violent conflict
- 2. Module 2:**
Participants have increased capacities to recognize, discuss and address (conflict-related) GBV
- 3. Module 3:**
Participants understand and can contribute to inclusive and gender-sensitive peace-building

The activities in this training manual are grouped thematically, but not all activities of each module need to be included in order to have a solid training. You can choose the content on the basis of the level of knowledge in your group. However, in designing your training it is always important to have logic and flow in relation to the thematic content and to link activities with previous ones so that they build on one another.

For your convenience, we have assigned a symbol to each of the activities, to make clear which activities are crucial to the module, and which activities you can use as additional or recap material.



The exclamation mark indicates that this activity is fundamental to the module



This symbol indicates that this activity is an optional activity in case you have time or when more attention to a certain subject is required.



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I. Facilitation: tips and tricks

A. Things to consider when facilitating a training

While facilitating the training, refer to the Gender continuum and the Women's Empowerment framework whenever you see the opportunity. Often these frameworks are well known to CARE staff, and it enables them to connect new concepts to existing ones. It is useful to put these frameworks visible in the conference room for everyone to see, so that people can go back to them regularly.

In this manual, we talk about men, women, boys and girls. However, we recognize that there are other gender identities (LGBT+) that can lead to a differential impact in fragile and conflict affected situations. For the sake of clarity we decided to focus on these main categories. However, be open to discuss other categories when participants bring this up during discussions.

In addition, we ask you to keep in mind that this manual and its activities are very general in order to be widely relevant. Therefore, context-specific adaptations will **ALWAYS** be necessary. For example, if you are working in a complex emergency, consider changing the focus to a specific conflict situation or include questions related to your own context. In addition, in some conservative environments having mixed groups or talking about specific gender issues might be sensitive. Think about how you can make the activities culturally accepted and appropriate, so that you do not offend anyone. We have tried to include tips for adapting activities or questions in the section 'facilitator's tips'. If you have any other suggestions to improve specific activities or general remarks, please feel free to contact the producers of the manual.

It is important to keep in mind that participants learn in different ways. Therefore, we suggest using a mix of methods when creating your training on conflict and peace. Some examples include:

- Participatory awareness or experiential learning activities
- Application of learning to work
- Teach pieces
- Promising program highlights
- Skills exercises
- Strategic work planning

Remember to first learn about the characteristics, needs and expectations of the participants and interests of the organizers, and then tailor your design to them. We suggest that facilitators leave space for participants to reflect on their own experiences and how the themes discussed in the training have influenced their own socialization and adherence to gender norms.

It is helpful to include a moment where participants reflect on the implications of this learning in their work, and to come up with preliminary action plans. You can use the personal learning diary activity to do that, so that at the end of the training every participant goes back to work with his or her own action plan. This is a document that states what they have learned and how they plan on using the insights gained in this training in their future work.

B. Tips on organizing a facilitation team

It is important to use a team approach in designing and facilitating these programs. We recommend that a team comprised of both external experts and CARE staff be formed. Here are some suggestions from experience:

- **Build a diverse facilitation team:** It is invaluable to have a team composed of different gender, background, culture and work-styles. Successful teams have included representation from both a headquarters office and a sub-office. The team's diversity in itself is a resource that can contribute to the content and provide the opportunity to both model and put into practice. However, keep in mind the appropriate context.
- **Utilize local resources as external facilitators:** Local knowledge and expertise adds tremendously to developing content that is context specific. It is helpful to have external facilitators to support the design and development of a program.

- **Take the time to reflect and share personal perspectives on gender and conflict issues:** the team should take the time to share individual experience, personal thoughts, concerns and emotions about gender and conflict. Taking time to reflect is an important part of the process. Our attitudes and values affect the way we work and interact with others. It is important to understand these and how they might affect the way we facilitate training workshops. Below are some guiding questions:
 - Why it is important to talk about gender in conflict and peace?
 - What gender issues are you comfortable talking about, and which issues make you uncomfortable, and why?
 - What values and attitudes are important to you about gender and security?
- **Clarify team leadership:** Prior to implementing the workshops there must be clarity around leadership. Who is the lead facilitator? Who is the CARE team leader? While the facilitation is a team effort, team members must recognize the value of delegating leadership within the team to ensure efficiency in decision-making and communication.
- **Clarify roles and expectations:** The lead facilitator and CARE team leader should clarify upfront the expectations and roles of the team. It is essential that team members are clear from the beginning what level of contribution is expected around the design and facilitation of the program.
- **Feedback and coaching:** Team members can improve their individual and collective effectiveness by sharing their personal work styles, strengths and weaknesses by openly encouraging honest feedback and by coaching one another. This opens up an atmosphere of trust and honesty.
- **Schedule de-brief sessions following the workshops:** Time for team facilitators to reflect and provide feedback is helpful in re-designing the program and further building the team and learning from one another.

C. Role of the facilitator and facilitation team

The facilitation team plays a critical role in influencing the design and learning experience. Below are some helpful lessons about the role of the team:

- **Create a learning environment** - People learn best in an atmosphere where they can interact with others, are encouraged to ask questions, take risks, exchange ideas honestly, and feel supported. Facilitators play an important role by modeling behavior that creates a learning environment. Sharing personal stories and lessons learned can be very effective.
- **Know your participants** - The design of the training program needs to be responsive and tailored to the participants. Below are some guiding questions to consistently ask yourself prior to and during the training:

- Who are your participants?
- What is their gender, ethnic, religious, cultural background, work experience, education, experience at CARE?
- What region are they from? (example: urban or rural, sub-office or headquarters)
- Do they have previous knowledge of the subject?
- What are their attitudes regarding gender and conflict?
- Do their experiences regarding violence and conflict create emotional problems or trauma, that you need to handle with extra care?
- Do cultural or religious taboos exist amongst your audience that may become barriers to learning?

This information will enable you to plan and modify the training and meet the needs of participants. Remember that even during the training, modifications may have to be made to the design. Be flexible.

- **Be a facilitator, not a lecturer** – As a facilitator you should welcome participants to take over some parts of the training, and seek opportunities to give participants the option to take the lead. You are not a lecturer. It is their learning process, and it's healthy for them to take charge of this. This might mean you need to step back from your agenda, allow for changes and allow others to introduce or organize activities
- **Give adequate time for reflection** - When planning your training schedule, remember that you are providing information about gender that may be new and in opposition to a whole life-time of learning and experience. Keep the information simple. It also takes time to overcome well-rooted beliefs and attitudes. Allow time for this in your training. The more time you are able to spend on a topic, the more chance of success you have. Keep some time for the participants to self-reflect and discuss topics in detail.
- **Allow for humor** - Humor is an important tool in the training process. Talking about gender and security can raise many anxieties, embarrassments and concerns that may lead to stress. Humor can be used sensitively to reduce some of the stress and increase the participants' comfort levels. At the same time, do not over-use humor to the extent that it dilutes the point or seriousness of the issue at hand.
- **Respect different viewpoints** - Participants need to feel heard and respected. Facilitators should ensure that respecting other people's right to an opinion is covered in the ground rules for any training, and that all participants feel equally heard.
- **Dig deeper!** - People have varying opinions, attitudes and experiences that shape the way they think. What people say in a discussion may not represent how they understand and explain the idea to themselves. Never take what someone says in a discussion at face value. Think about the kind of questions you can ask that will probe more deeply into the statements made, and surface underlying beliefs and values.
- **Create comfort and safety** - Providing a comfortable and safe environment is essential for learning. Facilitators should work with participants to ensure confidentiality, an easy exchange of information, a non-threatening environment, with good interactions between participants and facilitators.
- **Ensure to make space for feedback and hearing** – A varied mix of feedback spaces and opportunities will allow participants with different learning styles and personalities to share where they are with the training, and what they still find challenging. Accountability and choice are key parts of making a training participatory and vital for achieving the best results.
- **What not to do** - Apart from understanding the responsibilities of a facilitator, it is also necessary to make sure you do not behave in an inappropriate manner.

Do not ...

- Be inflexible;
- Tell people they are wrong and pass judgment;
- Value some opinions over others or ignore views that do not fit in with what you are advocating during training;
- Discourage participants from sharing their experiences;
- Give information and instructions that are confusing;
- Discuss things inappropriate to the situation;
- Make participants feel self-conscious;
- Let a few participants dominate;
- Use language or terms that are difficult to understand;
- Be insensitive to local culture and context;
- Make jokes about the ideas expressed by participants.

D. Key terms

<i>Gender</i>	Widely shared ideas and expectations concerning men and women and how they should behave in various situations; usually defined by geographic or cultural context.
<i>Sex</i>	Biological characteristics which define a human being as male or female.
<i>Gender Identity</i>	A person's innate, psychological identification as a man or a woman, which may or may not correspond to the person's physiology or designated sex at birth.
<i>Gender Roles</i>	Learned behaviors in a given society, community or social group where certain activities, tasks or responsibilities are perceived as male or female; these roles are affected by age, class, ethnicity, religion and the geographic, economic and political environment.
<i>Gender Equality</i>	Freedom of both men and women to develop their personal abilities and make choices without limitations set by predefined stereotypes, gender roles and/or prejudices. The different behaviors, aspirations and needs of both men and women are considered, valued and favored equally and the rights, responsibilities and opportunities of a person are not dependent on whether they are born male or female.
<i>Gender Equity</i>	The fairness of treatment for men and women according to their respective needs; gender equity leads to gender equality.
<i>Gender Transformation</i>	Shifting harmful gender norms by redressing power disparities between men and women to promote a more equitable environment for both sexes. The transformative approach encourages examining, questioning and changing rigid gender norms and power imbalances as a means of reaching health as well as gender equity objectives.
<i>Masculinities/ Femininities</i>	Socially constructed perceptions of being a man (or woman); related to manhood (womanhood) and how men (women) are expected to behave in different circumstances; we refer to these in the plural to remind participants of the multiplicity and diversity of these perceptions.
<i>Hegemonic Masculinity</i>	Pressure to conform to a singular predominant idea of "what it means to be a man" in one's culture, one that confers dominance and power over others.
<i>Patriarchy</i>	Defined as the control of labor, reproductive power and sexuality of women for the benefit of men. Although patriarchy is a structure that operates through various institutions of society, the loose use of the term has led it to mean men oppressing/exploiting women. It is a social system that maintains and perpetuates a male-dominated society, where men benefit from a higher status and greater power in most aspects of life.
<i>Power</i>	Involves the ability, skill, and capacity to make decisions and take action. The exercise of power is an important aspect of relationships.
<i>Structural violence</i>	Systematic exploitation that becomes part of the social order, which makes personal violence unnecessary, and diminishes the potential development of an individual or a group.
<i>Violence</i>	The use of force to control another person or other people. It can include physical, emotional, social or economic abuse, coercion, or pressure. The use of force includes threats, abuse, coercion.
<i>Conflict</i>	When people have opposing interests and goals that they perceive to be incompatible. Conflict is understood as a complex, dynamic process with different forms, causes, dimensions, and actors. Conflict exists in all societies at all times and it can be handled in constructive or destructive ways. For the purposes of this manual, conflict refers to violent conflict.
<i>Gender-based violence</i>	A harmful act or threat based on a person's sex or gender identity. It includes physical, sexual and psychological abuse, coercion, denial of liberty and economic deprivation whether occurring in public or private spheres. GBV is rooted in unjust and unequal power relations and structures and rigid social and cultural norms.
<i>Positive peace</i>	The absence of all forms of violence, including structural violence
<i>Negative peace</i>	The absence of physical, direct violence
<i>Peacebuilding</i>	The comprehensive, long-term process working towards sustainable peace based on the values of rights and human dignity. It recognizes and supports the central role that local actors and processes have in ending violence and constructively addressing both the immediate effects and the structural causes of violent conflict.

II. Theoretical Background

Linking the issues of gender inequality, violent conflict and peace

Violence and conflict are deeply gendered. This means that people's ideas and attitudes towards violent conflict and how they experience it depends on gender relations, roles and norms. In many societies, the ability to use violence is attributed to men, and often linked to ideas about manliness and masculinities. The use of violence is also linked to unequal power relations. These unequal power relations can create relations of dominance of men over women and men over other men, which are upheld and justified through social, moral, cultural, religious, political and economic norms. It can contribute to a normalization or even institutionalization of gender-based violence. Conflict has the potential to reinforce the "unequal dualism" between women and men by amplifying masculine notions of strength, determination and fearlessness versus depicting women as passive mothers or as supporting and caring wives in need of protection.¹

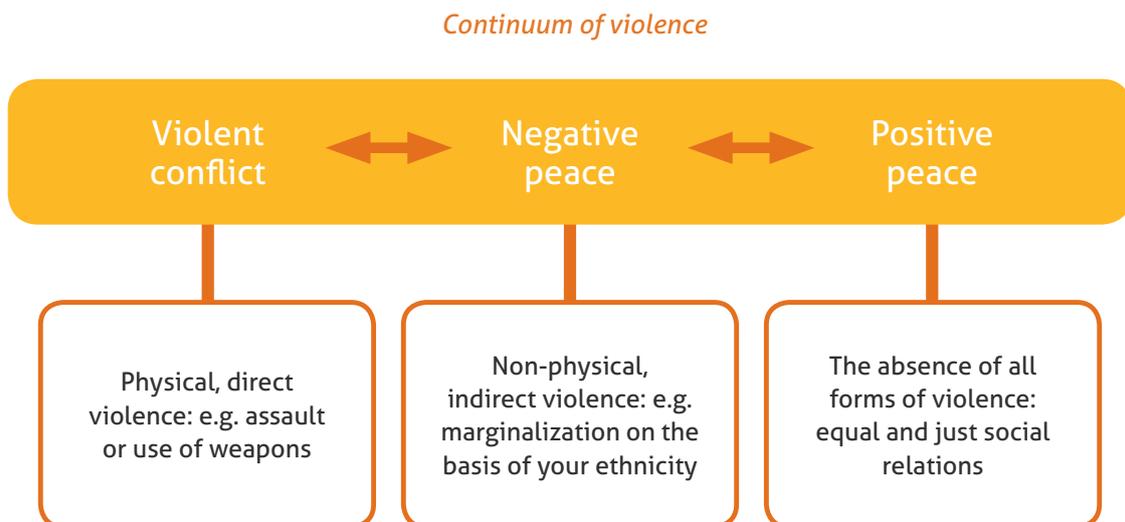
Although men, boys, women, and girls experience many of the same phenomena during violent conflict, they are affected differently because of existing gender relations

and their ascribed gender roles. Moreover, power dynamics change as a result of conflict. Women potentially take on new roles or step into the vacuum left by men as head of the household, if and when men are absent. This could lead to opportunities for women's empowerment as well as constitute a risk of further marginalization. On the other hand, men may lose their role as provider leaving them humiliated and frustrated but they could also potentially take on new roles and responsibilities.

Gender inequalities fuel violence and conflict, conflict and violence in turn fuel gender inequalities.² Hence, understanding the relations between gender, violence and conflict and how they influence prospects for achieving sustainable peace is imperative in reaching CARE's vision for gender equality and just social relations.

Approach to violence and conflict

In order to explain and capture the relationship between these issues, we use the idea of a continuum of violence. The continuum of violence describes the range of violence from physical, direct violence to non-physical, indirect violence to no violence at all.



¹ Harders, C. "Gender Relations, Violence and Conflict Transformation ". In: B. Austin, M. Fisher, H.J. Giessmann (eds.) 2011. *Advancing Conflict Transformation. The Berghof Handbook II*. Opladen/Farmington Hills: Barbara Budrich Publishers

² Caprioli, M. (2005) "Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict" *In International Studies Quarterly* 49, 161-178

The continuum makes clear that sustainable peace is not just the absence of direct violence, but that it requires the absence of all forms of violence, including indirect forms. Indirect forms of violence include structural and cultural violence.

Structural violence is justified and legitimized by cultural norms. These types of violence are non-physical and indirect; however, they may cause direct violence. Cultural and structural violence is defined by Johan Galtung³ as the decrease of potential development of an individual or a group – for example, when power and resources in a society are unevenly distributed. These forms of violence are often not noted because they are institutionalized into the social order. The absence of structural and cultural violence is a precondition for realizing positive peace.

The continuum of violence links private and public, collective and individual, physical and structural or symbolic violence. For the purposes of this manual we use the continuum of violence related to the kind of violence people experience on the basis of their gender.

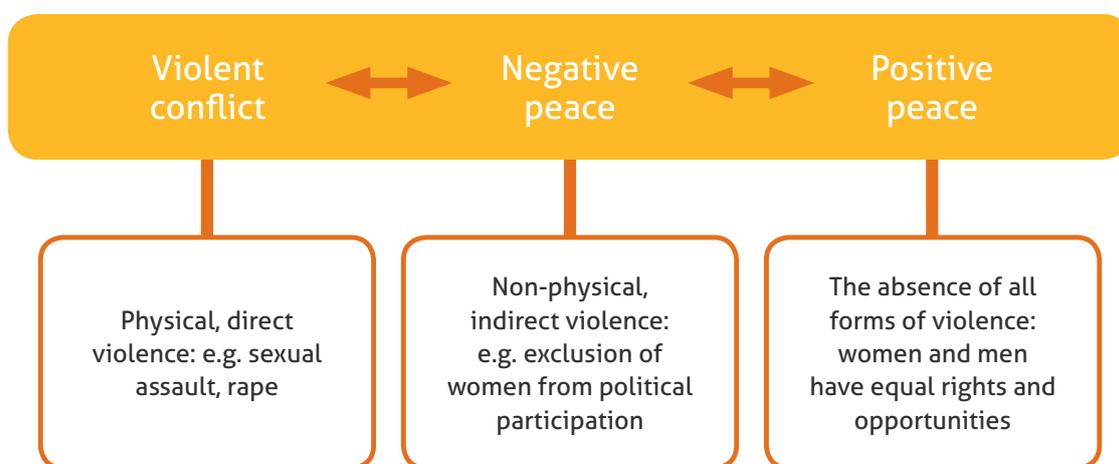
It is CARE's vision that in order to achieve lasting peace, unequal power relations of domination and subordination must be overcome. As a result, our approach to conflict and peace aims not only to end war but also to eliminate unjust social relations, including unequal gender relations.

How do we approach conflict and conflict resolution?

Within the study of conflict and conflict resolution, you find a variety of approaches among different schools of thought and practitioners in the field. Broadly, three approaches can be distinguished, though there is considerable overlap between them.⁴

- *Conflict management*: within this approach, violent conflict is seen as an ineradicable consequence of values and interests between communities. Therefore, conflicts cannot be resolved but only managed and contained. Rather than advocating methods for ending conflict, conflict management focuses on how to deal with conflict in a constructive way, to bring opposing sides together in a cooperative process. Conflict management is done by outsiders: powerful actors that intervene; who have the power and the resources to put pressure on the conflict parties.
- *Conflict resolution*: theorists of this school believe that people cannot compromise their fundamental needs, but conflict parties can transcend conflicts if they can be helped to explore, question and reframe positions and interests. Conflict resolution aims to move parties from destructive patterns of conflict to positive constructive outcomes. Conflict resolution must be done by skilled but powerless third parties working unofficially with the parties in conflict to foster new thinking and new relationships.

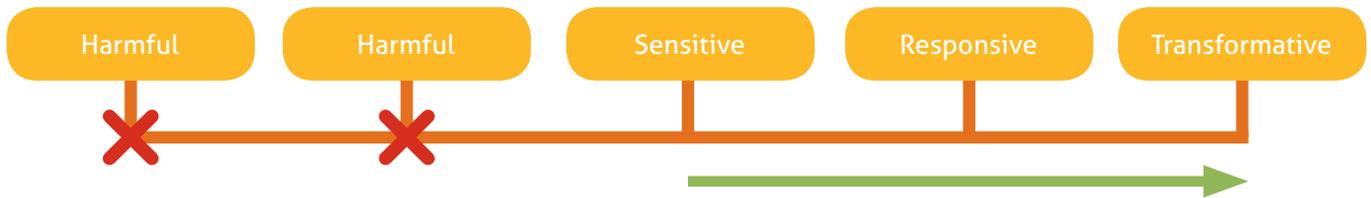
Gendered continuum of violence



³ Johan Galtung is a Norwegian sociologist, mathematician and the principal founder of the discipline of peace and conflict studies. He founded the Peace Research Institute Oslo in 1959. He has developed several influential theories, such as the distinction between positive and negative peace, structural violence, theories on conflict and conflict resolution, and the concept of peacebuilding.

⁴ We based this distinction on Miall, H. (2004) Conflict Transformation: A Multi-Dimensional Task. Berghof Handbook for Conflict Transformation.

The Gender continuum



- **Conflict transformation:** practitioners from this approach believe that contemporary conflicts require more than reframing of positions or identifying win-win outcomes. They argue that the very structure of relationships may be embedded in a pattern of conflictual (unequal) relationships. Conflict transformation is a process of transforming relationships, interests, discourses, and even the constitution of society that support the continuation of the conflict. All parties have complementary roles to play in the long-term process of peacebuilding. This approach emphasizes support for groups within the society in conflict rather than mediation of outsiders.

Given CARE's vision of social justice, dignity and security and our ambition to address unequal power relations, we recognize the need to transform the cultures and structures that support or direct acts of violence. Hence, CARE's way of working is aimed to achieve conflict transformation. This transformational approach is also reflected in the aim of our peacebuilding work. Peacebuilding is defined by CARE as "a comprehensive, long-term process working towards sustainable peace based on the values of rights and human dignity. It is recognized that local actors and local processes have a central role to play in ending violence and constructively addressing both the immediate effects and structural causes of violent conflict." This definition of peacebuilding acknowledges that it is the local actors that are involved in a long-term process of addressing structural aspects that underlie conflict, including unequal gender relations.

Approach to gender equality:

CARE has adopted a rights-based approach in its work to fight poverty, which is based on the belief that everyone has certain inalienable human rights, because he or she is a human being. CARE believes that all human beings are equal irrespective of race, sex, religion, caste, class and political affiliation; that we all have an obligation to fight injustice and human rights violations, including gender inequality. In order to achieve gender equality CARE uses a *gender transformative approach*. To guide development and humanitarian program teams to understand their approach to gender, CARE developed a conceptual tool known as the Gender continuum. The tool categorizes approaches by how we treat gender norms and inequities in the design, implementation and evaluation of our programmatic initiative. The Gender continuum is used in order to distinguish where you are with the integration of gender into your work, and continue to work towards gender transformation.

At the left of the continuum, the terms *gender harmful* and *gender neutral* refer to program approaches reinforcing inequitable gender stereotypes, or dis-empowering certain people in the process of achieving program goals.

Example

A poster that shows a person who is HIV-positive as a skeleton, bringing the risk of death to others, will reinforce negative stereotypes and will not empower those who are living with HIV.

You want to avoid being gender harmful or gender neutral!

At the far right of the continuum, the term gender transformative refers to program approaches or activities actively seeking to build equitable social norms and structures in addition to individual gender-equitable behavior.

Example

The EMPOWER program in Benin provides support to women affected by gender-based violence (GBV); the program works not only with women providing them legal assistance and safe havens, but also with the judiciary, the police and law makers to ensure that cases are dealt with sensitively and effectively, ending years of systemic impunity for GBV in Benin.

In your program, it is important to note that while it is essential for CARE programming to be gender sensitive, this is not sufficient to change the larger issues that lie at the root of gender inequality. This requires a gender transformative approach.

Impact levels:

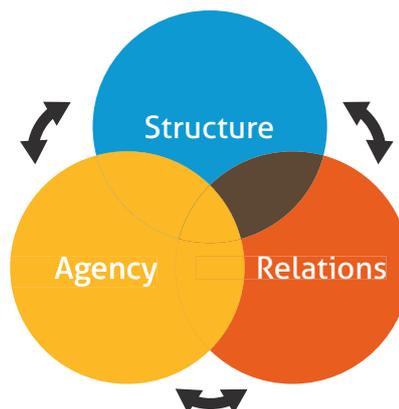
Along with the Gender continuum, we use another existing CARE framework, which is the Empowerment Framework. Within CARE, this framework is used to define women's empowerment, but it is applicable to various processes of social change. It is used to demonstrate that gender transformation requires change at every level.

The three levels are:

1. Agency: an individual's own resources and responsibilities
2. Structure: the environment that surrounds and conditions an individual's choices
3. Relations: the power relations through which an individual negotiates his or her path

In every stage of the gender continuum, you can assess the impact of your program on each of the three dimensions. Throughout the activity's instructions we have included references to the framework when applicable.

We mention the framework here to stress that progress across all three dimensions is needed to achieve sustainable results, be it women's empowerment or gender transformation. It is important to keep both the Empowerment framework and the Gender Continuum in mind during facilitation of the activities, in order to help participants think about how they can improve on gender in their programming.



ANNEX 1

Examples of energizers

1. Line ups

You can use this general idea with many options. The idea is for the group to line up in a particular order without speaking. Speed and safety are key! Try any of these:

- Birthday line-up
- Timeline line up (by who has been here longest, to shortest length of time.)
- Number of siblings
- Who lives nearest and farthest from this point

2. Can it!

Have participants sit in a circle with their feet extended. Place a can on the foot of one of the participants. The object is to move the can around the circle without touching the can with your hands or having it fall. The can must be on at least one foot of each participant. Timing and balance are key!

3. Animal Roundup

- Tell group members to silently think of their favorite animal.
- Then tell group members that without talking, they need to arrange themselves from largest to smallest animals.
- Group members can only make gestures and the noise of their animal.
- After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.

4. Contemplating the Universe

- Organize participants into a circle.
- You as the facilitator should be standing in the middle of the circle explaining the game.
- Explain that as someone on the outside of the circle, you must ask the person in the middle what they are doing. You do this by at any time saying, Hey -insert name of person in middle!-, What are you doing?!
- The game begins with the facilitator doing a continuous random action in the center of the circle (for example, pretending to juggle, dance, do yoga, go fishing, etc.).
- Eventually someone on the outside of the circle will say, "Hey! What are you doing?!" The person in the middle will then make up something off the top of their head. For example: I am playing Ultimate Frisbee with alligators.
- The person who asked, "what are you doing" must then come into the middle of the circle and pretend to play Ultimate Frisbee with alligators until somebody else says, "Hey! What are you doing?!"
- After someone else says, "What are you doing?" The person playing Frisbee with alligators must then need to make up something else for that person to be doing. For example: I'm knitting little hats for my 74 cats.

Note

It might be a good idea to make up the rule that everyone needs to ask "What are you doing?" to the person in the middle at least once before anyone can be in the middle a second time.

5. Salt and pepper

- Prior to starting the activity, the facilitator should take sheets of paper and think of obvious things that go together in pairs, for example: salt and pepper are a pair of items that go together.
- Using the paper, the facilitator should write these things on separate sheets. The facilitator should make as many of these as there are group members, but they should all be different items.
- At the beginning of the game the facilitator will tape one of these on the back of each participant without letting them see what it is.
- When the facilitator gives the "go" signal the participants must walk around, asking only yes or no questions to find out what is written on their back and who their matching partner is.
- Once they successfully find their partner, they must sit down with them and do an interview, finding out 3-5 interesting facts about them.

6. Concentration

- Arrange participants into two equal lines facing each other.
- One group turns around while the other gets 30 seconds to change 10 things about them (switch jewelry, change hair style, untie shoelaces, switch watch to other arm, trade clothing, etc.) as long as they are all things in sight. The first group turns back around and must identify the 10 changes.
- After they identify the changes, or time is up they swap so the other team gets to make changes while they guess.

7. Paper Animals

- Organize participants into groups and have each of them stand in a circle.
- Each group receives a large sheet of paper. The person (group leader) holding the paper thinks of an animal and tries to share his thoughts with his group without talking (only using gestures and sounds).
- The same person starts to create the animal by making one tear in the paper. He then hands the paper to the next person, who is then also allowed to make one tear. The paper sheet is handed from one person to the next until 5 minutes are over. Meanwhile no-one is allowed to talk!
- After the 5 minutes are over, the groups can share their animal and their experience with the other groups.

ANNEX 2

Recap and evaluation activities

Recap activities

Line up

Write statements on cards that correspond to various parts of the training of the previous day. Don't forget statements related to lunch, energizers and other social moments. Each participant receives one card. Now ask the participants to determine the chronology of the cards and stand in line to show the order of the proceedings of the previous day. After they have lined up, ask them to clarify their card.

Monitoring group

Ask people to volunteer to form monitoring groups for each day at the beginning of the training. Stimulate the group to meet up at the end of the respective day and to prepare a short recap for the next day. Ask them to be creative. They can sing a song, do a skit or something more formal.

Mime

Ask two volunteers to act out one of the activities or themes of the previous day using only gestures and sounds (and no words).

Evaluation activities

Voting with your feet

Ask participants to rate different elements of the training by scoring from 1 to 10 and physically place themselves on a line from one end of the room to the other.

Spider web

Draw a few axis on a flip chart, each representing different elements of the training (such as the content, the methodologies, the venue etc). Then number the axis from 1 to 10 (1 in the center and 10 at the edge). Ask the participants to score each of the elements from 1 to 10 by placing a dot on each of the axis. Then count the dots and calculate the average score for each element.

GoRound / shout out

Ask participants to say things that worked well and things that didn't. Ask them to be honest, as it'll help you learn how to do it better next time. Be open to criticism, listen for what went wrong and how they think you could improve. You can reflect later on whether you agree or not.

Alternative

If you have very little time, ask them to give their feedback using only one word.

More of ... Less of .. the same...

Divide a flip chart into three columns: more, less and the same. Hand out pens and ask participants to write down things that worked well for them in the 'same' column, things they wanted to see less of, e.g. 'use of jargon' and more of e.g. 'chances to practice new skills'. Encourage people to include reasons for what they are saying and then leave them to it to encourage honesty.

Closing circle

In this go-round, it works well to invite participants to share one of the following:

- Something they learned, especially an AHA moment or revelation
- An opinion or attitude that was changed
- A way in which they plan to apply their experiences from the event in their own organization.

ANNEX 3

Sample agendas

Sample Agenda for a two day program (*basic knowledge of the concepts related to gender assumed*)

DAY 1

09:00 - 09:15 Welcome and opening energizer

MODULE 1: GENDER, POWER, AND VIOLENT CONFLICT

09:15 - 10:00 Activity 4: The gender box and dominant masculinities

10:00 - 10:45 Activity 5: Defining security

10:45 - 11:00 **Coffee/tea break**

11:00 - 12:00 Activity 7: The continuum of violence

12:00 - 13:00 **Lunch break**

13:00 - 13:15 Energizer

13:15 - 13:55 Activity 8: Applying the continuum of violence

13:55 - 14:40 Activity 11: The differential impact of conflict

14:40 - 15:00 **Coffee/tea break**

MODULE 2: GBV IN CONFLICT

15:00 - 16:15 Activity 2: The GBV tree

16:15 - 16:45 Evaluation of the day and closing

DAY 2

09:00 - 09:15 Welcome and opening energizer

09:15 - 10:15 Activity 3: The Ecological Framework

10:15 - 10:30 **Coffee/tea break**

10:30 - 11:30 Activity 5: Identifying and reducing risks of GBV in conflict

11:30 - 12:30 Activity 7: Guiding principles when responding to GBV

12:30 - 13:30 **Lunch break**

13:30 - 13:45 Energizer

MODULE 3: GENDER AND PEACEBUILDING

13:45 - 14:25 Activity 4: Exploring gender roles in peacebuilding

14:25 - 15:10 Activity 5: Exploring the arenas of peacebuilding

15:10 - 15:25 **Coffee/tea break**

15:25 - 16:25 Activity 12: Promoting women's voice and inclusive participation in your context

16:25 - 16:55 Evaluation of the day and closing

Sample Agenda for a three day program (basic knowledge of the concepts related to gender assumed)

DAY 1

MODULE 1: GENDER, POWER, AND VIOLENT CONFLICT

- 09:00 - 09:15** Welcome and opening energizer
- 09:15 - 10:00** Activity 4: The gender box and dominant masculinities
- 10:00 - 10:45** Activity 5: Defining security
- 10:45 - 11:00** **Coffee/tea break**
- 11:00 - 12:00** Activity 7: The continuum of violence
- 12:00 - 13:00** **Lunch break**
- 13:00 - 13:15** Energizer
- 13:15 - 13:55** Activity 8: Applying the continuum of violence
- 13:55 - 14:45** Activity 10: Conflict analysis
- 14:45 - 15:00** **Coffee/tea break**
- 15:00 - 15:45** Activity 11: The differential impact of conflict
- 15:45 - 16:45** Activity 12: Making a gendered conflict analysis
- 16:45 - 17:15** Evaluation of the day and closing

DAY 2

MODULE 2: GBV IN CONFLICT

- 09:00 - 09:15** Welcome and opening energizer
- 09:15 - 10:30** Activity 2: The GBV tree
- 10:30 - 10:45** **Coffee/tea break**
- 10:45 - 11:45** Activity 3: The Ecological Framework
- 11:45 - 12:45** Activity 5: Identifying and reducing risks of GBV in conflict
- 12:45 - 13:45** **Lunch break**

13:45 - 14:00 Energizer

14:00 - 15:00 Activity 7: Guiding principles when responding to GBV

15:00 - 15:10 **Coffee/tea break**

15:10 - 16:40 Activity 9: Engaging men and boys in GBV prevention

16:40 - 17:00 Evaluation of the day and closing

DAY 3

MODULE 3: GENDER AND PEACEBUILDING

- 09:00 - 09:15** Welcome and opening energizer
- 09:15 - 09:55** Activity 1: Speed-debating gender and peace
- 09:55 - 10:35** Activity 3: Approaches to peacebuilding
- 10:35 - 10:50** **Coffee/tea break**
- 10:50 - 11:30** Activity 4: Exploring gender roles in peacebuilding
- 11:30 - 12:15** Activity 5: Exploring the arenas of peacebuilding
- 12:15 - 13:15** **Lunch break**
- 13:15 - 13:30** Energizer
- 13:30 - 14:30** Activity 8: The importance of women in peacebuilding
- 14:30 - 15:15** Activity 10: Men's role in gender just peace
- 15:15 - 15:30** **Coffee/tea break**
- 15:30 - 16:30** Activity 12: Promoting women's voice and inclusive participation in your context
- 16:30 - 17:00** Evaluation of the day and closing

Sample Agenda for a four day program (basic knowledge of the concepts related to gender assumed)

DAY 1

MODULE 1: GENDER, POWER, AND VIOLENT CONFLICT

- 09:00-09:15** Welcome and opening energizer
- 09:15 - 10:00** Activity 4: The gender box and dominant masculinities
- 10:00 - 10:45** Activity 5: Defining security
- 10:45 - 11:00** **Coffee/tea break**
- 11:00 - 12:00** Activity 7: The continuum of violence
- 12:00 - 13:00** **Lunch break**
- 13:00 - 13:15** Energizer
- 13:15 - 13:55** Activity 8: Applying the continuum of violence
- 13:55 - 14:45** Activity 10: Conflict analysis
- 14:45 - 15:00** **Coffee/tea break**
- 15:00 - 15:45** Activity 11: The differential impact of conflict
- 15:45 - 16:45** Activity 12: Making a gendered conflict analysis
- 16:45 - 17:15** Evaluation of the day and closing

DAY 2

MODULE 2: GBV IN CONFLICT

- 09:00 - 09:15** Welcome and opening energizer
- 09:15 - 10:30** Activity 2: The GBV tree
- 10:30 - 10:45** Coffee/tea break
- 10:45 - 11:45** Activity 3: The Ecological Framework
- 11:45 - 12:45** Activity 5: Identifying and reducing risks of GBV in conflict
- 12:45 - 13:45** **Lunch break**
- 13:45 - 14:00** Energizer
- 14:00 - 14:45** Activity 6: Response services
- 14:45 - 15:00** **Coffee/tea break**
- 15:00 - 16:00** Activity 7: Guiding principles when responding to GBV
- 16:00 - 16:30** Evaluation of the day and closing

DAY 3

MODULE 2: GBV IN CONFLICT

- 09:00 - 09:15** Welcome and opening energizer
- 09:15 - 10:45** Activity 9: Engaging men and boys in GBV prevention
- 10:45 - 11:00** **Coffee/tea break**
- 11:00 - 11:45** Activity 10: Promising practice: The Abatangamucho
- 11:45 - 12:30** Activity 11: Mobilizing the community
- 12:30 - 13:30** **Lunch break**
- 13:30 - 13:45** Energizer
- MODULE 3: GENDER AND PEACEBUILDING*
- 13:45 - 14:25** Activity 1: Speed-debating gender and peace
- 14:25 - 15:05** Activity 2: What peace is to me
- 15:05 - 15:20** **Coffee/tea break**
- 15:20 - 16:00** Activity 3: Approaches to peacebuilding
- 16:00 - 16:30** Evaluation of the day and closing

DAY 4

MODULE 3: GENDER AND PEACEBUILDING

- 09:00 - 09:15** Welcome and opening energizer
- 09:15 - 09:55** Activity 4: Exploring gender roles in peacebuilding
- 09:55 - 10:40** Activity 5: Exploring the arenas of peacebuilding
- 10:45 - 10:55** **Coffee/tea break**
- 10:55 - 11:55** Activity 8: The importance of women in peacebuilding
- 11:55 - 12:40** Activity 10: Men's role in gender just peace
- 12:40 - 13:40** **Lunch break**
- 13:15 - 13:40** Energizer
- 13:40 - 14:25** Activity 14: Leadership qualities
- 14:25 - 15:25** Activity 16: Mediation skills for peacebuilding
- 15:25 - 15:40** **Coffee/tea break**
- 15:40 - 16:30** Evaluation of the day and closing



Introduction activities

**"Equality for women is
progress for all."**

- Ban Ki Moon,
U.N. Secretary General

Goals:

- To introduce the goals and set-up of the workshop
- To get to know other participants
- To open up the conversation on gender, peace and conflict

Activity 1

Welcome and introduction

Purpose

- To welcome participants to the training
- To allow facilitators to introduce themselves and get to know the participants

Materials

- A ball (can be of any kind)



Instructions

- 1 Welcome participants to the training, and introduce yourself. Underline the importance of including gender in our analysis and way of working. Also, mention that this training has a specific focus on the link between gender, peace and conflict.
- 2 Make a circle and let the participants toss the ball around the circle. When receiving the ball, each participant has to share his/her name, and share something about himself/herself that no one in the room may know about him/her. Then throw the ball to the next person.

Facilitator's tips:

- Welcoming participants is critical in setting a safe atmosphere for dialogue in the workshop.
- This is the beginning of the workshop, so start with some enthusiasm. The energy you project is the energy you will get back. Talk about how excited you are to have this workshop and how glad you are they are participating.
- It is important for CARE staff/the organizers to introduce the facilitators.
- It is important to note whether there are supervisors/line managers of participants in the room. Emphasize openness, confidentiality and emphasize that during the training, all contributions are equally valued in light of this potential tension.
- As facilitator you can choose different types of information to be share while tossing the ball around (it does not have to be a "big" secret!).

Activity 2

Goals of the workshop

Purpose

To give participants a sense of what to expect and how to contextualize the training in terms of the broader work of CARE on gender

Materials & preparation

Materials

- Flipchart
- Markers



Preparation

It will be helpful if you already have the objectives written down. It may also be useful to put the two continuums up on a wall to be able to constantly refer to them throughout the training

Instructions

- 1 Briefly review why CARE focuses on gender and gender equality and how this particular module fits into the GED manual. See also the introductory text.
- 2 Give space to ask questions. If all questions have been answered, pose the following brainstorming questions to the group: "Why would we want to talk about gender in relation to conflict and peace?" "How do you think gender is related to conflict? And to peace?" "Why would it be important to discuss this?"
- 3 Have participants call out their thoughts and capture them on a flipchart.
- 4 Introduce the frameworks of the Continuum of Violence and the Gender Continuum that are described in the introductory text of this module. Explain that these frameworks will guide our understanding about violence, conflict and gender in the following activities.
- 5 Share the themes that will be covered in the workshop. For example, if you are doing all three modules:
 1. Gender, power, and violent conflict
 2. GBV in conflict
 3. Gender and peacebuilding

- 6 Share the workshop objectives. These must be specified per workshop, depending on its content. Examples of objectives:
 1. To increase awareness about the relationship between gender, conflict and peace
 2. To deepen understanding about issues of GBV (or gender roles in peacebuilding)
 3. To build skills in conflict analysis and gender analysis
- 7 Walk through the flow of the agenda (broad level).
- 8 Take a few minutes for Q&A.

Facilitator's tips:

- Highlight that the training and exercises are participatory and that we like participants to draw from their experiences. We are all experts!
- Listen for the wisdom that exists within each participant's experience. The training provides the space for reflection and learning from each other

Activity 3

Ice-breaker Circle Talk

Purpose

- To open the conversation on gender, peace and conflict
- To set the tone that we are all teachers and learners, in an inquiry together.

Materials

- Flipchart
- Markers



Instructions

- 1 Ask people to number off as 1 and 2. The 1's take their chairs and form a circle in the center of the room facing out; the 2's form a circle around them facing in so that everyone is sitting across from someone else at comfortable conversational distance¹. See Figure 1.
- 2 In each of the rounds, pose a question for the pairs to discuss. Give participants 2-3 minutes to discuss each question. There is normally time for 3 rounds. After each question, call for highlights of the conversation to be shared aloud for the whole group. Capture phrases of the conversations on a flipchart.
- 3 Between questions ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.
- 4 After completing all the rounds turn everyone's attention to the flip-chart where you've been capturing the comments, and ask what do people see or notice. Explain how gender, peace, conflict and security are linked to each other using the comments. This serves as a simple introduction to what is discussed in this module.

Facilitator's tips:

The questions are only examples of questions you could ask related to security, gender, and conflict. You can adapt the questions depending on the focus of your training or on the expertise of the participants.

Example questions

1. What does peace mean to you?
2. What does conflict mean to you?
3. Do you think that the fact that you are a man (or a woman) influences your idea of peace, conflict and security? How?

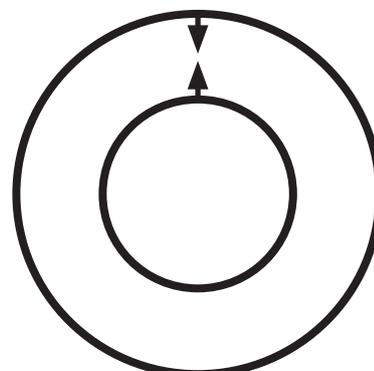


Figure 1

¹ This activity requires an even number of people; if a group is uneven, the facilitator joins the exercise or one set of partners has three people



Module 1

Gender, power and violent conflict

Goals:

- To explore and understand the relations between gender norms, power and violent conflict
- To enable understanding of how violent conflict has an impact on gender inequalities and vice versa
- To increase skills in using a gender approach in conflict analysis



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Short summary

Module 1

This module looks at how the use of violence is linked to gender norms and the distribution of power between men, boys, women and girls. A key assumption in this module is that gender is always relational and deeply rooted in societal norms and (power) structures¹. The idea of a continuum of violence² is used to explain the relation between gender inequality and violent conflict. It demonstrates how gender-based *structural* and *cultural* violence (against women, girls, men and boys) shapes experiences of violence in times of war and peace.

The activities in the module aim to demonstrate the importance of considering the gender dimension in conflict situations and in our programs; conflict can affect men, women, boys and girls differently based on their gender roles. Their gender roles create differential needs, risks and capacities that need to be taken into account throughout the whole program cycle. Therefore, this module also offers guidance on interlinking gender analysis and conflict analysis – both key elements for effective programming in fragile and conflict affected situations – to help understand the gendered impact of conflict on people.

“The achievement of peace [...] is inseparable from overcoming social relations of domination and subordination; genuine security requires not only the absence of war but also the elimination of unjust social relations, including unequal gender relations.”

*Ann Tickner, 1992.
Gender in International Relations*

¹ For more explanation about this, see facilitator’s guide (Theoretical Background)

² See facilitator’s guide for an explanation of the continuum and its origin

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Checklist of Preparation and Materials

1. Ensure that there are sufficient photocopies of the Participant Workbook for Module I to distribute to the participants.
2. When required, ensure that all presentation materials are written on a flipchart in advance. Please note that most of the materials are also available on PowerPoint® or can be found in the Participant Workbook.
PowerPoints in this module:
 - Defining Security (activity 5)
 - Continuum of Violence (activity 7)
3. Arrange furniture at the venue to allow participants to talk and listen to each other - avoid having everyone in rows facing the front (theatre setting) and try to arrange chairs in a circle or boardroom setting.
4. Make sure that all logistical arrangements are in place for room set up, and that supplies (LCD projector, flip chart boards, flip charts, markers, flash cards, post-its, sticky dots, notebooks and pens), meals and tea breaks are provided.
5. In order to make the participants feel comfortable or to energize the group, it is useful to be familiar with some energizer exercises that you can do before you start. Examples of energizers can be found in annex 1 of the facilitator's guide.

Sample Agenda for a one day program *(basic knowledge of the concepts related to gender assumed)*

09:00 - 09:15	Welcome and opening energizer	13:15 - 13:55	Activity 8: Applying the continuum of violence
09:15 - 10:00	Activity 4: The gender box and dominant masculinities	13:55 - 14:45	Activity 10: Conflict analysis
10:00 - 10:45	Activity 5: Defining security	14:45 - 15:00	Coffee/tea break
10:45 - 11:00	Coffee/tea break	15:00 - 15:45	Activity 11: The differential impact of conflict
11:00 - 12:00	Activity 7: The continuum of violence	15:45 - 16:45	Activity 12: Making a gendered conflict analysis
12:00 - 13:00	Lunch break	16:45 - 17:15	Evaluation of the day and closing
13:00 - 13:15	Energizer		



Activity 1

Power dynamics and privilege

Purpose

- To help participants understand the power dynamics between power up and power down group membership and the effects these dynamics have on relationships
- To engage participants in thinking about privileges and advantages, often unearned and unconscious, held by people with power up group membership



Materials & preparation

Materials

- Flipchart
- Markers



Preparation

- Flipchart papers representing power up groups
- Copies of Participant Workbook – Power dynamics and privilege

Instructions

- 1 Explain to participants that power dynamics are very real in the communities where we work and in our workplace. We will now explore how these dynamics can impact us personally and our workplace effectiveness.
- 2 Start with an easy illustration. For example, ask who in the group is left-handed? Ask them what it was like growing up left-handed. Did they have to make any adjustments? Elicit several responses from them. In most cases they will illustrate how their teachers would insist on them using their right hand or in some cultures it would be taboo to eat using the left hand. With these illustrations, ask the question, "Who is the world made for?" or "Who is the power up group? Who is the power down group?"

- 3 Present the Power Up-Power Down matrix and make a brief presentation about the dynamics and behaviors of power up and power down group membership. Discuss behavioral patterns in Power Up and Power Down.
- 4 Illustrate, using the right-hand and left-hand example, how those with subordinate group memberships are often seen as "less than", and are "expected to fit in".
- 5 Point out that:
 - a. This dynamic occurs all over the world;
 - b. It is not directly related to numerical majority (e.g. South African apartheid where whites were clearly in the minority yet held power);
 - c. That we all have some experience with both power up and power down group membership because of our multiple identities.
- 6 Explain that we are going to explore our own power up membership and the privileges that come with it.

Power up

1. Defines reality, truth
2. Sets rules, standards
3. Seen as normal



1. Follows rules
2. Expected to fit in
3. Seen as less than

Power down

7

Place flipcharts around the room with each flipchart marked by a category representing a dominant group membership. For example, you may have five flipcharts spread out throughout the room representing the following categories: Male, White, Abled, Heterosexual, Supervisor or any other dominant group category. Instruct participants to select one group/flipchart in which they hold membership based on their identity. Instruct them that this is an opportunity to explore further and think about the privileges associated with the identified dominant group membership.

8

After all participants have found their place, ask people to talk with those in the same spot about why they chose to come to the particular dominant group. Instruct them to talk about the privileges [benefits, advantages] they have by virtue of holding this group membership. They should write these privileges down on the blank flipcharts underneath the titles.

Guiding questions for discussion include:

- a. Why did you come to this group?
- b. What privileges in society does this group have?

9

After all groups are finished- participants are invited to do a 'gallery walk' and look at all lists and add anything they think is significant and missing from the list (assure differentiation from the original list).

10

Discussion time in plenary. Ask questions such as:

- What did you notice as you made your list?
- What did you learn about privilege and power?
- What did you notice when you did the gallery walk?
- How many of you realized that you had privileges you weren't previously aware of?
- What do you lose by having these dominant group characteristics?
- What is the link between power and (violent) conflict?
- Why is this relevant for CARE?

Facilitator's tips:

- Make sure that all participants belong to at least one of the power up groups that are used in this activity. Some participants find they have several subordinate group memberships and thus find it hard to find a place to stand among the dominant groups. But when they do, it is enlightening for them to find privileges they were previously not aware of.
- This is a difficult exercise for some people. For example, white men may find it hard to come up with privileges. This is indicative of their lack of awareness. Thus, this exercise is often a humbling experience to realize how much privilege one has. Often people may want to know what can be done to change this. Emphasize the power of being aware. State that when you are aware, you can educate your own group about these privileges and call out discrimination when you see it.
- Make sure that from the discussion it becomes clear that power dynamics happen everywhere, but that there are different ways in dealing with them. In many ways, a conflict is about changing power dynamics but this can happen in a violent or non-violent form. This links back to our understanding of conflict transformation (see facilitator's guide).
- Participants may have emotional feelings about a power discussion, because it's often seen as negative, especially if participants are remembering a time when they felt powerless. There may be some uncomfortable moments in this exercise because of that. Be prepared for it and to allow people to not participate if they so choose, and/or to take some time away from the discussion if they need to.



Activity 2

Ideal man and woman

Purpose

- To surface the difference between sex and gender
- To explore the ideas of socially defined gender roles and norms



Materials

- Flipchart
- Markers



Instructions

PART A (15 min)

- 1 Ask participants to call out the first words that come to mind when they hear the word "man". List them on a flipchart paper. Repeat the process for "woman" on a different flipchart paper. Make sure that there are at least 2-3 words that describe biological traits (e.g. penis, breasts, pregnancy).
- 2 Going through each of the words under "man", ask if any of these words can be used to describe women. Repeat for the woman's list. For example, can a man cook? Be gentle? Be pregnant? If men are capable of cooking, why don't more men do the cooking for their households?
- 3 Circle the biological traits as you go through the lists.
- 4 Explain that these lists illustrate the difference between sex and gender. Sex refers to biological traits. Gender is constructed by society and refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time. It varies within and between cultures and across geography.

PART B (45 min)

- 1 Divide participants into groups of 4-6 (single sex if possible) and give each group 1 piece of flipchart paper and markers to each group.
- 2 Ask the women's group(s) to draw a woman and list the qualities, roles and behavior that society expects of the ideal woman in the box. Ask the men's group(s) to do the same for an ideal man. You can also have a women's group do an ideal man, and vice versa.
- 3 Tell the group they have 10 minutes to finish the project.
- 4 At the end of 10 minutes, bring the groups together to share their pictures and descriptions.
- 5 Here are a few questions you can ask:
 - Are these boxes representative of your community (you can ask men to comment on the woman box and vice versa)?
 - What differences and similarities do you see?
 - Do you think these differences are fair?
 - What happens when a woman does not follow these expectations? What happens when a man does not follow these expectations?
 - How does this relate to work we do with communities? With stakeholders and people of influence?

6

In the discussion, tie in comments with these points:

- These ideals relate to gender roles and societal expectations of how men, women, boys, and girls must behave
- These expectations come from family, peers, society, media, stories, etc.
- Sometimes these ideals can compel people into harmful behavior
- There are consequences when individuals do not conform to these societal expectations of gendered roles

7

Expand on the point above about consequences when individuals do and do not conform to “an ideal man or woman”, and connect this to CARE’s work. The key take-away of this activity is that in our work, we are trying to open space for individuals to behave outside of “ideals” that may reinforce inequitable or harmful social norms and expectations. For example, men may be expected to leave household chores to their wives, but our programming may seek to support men in having more equitable and supportive relationships with their wives. Another example: women may be expected to stay in her home, but our programs may try to support women to take leadership positions in community group settings. Opportunities associated with being male or female at a particular point in time. It varies within and between cultures and across geography.

Facilitator’s tips:

- This exercise can also be done separately with the different single-sex groups, depending on the context. Try to think of other ways to share the outcomes between the single-sex groups (for example: just sharing the drawing) if mixing sexes physically is culturally sensitive.
- This is a basic gender awareness activity. Depending on level of awareness, you can choose to do it as a recap activity or leave it out of the training.
- This work can be difficult because it is deeply personal. In our programming, we’ve realized that we as staff are “socialized” and bring our own ideas of gender norms and roles into our work. These assumptions influence the way we understand and do our work at CARE.
- For a fuller description of this activity, please see CARE’s Social Analysis and Action toolkit (“Ideas in Action”, p57) http://www.care.org/careswork/whatwedo/health/downloads/social_analysis_manual.pdf



Activity 3 Daily calendar

Purpose



- To increase awareness of gendered differences between daily activities and roles
- To gain insight into the division of labor within a household or community

Materials



- Copies of Participant Workbook - 24 hour timelines (2 timelines per group)

Instructions

- 1 Explain that this activity aims to gain insight into differences in daily life between men and women (and/or boys and girls).
- 2 Divide participants into two or more single-sex groups and hand-out the worksheet with the timeline from the Participant Workbook.
- 3 Ask the groups to write a list of all of the activities they complete in a normal 24-hour period, starting with when they wake up and ending with when they go to sleep. Ask the participants to include details on the amount of time they spend on each activity, where the activities take place, and who – if anyone – helps them with the activities.

TIME	WHAT	WHERE	WITH WHOM
05:00			
06:00			
07:00			
08:00			
09:00			
Etc.			

4 After they completed the first list, ask the participants to create a second list that describes all of the activities they can think of that people of the opposite sex do on a daily basis (in other words, women list men's activities, and men list women's activities).

5 When the lists are finished, ask the small groups to share them with the larger group. Facilitate a discussion with the group. You can use the following guiding questions:

- What surprised you about this exercise?
- Did the men accurately list women's activities?
- Did the women accurately list men's activities?
- Is there a difference in the kind of activities that men and women do? What is the difference?
- What is the reason for the difference? Does society expect very different things from men and women? Why does society expect men and women to spend time in different ways?
- Do you think this difference is justified? Why or why not?
- Which kind of work is a person paid for? Which kind of work is a person not paid for? Why?
- Which group has more leisure time to spend as they like? Which group has a larger workload? Is this justified? Why or why not?
- How much variation from this general daily activity schedule happens in your community? Do you see some particular men or women acting differently? Why is that? How does their reputation in the community change if they do not behave in a "normal" way?
- Are there certain ways that you would like to change community expectations of men's and women's daily activity schedules and workloads? What are they? Describe them. What can you do to make these changes happen? What can others do?

6 The key take-away in this exercise is that there are significant differences in daily life between men and women based on their gender roles and responsibilities which affect their lives in various ways.

Facilitator's tips:

- This activity centers around ideas of gender and gendered division of labor. However, you could also tailor it to other issues, depending on the composition of your group. For example, a group of farmers and a group of office workers could each list their daily activities for themselves and the others, or the same could be done with a group of adolescents and a group of adults.
- The point is for participants to try to imagine the lives of people who are quite different from themselves. This process tends to expose disparities between different groups, as well as stereotypes and misunderstandings that can be a source of conflict.



Activity 4

The “gender box” and dominant masculinities

Purpose

- To examine the idea of the “gender-box”
- To deepen understanding of the relation between dominant masculinities, violence and GBV



Materials & preparation

Materials

- Flipchart
- Markers

Preparation

Prepare flipchart papers with a drawing representing a man and a woman (or just two square “boxes”)



Instructions

- 1 Start this activity by recapping the definition of gender. Ask participants what we mean when we are talking about gender. Gender is a social construct and refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time. It varies within and between cultures and across geography.
- 2 Take the drawings of the man and the woman (or simply two square “boxes”). Explain that we are going to discuss how gender is socially constructed or shaped by looking at the “gender-box”. This box includes stereotypical traits and characteristics of men or women.
- 3 Divide the participants into groups. Assign a man-box or a woman-box to each group and ask them to brainstorm what the gender box is made of in their context. Let them list the attributes or characteristics on the flipchart paper.
- 4 Ask participants to look at the list generated for the man-box, pick one trait out and ask:
 - a. **“What are positive aspects of this trait?”** Ask for examples how it could be a benefit (e.g. if a trait listed is “be strong”, an example is that people will rely on me because of my strength).
 - b. **“What are negative aspects of this trait?”** Ask for examples how it could be a negative aspect (e.g. if the trait listed is “be strong” one example is that it might pressure boys or men to show their strength by beating each other up).
 - c. **“How does this trait affect women and girls?”** Ask for examples (e.g. if the trait is “be strong” then one might be that women are seen as weak.)
- 5 Now explain that the traits in “the man-box” represent a type of dominant or hegemonic masculinities. This means:
 - a. There is pressure to conform to predominant ideas of “what it means to be a man” in one’s culture.
 - b. Expressions (behaviors and attitudes) of dominant masculinities confer dominance and power over others, including men who do not or cannot conform to dominant masculinities.

6 Emphasize that masculinities and femininities are often defined in opposition to one another. Discuss the implications of the idea that men should be dominant and in control. What does this mean for women? How are they supposed to be? What are the implications dominant masculinities for the division of power between men and women (men must be dominant and in control, women has less power) and for gender inequality?

7 Ask how the traits listed in the gender-box might encourage or discourage violent conflict. Discuss the consequences of the acceptance of the use of violence as part of being a man. Explain that when dominant masculinities include the ability to use violence levels of violence in a society are higher. In addition, some studies have shown a correlation between high levels of gender inequality and the likelihood of violent conflict.³ We will go into this in more detail in activity 7 when the Continuum of Violence is discussed. When masculinity means the ability to use violence, levels of violence in a given society are higher. This has consequences for women.

8 The key take away is that participants see how “all individuals are gendered, and part of this system”, and that CARE’s big push in gender transformative programming is to create more diverse, less rigid gender norms, allowing people to live more authentically to their own identities.

Facilitator’s tips:

- When facilitating the discussion on dominant masculinities, mention how we don’t always have a chance to reflect on how these “ideals” (the traits that society teaches us to conform to) may hurt us as individuals and the people around us.
- Comparing (the traits of) masculinities to femininities helps to remind people of why it is so important to think about gender as relational. It is always constructed in relation to something else. E.g. seeing men as strong and in control means seeing women as the opposite, weak and submissive.
- Critical reflection on masculinities is important to do among ourselves as staff, and also in our programming. This is where people begin to explore whether they want to change any of these norms.
- In your training, try to capture the highlights of the discussion for yourself, so that you can refer to them later when you discuss the Continuum of Violence. You will see that many points from the discussion on masculinities, violence, and conflict will come back there.

³ Caprioli, M. (2000) ‘Gendered Conflict’. *Journal of Peace Research* 37(1): 51-68, and Caprioli, M. (2005) “Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict”. In: *International Studies Quarterly* 49(2): 161-178



Activity 5

Defining security

Purpose

- To introduce participants to different aspects of security and the concept of human security
- To increase awareness that security can have different meanings to people depending on gender, age, ethnicity, etc.



Materials

- Flipchart
- Markers
- PowerPoint® Defining security (or prepared flipcharts!)
- Flash cards or post-its, pens



Instructions

- 1 Begin this activity with the following statement: "*Security is the absence of armed conflict*". Ask participants to discuss this in pairs for 5 minutes. Then ask the participants to share their discussions. Write down some of the outcomes.
- 2 Distribute blank flash cards to the participants and make sure they all have enough cards.
- 3 Ask participants to brainstorm by themselves and write down anything that they associate with the word "security". Encourage them to write down as many words/ideas as they can think of. Allow 5 minutes for this.
- 4 Reconvene and ask people to place their cards on a sheet of paper in front of the group or on a wall.
- 5 Discuss with the group which "categories" you can make out of these cards and try to divide the cards into these categories. For example, it can be the form and level of security (national, day-to-day, personal, community) security threats (political violence, terrorism, domestic violence etc.), security priorities (being able to walk on the street alone, making sure roads are safe etc.).
- 6 Then discuss:
 - a. What do you notice about the cards?
 - b. Are there any cards that surprise you?
 - c. Are there any gender specific aspects of security you can identify?
 - d. Who are involved in creating security?
- 7 Use the PowerPoint to introduce the term 'human security'. As the card-exercise has shown, security means far more than just the absence of armed conflict. The term human security is used to describe a broader vision of security that is people-centered and includes humanitarian, economic and social issues as well. Human security relates to CARE's mission and vision as it emphasizes that security is interrelated with issues of inequality, poverty and injustice. As CARE we aim to contribute to sustainable peace and security for everyone, including women and girls.

8

Refer to the card exercise and the gender specific aspects of security that were mentioned there. Explain that there are differences between men and women when it comes to their security concerns, as a result of their gender roles. Men, women, boys and girls have different needs, vulnerabilities and capacities. We will see how these differences influence the impact of conflict on men and women respectively (activity 11).

9

The key take-away is that security must be seen as a broad concept focusing on protecting people and promoting peace and development. People experience security in different ways, and when addressing security we need to be aware of the gender dimension.

Facilitator's tips:

More information and training on this topic, and specifically about the security sector can be found on the website of DCAF. <http://issat.dcaf.ch/Home/Training-and-Capacity-Building>

"During the cold war, security tended to be defined almost entirely in terms of military might and the balance of terror. Today, we know that 'security' means far more than the absence of conflict. We also have a greater appreciation for nonmilitary sources of conflict. We know that lasting peace requires a broader vision encompassing areas such as education and health, democracy and human rights, protection against environmental degradation, and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on foundations of injustice. These pillars of what we now understand as the people-centered concept of 'human security' are interrelated and mutually reinforcing."

Former Secretary General of the United Nations Kofi Annan in the Foreword to Human Security and the New Diplomacy (R.G McRae and Hubert, D. 2001)



Activity 6

Understanding the difference between conflict and violence

Purpose

- To increase awareness of the difference between conflict and violence
- To explore levels of conflict



Materials & preparation

Materials

- Flipchart
- Markers



Preparation

Prepare the key points of your discussion on a flipchart paper as well as the 3 levels of conflict

Instructions

- 1 Explain that this activity is meant to create clarity about the difference between conflict and violence, two terms that are often used in this manual and in this module.
- 2 Write the word CONFLICT on a flipchart paper. Ask the group how they would define it and what they associate it with. This may include personal experiences of conflict. Write down their responses on a flipchart paper.
- 3 Participants will most likely mention the use of violence as an attribute of conflict. Take this as a starting point to discuss the following (these points can also be written down or included in a PowerPoint):
 - a. **Conflict occurs when people experience tension** in their relationships with others. Often people in conflict perceive that others are making it difficult or impossible to meet their needs.
 - b. **Conflict can be handled in constructive or destructive ways.** Violence is a destructive way of expressing conflict. Violence occurs when people become willing to do harm in an effort to meet their own needs.
 - c. **Conflict itself is neither good nor bad.** Conflict can bring attention to the need for change. Conflict signals an opportunity for new growth and learning that can improve relationships. Conflict can also bring about great destruction if people express conflict with violence.

4

There are various levels of conflict and violence, and conflict and violence happen at all levels of society. Use your prepared flipchart with the levels of conflict and elaborate on the 3 levels of conflict:

- a. Interpersonal: Interpersonal conflicts occur between two or more people.
- b. Intra-group: Intra-group conflicts occur between people within the same group.
- c. Inter-group: Inter-group conflicts occur between groups (communities, organizations, cultures, and nations).

5

Ask the group to come up with examples of each level of conflict. Have they ever experienced it themselves? Did the conflict involve violence? How did it affect people's security? How was the conflict resolved?

6

The key take-away of this activity is that conflict does not always or automatically involve violence. Violence is one way of dealing with conflict. It is important to always try to look for ways to resolve conflict peacefully.

Facilitator's tips:

- This activity helps participants to think of conflict not only as something negative, but something that can lead to a positive outcome.
- Often, when people think about conflict they think of violence and fights etc. However, in this activity it is emphasized that there are other ways to resolve conflict. CARE's programs should aim to promote alternative, non-violent ways to deal with conflict.



Activity 7

The continuum of violence

Purpose

- To introduce the continuum of violence and its relevance in distinguishing different aspects of violence
- To elaborate on the relation between gender inequality, violent conflict and peace



Materials

- Flipchart
- Markers
- PowerPoint® presentation - The Continuum of Violence
- Participant Workbook – The Continuum of Violence



Instructions

- 1 Begin this activity by asking participants things that come to mind when they hear the word “violence”. Write some key words down on a flipchart. At least, try to catch the words “power” and “physical force”.
- 2 Explain that violence is defined by the World Health Organization as:
*“the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”*⁴
Highlight that this definition includes “the use of power” in its definition, and hence expands on the conventional meaning of the word.
- 3 Ask the participants if they can think of examples of forms of violence that are not physical, but involve power. Examples could be: verbal abuse, discrimination, bullying, exclusion because of your identity, lack of rights.
- 4 Explain that there are forms of violence that are structural and culturally instituted in a society. Ask the participants to come up with an example of what they think structural violence is. Alternatively, use the example of discrimination on the basis of skin color or ethnicity to illustrate it. Structural violence is a form of violence that does not qualify as physical violence, but involves the use of power. Write down the definition of structural violence or see the PowerPoint®.⁵

Structural violence is the decrease of potential development of an individual or a group, for example as a result of uneven distribution of power and resources in a society.

- 5 Explain that structural violence is often not immediately obvious, because it is institutionalized into the social order and thus legitimized. Structural violence is created and sustained by cultural norms derived from religion, ideology, language or other aspects of culture. It is through culture that structural violence, and also direct violence can be justified.
- 6 Now introduce the “continuum of violence”. Share the continuum of violence on a PowerPoint® slide or draw it on a flipchart. Do not include any examples yet. Start with the continuum as such. See figure below.

Violent
conflict



Negative
peace



Positive
peace

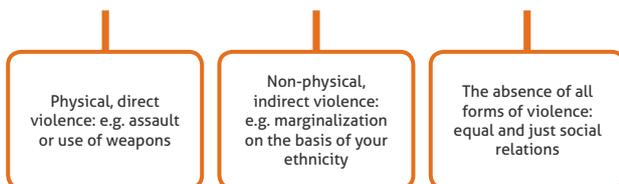
⁴ Source: World Health Organization (WHO) <http://www.who.int/violenceprevention/approach/definition/en/>

⁵ Defined by Johan Galtung, used in CARE Nederland Peacebuilding Toolbox (2013) p. 9.

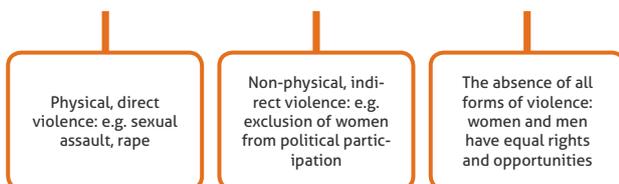
7 Explain that the continuum illustrates that the various types and forms of violence are linked; violence can occur in times of conflict, but also in times of relative peace (i.e. the absence of violent conflict). Make sure that discussion includes the following:

- In both violent conflict and negative peace physical and other forms of violence can occur.
- The continuum emphasizes that physical violence is not the only form of violence. By looking at violence as a continuum, we can distinguish different types of violence and how they are linked; it includes forms of physical violence, and non-physical violence.
- The continuum demonstrates that sustainable or positive peace can only be reached if all forms of violence, including structural and cultural violence are absent.
- This idea of positive peace bears much resemblance to human security, since negative peace, or the absence of physical violence, does not constitute security if certain groups experience violence in the form of poverty, discrimination etc.

8 Now write down the three text boxes that correspond with the three terms in the continuum (see hand-out).



9 Explain that the continuum of violence can be made specific for gender as well. Draw the gender-specific boxes underneath the general boxes.



10 Discuss the following points or let participants discuss in pairs:

- Are there types of physical violence in the participant's society that are used to target one gender? For example, violence against men: murder, planned violence, gang violence, politics. Violence against women: part of her daily life, sexual harassment, vulnerability, rape, 'has asked for it'
- Are people treated differently on the basis of their gender in the participant's society?
- Does this differential treatment qualify as structural violence? Why?
- Why would it be important to pay attention to these aspects of violence?

11 Give all participants the handout from the Participant Workbook. The key take-aways of this activity are:

- In order to achieve positive peace, structural and cultural forms of violence need to be eliminated. Gender inequality is a form of structural violence
- Combatting structural violence means overcoming unequal power relations of domination and subordination, including gender inequality and marginalization of women and girls.
- In our peacebuilding work, we should aim not only to stop physical violence but also to address unjust social relations, including unequal gender relations.

Facilitator's tips:

- There is a PowerPoint presentation to facilitate this session. If PowerPoint is not available, consider preparing some slides in advance, including the definition of violence, structural violence and key take-aways.
- Participants will most likely mention examples of non-physical violence that are debatable or could lead to discussions. If this is the case, make sure to remember participants that there are no right or wrong answers and that there is always a thin line between violence/conflict etc.
- There might be some resistance towards including the idea of non-physical violence into the definition of violence. They might say that this use of the word "violence" is considered too broad. Remember participants that the continuum of violence helps us to explain how different forms of violence are interlinked and reinforce each other (it is not about creating a hierarchy).
- If you want to read some extra background information on structural/ cultural violence, or on the idea of a continuum of violence, the following articles can be used as starting points:
 - Galtung, J. (1990) Cultural Violence. *Journal of Peace Research* 27 (3): 291-305
 - Caprioli, M. (2005) Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict. *International Studies Quarterly* 49: 161-178



Activity 8

Applying the continuum of violence

Purpose

To increase understanding of violence as a continuum and how it can be used to understand gendered experiences of violence and violent conflict



Materials

- Flipchart
- Markers
- Copies of Participant Workbook – Forms of Violence against Women/Men



Instructions

- 1 Introduce this activity and explain that it explores the idea of violence as “a continuum” further. The goal of this exercise is to look at how structural forms of violence (such as inequality, discrimination etc.) can be drivers of violent conflict but also how conflict can exacerbate other forms of violence.
- 2 Divide the group into four same-sex groups. Ask one of the women’s groups to fill in the form about violence against women and the other group for violence against men. Do the same for the men’s groups.
- 3 Ask every group to assign a reporter to give a short presentation on the forms of physical, psychological, and structural violence experienced in each time period. Then ask the groups to comment on each other’s sheets.
- 4 Discuss the relation between gender and conflict. You can use the following guiding questions:
 - What do you notice about the sheets?
 - Which types of violence do men and women face that are different?
 - How is this related to their gender roles and position?
 - Are there any significant differences per period? Which?
- 5 Discuss the implications of this gender-dimension of violence for the programs that we have. How can we make sure there is attention to these issues?
- 6 Handout copies of the Forms of Violence Against Women and Girls global and explain that many of the types of violence against women cited are examples of gender-based violence (GBV, discussed at length in module 2). GBV is violence targeted at a person’s gender identity, and is an expression of gender inequality. It is caused by the structural violence of gender inequality, rooted in unjust and unequal power relations and structures and rigid social and cultural norms. GBV reflects the lower worth and status of women and girls, as well as gender non-conforming males, within societies. It also represents a tactic for exercising control over these groups in terms of access to resources, mobility, behaviors, life choices and decision-making influence.

7

Emphasize that evidence shows that while GBV exists everywhere, risks of GBV for women and girls, as well as men and boys increase in times of emergency. While disruptions from emergencies raise risks of generalized violence, violent conflicts and disasters especially see the amplification of existing harmful practices and inequalities.

8

The key take-away is that participants see how different types of violence are linked through the concept of a "continuum of violence", and that gender inequality as structural violence causes many other physical and non-physical forms of violence (GBV).

Facilitator's tips:

- Before doing this exercise, make sure that participants have made themselves familiar with the Continuum of Violence framework (see activity 7).
- In the facilitator's guide of this training manual, you can find the theoretical background, which can help you to understand the continuum better.
- In this exercise, women and men are considered as homogenous groups. However, they are not. Therefore, it is important to highlight that there are certain marginalized and stigmatized groups that are more vulnerable to violence. For example, sex workers, migrants, people living with HIV-AIDS, certain ethnic minorities are often treated as 'less than human'. As a result, in some societies violence against these groups is accepted and seen as OK. Examples include the media-sanctioned violence between the Hutus and Tutsis.



Activity 9

Making a gender analysis

Purpose

To strengthen skills in making a gender analysis



Materials

- Copies of Participant Workbook – Gender Analysis



Instructions

- 1 Ask participants why making a gender analysis is important. Discuss the answer shortly. A gender analysis enables us to identify the issues of unequal gender relations, gender discrimination, subordination and exclusion that give rise to gender-related rights denied in a given context.
- 2 Emphasize that while doing a gender analysis is important, it is not the magic bullet that solves all problems or provides all answers!
- 3 Ask the group to imagine that they are explaining the gender context of the chosen country or region to a foreigner who knows nothing about the country. Each group has 30 minutes to develop their own gender analysis according to the categories defined in the Participant Workbook.

AREAS OF INQUIRY	WOMEN/GIRLS	MEN/BOYS
<i>Sexual/Gendered division of labor, household and other responsibilities</i>		
<i>Household decision-making</i>		
<i>Control over (productive) assets</i>		
<i>Access to public spaces and services</i>		
<i>Claiming rights and meaningful participation in public decision making</i>		
<i>Control over one's body</i>		
<i>Cultural norms, values, practices</i>		
<i>Constitution, laws and policies</i>		

4 Let each group present their gender analysis. Discuss the results. Did they take different approaches to complete the analysis?

5 The key take away of this activity is that a gender analysis:

- a. is crucial for understanding what the roles and responsibilities of men, women, girls and boys in the country are;
- b. can be used as a guide for new staff coming in from abroad who may not know much about the gender context before arriving.

6 To close, refer to the Good Practices Framework, which is a document developed by CARE that discusses the areas of inquiry of the gender analysis in detail. It provides examples of questions for an extensive gender analysis and it takes into account the domains of agency, structures and relations. There is a specific Rapid Gender Analysis (RGA) to do in emergencies that is designed when there is less time and resources. The RGA is a part of the Gender in Emergencies Guidance Notes series that aims to strengthen gender-responsive programming across CARE's humanitarian and emergency work. The guidance note on how to do an RGA as well as the other guidance notes can be found online on Minerva.

Facilitator's tips:

- Decide which country or region is going to be the subject of the gender analysis on the basis of the participants' background. You may also want to divide the group into smaller groups if necessary.
- This activity provides the basis for activity 12, in which the gender analysis produced here can be used to make a conflict analysis.
- The Good Practices Framework – Gender Analysis can be found online. See <http://gendertoolkit.care.org/default.aspx>



Activity 10

Conflict analysis

Purpose

To enable participants to analyze a conflict context and conduct a rapid conflict analysis



Materials

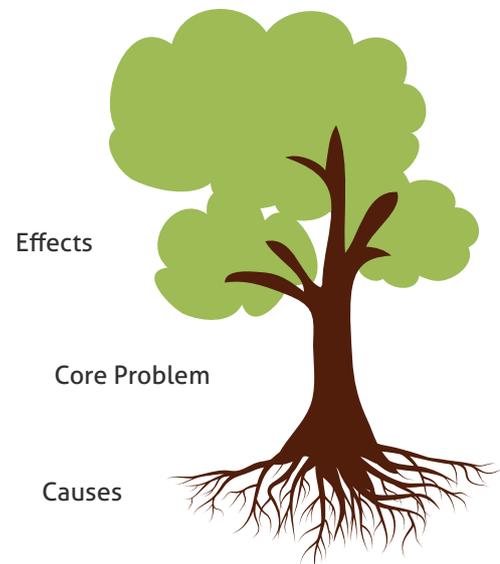
- Flipchart
- Markers
- Copies of the Participant Workbook – Conflict Analysis



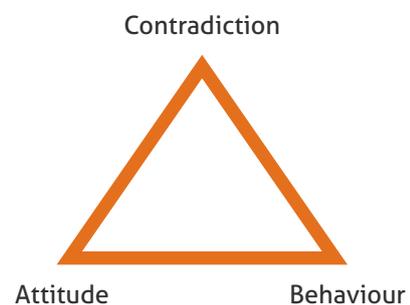
Instructions

- 1 Start this activity with writing the words CONFLICT ANALYSIS on a flipchart paper. Ask participants what they know about conflict analysis. For example: Have you done a conflict analysis before? Why would you use it? What would you use it for? Make sure that in the discussion it becomes clear that a conflict analysis is useful to understand the power dynamics of a conflict.
- 2 Explain that there are different tools to make a conflict analysis, and that it can be done at various levels. On the topic/issue level, conflict analysis tools start with a specific topic or issue (water, land etc.). There are different models to analyze conflict, such as the conflict tree or the conflict triangle. You can explain these briefly to the participants.
- 3 Recall the various levels of conflict to be distinguished (see activity 6) and explain how a conflict analysis can be useful at each level:
 - a. **Interpersonal:** Interpersonal conflicts occur between two or more people. On the personal level, a conflict analysis can be done to sort out a conflict with a neighbor or a community member.
 - b. **Intra-group:** Intra-group conflicts occur between people within the same group. On community level, conflict analysis can be done to analyze conflicts between families, or between opposing groups in one community.
 - c. **Inter-group:** Inter-group conflicts occur between groups (between different communities, organizations, cultures, and nations). On the level of a country or region, it can be used to analyze political violent political conflicts.

The conflict tree



The conflict triangle



- 4 Let the participants discuss in pairs what they would need to understand about the conflict setting when engaging in a project in a fragile or conflict-affected area. Write down their ideas/responses on the flipchart.

5 Now try to put them together into categories. Make sure you at least have the following:

- parties to the conflict;
- other stakeholders;
- conflict history;
- causes;
- conflict dynamics.⁶

6 Depending on the background of the group of participants, pick a conflict context they are familiar with or separate them into smaller groups discussing a conflict setting relevant to them. Hand out the worksheet Conflict Analysis of the Participant Workbook and let them answer the questions in groups.

7 Reconvene the group. Discuss how the power dynamics of the conflict was revealed through the exercise. How does this impact our work if we work with people in the conflict area?

8 The key take aways are:

- a. When you are working in fragile and conflict-affected situations you must have a thorough understanding of the context and of the power dynamics. Be aware that your interventions will have unintended impacts on the context within which they are working.
- b. Doing a conflict analysis can help us see those potential sources of conflict that we might support unintentionally. Conducting a structured conflict analysis and regularly updating it is a cornerstone of conflict sensitivity.

QUESTION	ANSWER
<p><i>Context of the conflict:</i></p> <ul style="list-style-type: none"> • <i>What is the history of the conflict in the area being assessed?</i> • <i>What is it about and how long has it been going on?</i> • <i>How intense/open in the conflict?</i> 	
<p><i>What groups of people are involved? Key actors?</i></p>	
<p><i>What are the roles of men and women in the conflict?</i></p>	
<p><i>What kinds of things divide these groups (for example, tribe, neighbourhood, affiliation, access to resources)?</i></p>	
<p><i>What connects them (for example, shared cultural practices, local peace initiatives)</i></p>	
<p><i>Where are the conflict-affected areas geographically located?</i></p>	
<p><i>Does conflict get worse at any particular time or period (time of day, season, during elections, during religious festivals)?</i></p>	

Facilitator’s tips:

Conflict analysis plays a particular valuable role in helping project staff to question their own assumptions. Staff may often believe that they know their own contexts and have a deep understanding of the conflict. While this is often true, there are multiple perspectives to consider and it is important to remember that there is no one true interpretation of a conflict.

⁶ Conflict dynamics is a term that can cover various things depending on how it is used. In this case, conflict dynamics means the broad occurrences of violence related to the conflict: levels of violence over time, the forms of violence, triggers of violence, places in which violence occurred.



Activity 11

The differential impact of conflict

Purpose

To deepen understanding of how conflict can impact people differently based on their gender identity.



Materials

- Flipchart
- Markers
- Copies of Participant Workbook – The differential impact of conflict



Instructions

- 1 Explain that this activity deals with understanding the differential impact of violent conflict on women, girls, men and boys.⁷ Explain that there is a distinction between the direct and indirect impact of a violent conflict. Direct impact is the killing, wounding and physical destruction from violence, and indirect impact are (longer-term) effects on economic performance and human welfare.
- 2 Draw two columns on a flipchart paper with one column for direct and one for indirect impact. Ask the group to come up with examples of both types of impact. If the groups need prompting you can give a few examples yourself.
- 3 Split the group into groups of 3-4 and ask them to think about the following questions:
 - Which effects concern mainly women and/or girls?
 - Which effects concern mainly men and/or boys?Ask them to write down key points of their discussion in the table in the Participant Workbook.
- 4 Reconvene the group and ask each group to briefly summarize their discussion. Make sure that you discuss:
 - How gender roles affect the differences in impact
 - How age (children, elderly) affects the impact of conflict

Examples of direct impact

Excess mortality, (increased) sexual and gender based violence, separation of families, disease, displacement, migration, widowhood, loss of assets and income.

Examples of indirect impact

Increased HIV/AIDS infections, reduced access to health care, negative impact on reproductive health, female-headed households, poverty, trauma, depression, destruction of social networks, increased economic and political participation

⁷ We recognize that there are other gender identities (LGBT+) that can lead to a differential impact. For the sake of this exercise we decided to focus on women, girls, men and boys.

5

It is important to emphasize here not to assume all women and men have the same roles or experience the same things. For example, not all women are 'civilians' and not all men are 'soldiers'. This thinking reinforces stereotypes.

6

The key-take away from this activity is that people face different risks based on their gender identity, age, abilities etc. and therefore they are affected and victimized in different ways.

Examples of the differential impact of conflict

- In the Rwandan genocide most of the more than 500,000 deaths were men, resulting in unbalanced sex ratios.
- In situations of armed combat, young men often are the primary victims, creating more female-headed households.
- Because women often do not own land or assets, managing farms and households in the absence of men is difficult.

Facilitator's tips:

- Humanitarian response focuses mostly on the direct impact of violent conflict. However, the indirect impact during and after the fighting stops also affects gender roles in the long term. Development programs address primarily the indirect impact of violent conflict. This exercise helps to think through the links and identify possible gaps between the two types of interventions.
- This exercise is based on the articles "Violent Conflict and Gender Inequality" by M. Buvinic and "Gender, Conflict and Peace" by D. Mazurana. It might be useful to read these articles prior to facilitating this activity. It provides you as a trainer with additional insights and examples on how gender influences experiences of violent conflict.
- The Gender in Emergencies (GiE) team of CARE has developed several guidance notes and tools on how to include gender in a conflict analysis. For example, the Rapid Gender Analysis (RGA) includes a set of question that can provide essential information about gender roles and responsibilities, capacities and vulnerabilities together with programming recommendations. Moreover, a Gender Action Plan (GAP) can be used to develop and plan a gender sensitive response in emergency situations.



Activity 12

Making a gendered conflict analysis

Purpose

- To strengthen skills in applying a gender perspective to conflict analysis
- To discover how women's and men's capabilities and roles can mitigate the impact of conflict



Materials & preparation

Materials

- Copies of Participant Workbook –
- Gendered Conflict Analysis



Preparation

- ! This activity requires a gender analysis and participants must have completed activity 11

Instructions

- 1 Recall that we have seen in activity 11 that the impact of violent conflict is not gender-neutral; violent conflict has a different impact on men, women, boys and girls. In this activity, we will analyze how gender differences in our society influence the capabilities to deal with the impact of conflict.
- 2 Ask the participants to imagine a situation of armed conflict. Ask participants to analyze in groups what resources and capacities men, women, boys and girls have and how these can be used to deal with the impact of conflict.
- 3 You can let the participants use the gender analysis they made in activity 9 or provide them with an already existing gender analysis. Hand out the worksheet in the Participant Workbook for the analysis.
- 4 Reconvene and let each group share their main findings. Discuss the following questions:
 - How did you use the gender analysis to find out what kind of resources and capacities were available to men and women respectively?
 - What conclusions can be drawn from this analysis? Are there significant differences between the two groups?
 - How does this analysis offer starting points to support men and women adequately in fragile or conflict-affected situations?
- 5
 - What have you learned from looking at conflict in this way?
 - Could it be useful to do this kind of analysis in your current programs?The key take-aways are:
 - Men, boys, women and girls have different capacities and strategies to deal with conflict, based on their gender roles and responsibilities. If these capacities are acknowledged correctly, they offer valuable starting points to engage both men and women in post-conflict reconstruction.
 - Stereotyping men as only perpetrators and women as only victims leads to assumptions about their possible roles in the peace-building process and can marginalize both women and men (example: men can be excluded from peacebuilding activities or socioeconomic activities because the assumption is that all men were fighters).

Facilitator's tips:

This exercise is based on the articles "Violent Conflict and Gender Inequality" by M. Buvinic and "Gender, Conflict and Peace" by D. Mazurana. It might be useful to read these articles prior to facilitating this activity. It provides you as a trainer with additional insights and examples on how gender influences experiences of conflict.



Activity 13

Shifting gender roles in conflict

Purpose

To explore how gender identities and gender roles shift as a result of violent conflict



Materials

- Participant Workbook – Case Study South Sudan
- Participant Workbook – Case Study Burundi



Instructions

- 1 Explain that this activity aims to explore how gender identities and gender roles may shift as a result of violent conflict.
- 2 Discuss how stereotypes of the roles of men and women in violent conflict influence how they are treated in post-conflict reconstruction programs. Begin by asking the group what roles they would attribute to a man in violent conflict, and what roles they would attribute to a woman. Discuss this distinction: is it always true? For example, do they know women who have been combatants and men who have resisted fighting?
- 3 Explain that we will now look at two case studies that demonstrate how conflict has changed gender roles as a result of the circumstances created by war. It illustrates that gender is not something fixed, but that it can change over time either positively or negatively.
- 4 After you have introduced the case studies and their background, give them 10 minutes to read both case studies and think about the guidance questions at the end of the case studies.
- 5 Split the participants in groups and let them make a timeline of one of the case studies. Make sure both case studies are covered. The timeline must visualize the change in gender identities for both men and women, related to the events mentioned in the case studies
- 6 Discuss the timelines in plenary. What stood out for them? Refer to the Women's Empowerment Framework and its levels: agency, structure and relations. Explain (if unknown) briefly how women's empowerment is measured using these three levels. Ask on which levels we can see changes in gender roles in the case studies. Discuss:
 - Did changes happen on all levels?
 - If no, what were the consequences?
 - If yes, why was that important?
- 7 The key take-away of this exercise is that we tend to think about gender roles as things that are fixed and the meaning of being a man or a woman is constant. However, as the case studies show gender roles are subject to change and can even change over the course of a violent conflict. However, conflict can offer potential for positive transformation, if the changes in roles are recognized and supported. However, change is slow as it requires change in social structures and relations too. These don't change so quickly. Nevertheless, if you are aware of the potential for transformation you can think of strategies to incorporate in your work that support that transformation instead of reinforcing traditional roles of women and men.

Module 2

Gender-based violence (GBV) in conflict

Goals:

- To explore and understand concepts and issues related to GBV
- To increase awareness of the impact of violent conflict on GBV
- To enhance capacities to develop prevention, protection and response strategies in the context of violent conflict



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Short summary

Module 2

This module provides participants with a deeper understanding of the phenomenon of gender-based violence (GBV), and its occurrence in conflict-affected situations. CARE defines gender-based violence as: "a harmful act or threat based on a person's sex or gender identity. It includes physical, sexual and psychological abuse, coercion, denial of liberty and economic deprivation whether occurring in public or private spheres. GBV is rooted in unjust and unequal power relations and structures and rigid social and cultural norms." GBV affects women, girls, men and boys as survivors, bystanders or perpetrators. It has major social and psychological consequences as well as high economic costs. GBV is both a driver and a result of poverty and gender inequality. In violent conflict, levels of GBV tend to increase. Even though in a conflict situation it is more difficult to prevent, protect, and respond to GBV, the necessity is even greater.

This module offers activities aimed to increase knowledge, awareness and skills in three related areas:

- Understanding GBV: defining GBV, understanding the types, causes and effects of GBV, exploring frameworks
- Protecting from and responding to GBV: identifying risks and threats in conflict settings, practicing how to respond to GBV
- Preventing GBV: identifying prevention strategies such as engaging men and boys and community mobilization

After completing this module, participants are able to understand the complexities of gender-based violence, and know how to better prevent, protect and respond to GBV.

"It is now more dangerous to be a woman than a soldier in modern wars."

*Major General Patrick Cammaert,
former UN Peacekeeping Operation
Commander in the Democratic
Republic of Congo.*

Order of activities

The idea behind splitting the activities in three main sessions is to make the subject easier accessible with clear sequencing of activities. The first part serves as an introduction to the issue of GBV, and provides understanding of what GBV is before going into the topic of GBV in relation to conflict. The second part mainly deals with protection of and response to GBV in conflict situations, whereas the third part focuses on ways to prevent GBV.

We acknowledge that there are many aspects that are not covered in depth in this module, including how to respond specifically in humanitarian emergencies. This is outside the scope of this module. For more specific technical information regarding GBV in humanitarian assistance, please refer to CARE's emergency website <http://careemergencytoolkit.org/home> or the IASC site <http://humanitarianinfo.org/iasc>

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2 MODULE 2 GENDER-BASED VIOLENCE (GBV) IN CONFLICT

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Checklist of Preparation and Materials

1. Ensure that there are sufficient photocopies of the Participant Workbook for Module II to distribute to the participants.
2. When required, ensure that all presentation sheets are written down on a flipchart in advance. Please note that most of the materials are also available on PowerPoint® or can be found in the Participant Workbook. PowerPoints® in this module:
 - The Ecological Framework (activity 3)
 - Identifying and Reducing Risks of GBV in Conflict (activity 5)
 - Engaging Men and Boys in GBV Prevention (activity 9)
3. Arrange furniture at the venue to allow participants to talk and listen to each other - avoid having everyone in rows facing the front (theatre setting) and try to arrange chairs in a circle or boardroom setting.
4. Make sure that all logistical arrangements are in place for room set up, and that supplies (LCD projector, flip chart boards, flip charts, markers, flash cards, post-its, sticky dots, notebooks and pens), meals and tea breaks are provided.
5. In order to make the participants feel comfortable or to energize the group, it is useful to be familiar with some energizer exercises that you can do before you start. Examples of energizers can be found in annex 1 of the facilitator's guide.

Sample Agenda for a one day program (basic knowledge of the concepts related to gender assumed)

09:00 - 09:15	Welcome and opening energizer	13:45 - 14:00	Energizer
09:15 - 10:30	Activity 2: The GBV tree	14:00 - 15:00	Activity 7: Guiding principles when responding to GBV
10:30 - 10:45	Coffee/tea break	15:00 - 15:10	Coffee/tea break
10:45 - 11:45	Activity 3: The Ecological Framework	15:10 - 16:40	Activity 9: Engaging men and boys in GBV prevention
11:45 - 12:45	Activity 5: Identifying and reducing risks of GBV in conflict	16:40 - 17:00	Evaluation of the day and closing
12:45 - 13:45	Lunch break		

NB. In this sample agenda, activities from each part have been included. In some cases, it might be more useful to spend more time on one of the three parts or focus on only 1 part.



Activity 1

Defining and understanding GBV

Purpose

To help participants define and understand gender-based violence and related key concepts.



Materials

- Flipchart
- Markers
- Pieces of paper for quiz answers
- Pens



Instructions

1 Start this activity by doing a small quiz testing pre-existing knowledge about GBV. Read the following questions to the participants and ask them to write down their answers on a piece of paper. Check the answers afterwards.

1. *In situations where soldiers take advantage of the chaos of conflict to rape women indiscriminately, they are coercing women into performing sexual acts against their will. This is an example of (check all that apply):*
 - a. Violation of human rights
 - b. Abuse
 - c. Informed consent
2. *True or False: When we refer to violence regarding GBV, we are referring only to physical violence.*
 - a. True
 - b. False
3. *Violence can be manifested in many different ways, including (check all that apply):*
 - a. Physical assault
 - b. Emotional or psychological abuse
 - c. Social or economic abuse.

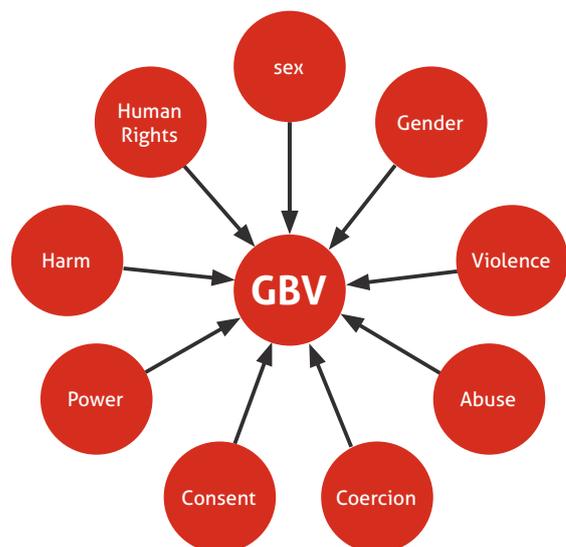
Answers: 1. A+B
2. B
3. All are correct

2 Draw the word "GBV" in the middle of a flipchart. Ask the participants which topics or things they feel are related to the definition of GBV. Write their responses around the word in the middle. Circle the core concepts for figure 1 that are already mentioned by the participants. Include the missing concepts. See figure 1.

3 Explain that we will now explore each of the core concepts listed here, which will lead us to a working definition of gender-based violence.

- a. **Gender:** Emphasize that gender refers to the social differences between males and females in any society. Acts of GBV are based on gender, i.e. the socially defined roles, responsibilities, opportunities, privileges, expectations, and limitations for men and women in any culture.
- b. **Power:** This one does not require much explanation after having done module 1. GBV involves the abuse of some type of power over another person. GBV is an expression of UNEQUAL POWER relationships.

Figure 1



c. **Human rights:** Human rights are founded on respect for the dignity and worth of each person. Human rights are universal, meaning that they are applied equally and without discrimination to all people. Gender-based violence violates universal and basic human rights, such as:

- The right to life
- The right to personal security
- The right to equal protection under the law
- The right to freedom from torture and other cruel, inhumane, or degrading treatment

d. **Violence:** Also discussed at length in module 1. The use of force to control another person or other people. Violence can include physical, emotional, social or economic abuse, coercion, or pressure. GBV involves the use of force – including threats, abuse, coercion. As the continuum of violence explains, violence does not need to be physical.

e. **Abuse:** Misuse of power. Abuse prevents persons from making free decisions and forces them to behave against their will. Children are especially vulnerable to abuse due to their extremely limited power in any given situation.

f. **Coercion:** Forcing, or attempting to force, another person to engage in behaviors against her/his will by using threats, manipulation, deception, cultural expectations or economic power.

g. **Consent:** Refers to approval or assent, particularly and especially after thoughtful consideration. “Informed consent” occurs when someone fully understands the consequences of a decision and consents freely and without any force. The absence of informed consent is an element in the definition of GBV. In theory, there can be no consent in situations where any kind of force (physical violence, coercion, etc.) is used

h. **Harm:** All forms of GBV are harmful to individuals, families and communities. Each survivor of GBV is an individual and each will experience harm differently.

4 Explain that GBV is the most severe form of gender discrimination. GBV is directly linked to patriarchy, and is rooted in unjust and unequal power relations and structures and rigid social and cultural norms that reflect the lower worth and status of women and girls, as well as gender non-conforming males, within societies. Evidence shows that while GBV exists everywhere, risks of GBV for women and girls, as well as men and boys increase in times of emergency. While disruptions from emergencies increase risks of violence in general, violent conflicts and disasters especially see the amplification of existing harmful practices and inequalities.

5 Explain that there is a high level of impunity regarding GBV and that this constitutes a serious issue when you are addressing GBV. Reasons for this often include cultural acceptance of GBV, especially when committed against women and girls, and when there is no law that punishes perpetrators. Impunity of GBV crimes committed in times of conflict is even greater, as its occurrence increases as a result of the conflict, displacement, vulnerability and an environment of lawlessness.

6 The key take away for this activity is that GBV is a *harmful act or threat based on a person’s sex or gender identity*. It includes physical, sexual and psychological abuse, coercion, denial of liberty and economic deprivation whether occurring in public or private spheres.

Facilitator’s tips:

- GBV is a complex issue, and even the words “gender-based violence” involve a complex set of concepts and terms. A thorough understanding of these core concepts will enable the participants to help others understand the issues, and will help to talk about GBV with care and respect, without using confusing words.
- Patriarchy is defined as the control of labor, reproductive power and sexuality of women for the benefit of men. Although patriarchy is a structure that operates through various institutions of society, the loose use of the term has led it to mean men oppressing/exploiting women. It is a social system that maintains and perpetuates a male-dominated society, where men benefit from a higher status and greater power in most aspects of life. They are the ones who carry on the family name, inherit property and take decisions. Patriarchy prescribes roles to men and women. These role are ideals of a patriarchal society, and not created by their biology.
- Refer participants to the case study in the Participant Workbook, if they would like to practice with applying the concepts of GBV.



Activity 2

The GBV-tree

Purpose

- To help participants understand the different forms of GBV
- To increase knowledge of the root cause of GBV
- To increase awareness of potential contributing factors to GBV, specifically in conflict settings
- To understand the potential consequences and effects of GBV



Materials & preparation

Materials

- Flipchart
- Markers with different colors
- Small sticky notes, preferably in three colors
- Copies of Participant Workbook - The GBV tree



Preparation

Draw a simple tree on flipchart paper – it must include a root system, trunk, and branches. Keep it simple and leave adequate blank space for writing words on the roots, trunk, and branches.

Instructions

- 1 Hand out the sticky notes to the group. Explain that in this activity we will discuss the GBV tree. It has roots, a trunk, and branches.
- 2 Turn to the tree and start with the trunk. The trunk represents the types of GBV. Divide the participants in 5 groups and ask them to brainstorm about examples in each of the following categories. Let them write down examples on the sticky notes and put them on the flipchart. Allow for some discussion and dialogue. Some examples can be repeated in more categories:
 - SEXUAL
 - PHYSICAL
 - EMOTIONAL/MENTAL/SOCIAL
 - HARMFUL TRADITIONAL PRACTICES
- 3 Turn to the tree and explain that we will now deal with the leaves and branches of the tree, which are the consequences of GBV. Explain that there are a number of medical, psychological, and social consequences to GBV depending on the types of GBV.
- 4 Ask participants to give you examples and write these down on the notes, using another color. Examples include: homicide, suicide, injury, shock, infection, chronic pain, sleep or eating disorders, unwanted pregnancy, STIs including HIV/AIDS, infertility, sexual disorders, depression. Point out that consequences and after-effects are related to health and psychosocial issues.
- 5 Turn to the tree again and explain that in order to be effective in GBV programming, we must understand the causes and contributing factors of GBV.
- 6 Ask participants for causes/contributing factors. Write them on the notes and put them in the root area of the tree. Continue until you have elicited the majority of items. Ask the participants to discuss in groups if they can come up with possible contributing factors to GBV specifically applicable in conflict settings.

7 Point out that you asked the group to name causes and contributing factors. Ask if anyone can explain the difference between the two. Briefly discuss, and then clarify for the group why it is important to know the difference. Circle the root causes with a different-colored marker (red works well).

8 Explain that there is a very high level of impunity regarding GBV and that this constitutes a serious issue when you are working on GBV. Reasons for this often include cultural acceptance of GBV, especially when committed against women and girls, and when there is no law that punishes perpetrators. Impunity of GBV crimes committed in times of conflict is even greater, as its occurrence increases as a result of the conflict, displacement, vulnerability and an environment of lawlessness.

9 Conclude the activity by emphasizing the key take away: the GBV-tree provides the ingredients you need to design a comprehensive intervention strategy that can focus on prevention in the roots and on response services in the branches.

Facilitator's tips:

Some participants may offer examples that are not GBV, such as child abuse (child beating that is unrelated to gender issues). If this occurs, take a moment to review the definition of GBV and clarify that there are many forms of violence. The line between GBV and other types of violence is often difficult to determine. And, there are similarities in the types of assistance provided to survivors of any form of violence. For our purposes here, however, we are focusing only on GBV.

The root cause of all forms of GBV lie in a society's attitudes towards and practices of gender discrimination – the roles, responsibilities, limitations, privileges, and opportunities afforded to an individual according to gender. Accepted gender roles and lack of social and economic value for women and women's work strengthen the assumption that men have decision-making power over women. Through acts of GBV perpetrators seek to maintain privileges, power and control over others. *Addressing the root causes through prevention activities requires sustained, long term action with change occurring slowly over a long period of time.*

Contributing factors are factors that perpetuate GBV or increase risk of GBV, and influence the type and extent of GBV in any setting. Contributing factors do not cause GBV although they are associated with some acts of GBV. Some examples:

1. War, displacement, and the presence of armed combatants are all contributing factors, but not all soldiers rape civilian women.
2. Poverty is a contributing factor, but not all poor women are victimized by means of forced prostitution or sexual exploitation.
3. *Many contributing factors can be eliminated or significantly reduced through prevention activities.*



Activity 3

The Ecological Framework

Purpose

- To introduce participants to the Ecological Framework
- To explore possible interventions for prevention, protection and response to GBV



Materials

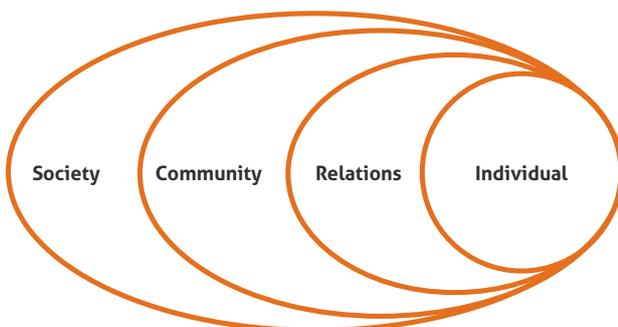
- Flipchart
- Markers
- PowerPoint® presentation - The Ecological Framework



Instructions

- 1 Start by explaining that the purpose of this activity is to examine more in-depth the complex phenomenon of GBV and brainstorm about interventions to address this. Therefore, this activity includes a lot of teaching by the facilitator.
- 2 Introduce the Ecological Framework. Emphasize that it bears much resemblance to CARE's Empowerment Framework¹. The main difference is that it distinguishes between "society" and "the community". If necessary, you can explain CARE's Empowerment Framework again.
- 3 The Ecological Framework recognizes and helps to visualize the complex relationships that exist between an individual and various factors in her/his environment. Draw the framework with its 4 circles on a flipchart paper or use the PowerPoint®.

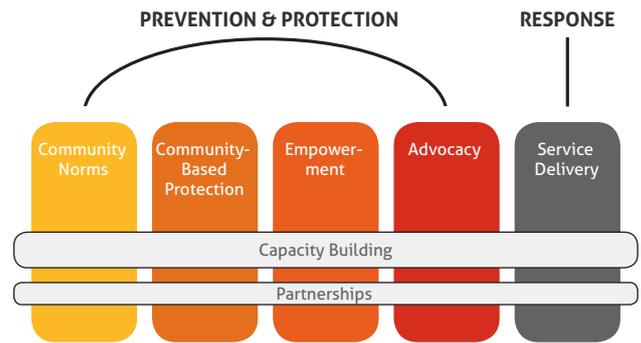
Ecological framework for understanding GBV



- 4 Explain that for each of the levels of the Ecological Framework we can consider interventions for GBV prevention, protection and response.
 - Individual: The innermost circle represents the personal history and factors that affect the individual's behavior, relationships and the immediate context in which abuse takes place. One way we can prevent GBV at this level is by connecting survivors to livelihood programs that minimize their dependency on others for survival.
 - Relations: This level focuses on personal relationships and existing power inequalities among individuals that can reinforce existing subordinate or privileged positions. An example of prevention of GBV at the relation level is to organize events in which you engage men to think about the interaction between men and women.
 - Community: This circle includes the formal and informal institutions and environment in which the survivor lives and works. One way to protect individuals from experiencing GBV at the community level is by engaging police or community watch groups for night-patrols in camps.
 - Society: The outermost circle represents the general views and attitudes that exist in any culture. Within the societal level, interventions include the application of international law, legislative and policy reform, allocation of resources, and reforming traditional legal systems that cause or condone gender-based violence.
- 5 Ask the group if they are involved in or know examples of GBV prevention or response programs/projects of CARE. Let them share experiences.

¹ See Facilitator's guide.

CARE's interventions to GBV



6 Explain that there are 5 pillars of intervention, 4 for prevention and 1 response. Protection is integrated in the second pillar, but is also a part of response. See PowerPoint slide. These are not only applicable for designing GBV interventions, but are useful for most program design activities.

7 Explain that effective GBV programming involves:

- **Prevention:** Preventing violence through addressing the root causes, contributing factors and risks. Actions of prevention strategies include:
 - **Community Norms:** prevention through community norms seek to change behavior by changing the beliefs, values, attitudes, and practices that contribute to gender-based violence, including unequal power relations, discrimination, stigma, and traditional gender stereotypes, roles and identities.
 - **Community Based Protection:** In addition to challenging the community norms that contribute to GBV, some of CARE's GBV projects focus on the creation and support of community-based institutions and systems to pro actively prevent GBV, and hence protect people vulnerable to GBV.
 - **Empowerment:** prevention through women's and girls' empowerment is a specific strategy to address the underlying gender inequalities that increase their vulnerability to GBV. It increases their capacity to control their own lives and is a fulfillment of their rights. Empowerment as prevention helps to affect underlying power inequalities that increase vulnerability to GBV.
 - **Advocacy:** prevention through advocacy means influencing change in public policies related to GBV or gender inequality.
- **Response:** Responding to violence and its consequences to meet the needs of survivors.
 - **Service delivery:** Responding to GBV is providing the services and assistance needed. CARE's GBV projects provide services to GBV survivors both directly and indirectly through partners or referrals. In emergency responses, CARE prioritizes the Minimum Initial Service Package (MISP) for reproductive health. The MISP includes prevention and response to sexual violence.

8 Now divide the group into 4 and assign each group one of the 4 domains. Ask the groups to come up with suggestions for each level of the framework to make it more interactive and categorize them in prevention, protection and response. Allow 15 minutes for this. Then reconvene the group and discuss the suggestions.

9 The key take-away is that the Ecological Framework is a useful framework to understand the complexities of GBV and develop effective and comprehensive GBV programming on the basis of the four different levels.

10 To close this activity you can watch the video on CARE's work on GBV in the Democratic Republic of Congo in the PowerPoint or via <https://www.youtube.com/watch?v=xVqZ2VpdCmw>

Facilitator's tips:

- Prevention must address the underlying causes of GBV and the contributing factors on each level of the ecological framework. If it doesn't then it won't be effective.
- Prevention in conflict settings and prevention in non-conflict settings are different. In conflicts, we might have to concentrate on the manifestations of GBV, but we must do so within the context of the underlying factors if we want to diminish risks and vulnerabilities.
- In the Participant Workbook, participants can find extra material to practice and test their knowledge of the Ecological Framework.
- For this activity, it is useful to familiarize yourself with some of the many GBV programs of CARE. You can easily find information and publications on the website: www.care.org

Some statistics of CARE's efforts to fight GBV worldwide in 2013:

- **23 countries** had projects with specific goals to reduce GBV, reaching **nearly 320,000 people** directly and **800,000 people** through advocacy and media campaigns.
- **38 countries** had projects which integrated strategies for tackling GBV within other activities.
- **68% of the projects** addressing GBV implemented all or most activities with partners.
- **56% of the projects** used innovative or new strategies to tackle GBV.



Activity 4 “Words make a difference”

Purpose

- To increase confidence of participants when talking about terms such as “perpetrator”, “survivor” and “victim”
- To understand why GBV is almost always underreported and why it is important to be aware of this



Materials

- Flipchart
- Markers



Instructions

- 1 Write the words PERPETRATOR and VICTIM/SURVIVOR in two columns on the flip chart. Ask the participants and write down their responses:
 - a. What comes to mind when you hear the word “perpetrator”?
 - b. What comes to mind when you hear the word “survivor/victim”?
 - c. What would be the difference between a survivor and a victim?
 - d. What does a survivor look like? What does a victim look like?

- 2 The words we use, communicate a message to people who are listening. Survivor is the preferred term for those who have lived through a GBV incident. The word survivor has different connotations than the word victim. However, every survivor is also a victim. Be aware of the message of both terms. A perpetrator is a person, group, or institution that inflicts, supports, or condones violence or other abuse against a person or group of persons. There might be only one perpetrator, or there might be more.

- 3 Emphasize that there is a serious problem of under-reporting regarding incidents of GBV. Ask for reasons why it could be difficult for someone to talk about being a victim of GBV. Survivors generally do not speak of the incident for many reasons, such as rejection of their family or community, fear of reprisals, mistrust of authorities. Contributing to the underreporting of GBV is that most societies blame the “victim”. This makes it hard for survivors to step forward. Therefore, you may assume that any available data in any setting about GBV from police, legal, health or other sources represents only a very small proportion of the action number of incidents.

4

Ask the group to list types of people who could be perpetrators—no names, just types of people. Write responses on the flip chart. Categories or groups of people who are potential perpetrators include:

- a. Intimate partners (husbands, boyfriends)
- b. Influential community members (teachers, leaders, politicians)
- c. Security forces, soldiers, peacekeepers
- d. Humanitarian aid workers (international, national, refugee staff)
- e. Strangers
- f. Members of the community
- g. Relatives (brothers, uncles, parents, aunts, sisters, etc.)
- h. Anyone who is in a position of power

5

Close the session by emphasizing to the group that in any act of GBV, there is a survivor and a perpetrator. Therefore, all of our actions in prevention must address potential survivors and potential perpetrators. And all of our actions in response need to address both the survivor and the perpetrator, when the perpetrator is known.

Facilitator's tips:

Depending on the context, you can discuss men and boys as the targets of GBV. In many countries, to talk about GBV against men and boys is even more taboo. Its occurrence is even more underreported, but it is a serious problem that needs to be addressed as well when talking about gender and violence.



Activity 5

Identifying and reducing risks of GBV in conflict

Purpose

- To explore how conflict affects the occurrence of GBV
- To strengthen capacities to identify risks and threats to vulnerable groups in a conflict setting that can increase acts of GBV



Materials

- Flipchart
- Markers
- PowerPoint® presentation - Identifying and reducing risks of GBV in Conflict
- Copies of Participant Workbook - Identifying and reducing risks of GBV in conflict



Instructions

- 1 Introduce this activity by repeating that GBV occurs in times of peace and in times of war. However, there are specific risks and threats regarding GBV in times of violent conflict.
- 2 Explain that during this activity we will explore the possible risks factors of GBV that individuals may face in conflict settings and look at what we can do to minimize those risks. We will also consider how to address the underlying causes of GBV in emergency settings
- 3 Ask participants why in conflict settings GBV increases? Examples of reasons are amongst others: mass displacement, inadequate services, inability to meet basic survival needs, lack of or loss of protection networks.
- 4 Prevention of GBV and protecting people from GBV involves addressing the underlying causes, but also addressing situation-specific factors that increase the risk of GBV. These factors are:
 - The possible emergence of humanitarian crises
 - Actions and behavior of state and non-state security actors
 - Disruption of social and legal protection mechanisms
 - Displacement and dependency on others for meeting basic survival needs
- 5 Explain that there are many forms of gender-based violence that can occur during violent conflict and possible related humanitarian crises. Each of these forms has contributing factors at the all levels of the Ecological Framework. In order to focus our prevention activities, we must identify both the specific types of GBV that may be occurring in a setting and the specific risk factors for each type.

6 Handout the copy from the Participant Workbook. Discuss the three types of GBV that can be distinguished in emergencies and the associated risk factors. Read over the PowerPoint slides/prepared flipcharts with the participants. For each of the types of GBV, discuss ideas on how the risk factors in conflict situations can be mitigated.

7 Explain that in designing a prevention intervention there are three steps to take:

- 1.** Identify risks and threats. This requires gathering information from various sources, including community members, health workers and using pre-existing data. Rapid assessments can support identification of risks and threats.
- 2.** Addressing risks and threats in an appropriate and context-specific manner. Prevention should be done at the same three levels:
 - I. As a direct result of the violent conflict and possible related humanitarian crises
 - II. In the family and community
 - III. Sexual exploitation and abuse
- 3.** Outlining and clarifying the roles of the various actors involved in implementing these interventions.

8 Watch the video of Marianne (in the PowerPoint®) with the participants. <https://www.youtube.com/watch?v=cdwV8Wy1BYy>. Discuss:

- What are the risk factors for GBV in this particular case?
- What measures should be put in place to reduce these risks?
- Which actors should be involved in implementing these measures?

9 At the end of this activity, it is important to emphasize that there is a serious problem of underreporting regarding incidents of GBV. Survivors generally do not speak of the incident for many reasons, including self-blame, stigma and rejection of their family or community, fear of reprisals, mistrust of authorities. You may assume that any available data, in any setting, on GBV from governments, NGOs, health workers or other sources represents only a very small proportion of the actual number of incidents.

Facilitator's tips:

During violent conflicts, sexually transmitted diseases (STDs), including HIV/AIDS, can spread as a result of sexual abuse, GBV as war strategy or unsanitary medical procedures. Women are at a greater risk of contracting HIV/AIDS during conflict because of rape, increased marginalization and because they form the majority of refugees and IDPs.



Activity 6

Response services

Purpose

- To explain the relationship between consequences/after-effects of GBV and response services.
- Identify recommended response services that must be available to reduce harmful consequences of GBV and prevent further injury, trauma, and harm.



Materials & preparation

Materials

- Flipchart
- Markers with different colors
- Copies of Participant Workbook – Survivor scenarios



Preparation

- Post a flipchart paper with the list of consequences of GBV nearby
- Prepare a flipchart paper with the definition of response
- Make sure that there are enough survivor scenarios

Instructions

1 Begin the activity by referring back to the GBV tree of activity 2, and explain that we are going to look at the leaves; the consequences and after-effects of GBV. Be sure to refer to the list of consequences also throughout this activity.

2 Explain that this activity will deal with response. Point to the flipchart you prepared, and read it aloud: *“Response = providing services and support to reduce the harmful consequences and prevent further injury, trauma, and harm.”* Explain that response includes action to:

- Assist/support the survivor
- Provide appropriate consequences to the perpetrator
- Restore/maintain security for the survivor and the community

3 Ask the group what kinds of help a survivor might need to reduce harmful consequences. As they offer response actions, write them on a blank flipchart, organized into quadrants by sector area. After a few examples are on the flipchart, write the names of the sectors in each quadrant. The flipchart should begin to look something like this:

HEALTH <ul style="list-style-type: none"> • Emergency contraception • Treat injuries • Treat STIs 	SECURITY <ul style="list-style-type: none"> • Report to police • Investigate case • Arrest perpetrator • File charges with the court
PSYCHO-SOCIAL <ul style="list-style-type: none"> • Emotional support & counseling • Income generation programs • Skills training programs • Group counseling 	LEGAL JUSTICE - (formal and traditional) <ul style="list-style-type: none"> • Apply appropriate laws and hold perpetrators accountable

4 Continue to solicit/suggest response actions until you have a comprehensive list. Stress also the role of the security sector in this list. This of course has implications in conflict situations.

5 Now split participants into groups. Give each group a survivor scenario from the Participant Workbook or make a few scenarios of your own. Have each group write on a piece of flip chart paper the specific steps they would take to implement a "safety plan". After 20 minutes, have each group present their "plan" to the plenary.

6 Emphasize that response requires the work and attention of many different actors from at least these four key sectoral areas (Health, Psychosocial, Security, and Legal Justice). Explain that response must also include:

- Training for all actors, all sectors, all levels to respond compassionately, confidentially, and appropriately
- Reporting and referral systems
- Documentation of reported incidents, data analysis, monitoring and evaluation
- Coordination and information sharing systems among the various actors and organizations

7 It is also important to note that we must be sure to educate the people who carry out these response services before advertising a program. If service providers are not properly trained and survivors go to them for help, the survivor may face more problems and probably further trauma and harm.

8 Close the session by pointing out that we can provide good quality, multi-sectoral, coordinated response services ONLY if survivors report incidents of GBV and seek assistance. Therefore, we must provide an environment where they feel comfortable.

Facilitator's tips:

If you are doing activity 7 on the guiding principles of GBV response after activity 6, consider collecting the safety plans and use them for activity 7 as well.



Activity 7

Guiding principles when responding to GBV

Purpose

To identify, describe, and abide by the four primary guiding principles for working with GBV survivors.



Materials

- Flipchart
- Markers
- Copies of Participant Workbook – Guiding principles



Instructions

- 1 Begin the session by reminding participants of the consequences and after-effects discussed in the GBV tree. Highlight the emotional and social issues brought out in that discussion.
- 2 Explain that all actors who provide services or assistance to survivors must bear in mind those consequences, and abide by a set of Guiding Principles in their work with survivors.
- 3 Write the four guiding principles on the flip chart:
 - Survivor's safety and security
 - Confidentiality
 - Non-discrimination
 - Respect
- 4 Go over each principle. Ask how participants can ensure that each principle is carried out. Some examples of discussion points under each principle are as follows:
 - a. Safety**
 - I. How would you ensure a woman's safety if she is living with the perpetrator?
 - II. What do you do if a survivor does not want to report the incident?
 - III. Developing an individual safety plan with a survivor is important – discuss with survivor things like "if you fear for your safety, where can you go?"
 - b. Confidentiality**
 - I. How do you handle the concept of confidentiality when the survivor is a 5 year old child?
 - II. How can you maintain confidentiality in a small village?
 - III. Important to provide support to GBV staff, encourage confidentiality among staff, but have a venue to discuss the issue in a confidential manner; have staff sign a confidentiality oath.
 - c. Non-discrimination**
 - I. How do you deal with cases where ethnic or clan affiliation are part of the violent conflict and influence medical treatments?
 - II. How do you deal with violation of this principle by service providers because of their beliefs or prejudices?
 - d. Respect**
 - I. Do not ask inappropriate questions like "are you a virgin?"
 - II. All survivors have different coping mechanisms and so it is crucial to respect the individual interpretation of coping of the survivor.

5

Now, ask the participants to match the cases below with the principle denied in each case.

- Rose, a GBV survivor who is facing serious life threats was not selected given health care by the doctor, because she is from ethnicity XYZ, which is in conflict with the doctor's ethnicity.
- Fatima has been provided with medical care by the nurse in the local medical center. Yesterday the same nurse went back to her community and told her friend, who knows the survivor, what happened to Fatima because she wanted her friend to go and help Fatima to take care of the kids in this difficult moment.
- After receiving medical care, Amina was referred for counseling, even though she didn't feel comfortable in receiving such a service. The doctor thought it was the best solution for her.
- Eveline is a survivor of rape who went to seek medical care in the Hospital. The doctor told her that she should have reported the case to the police, but Eveline said that she feared that the perpetrators might come back since they threaten her not to talk to the police. Having assessed the situation, the doctor decided to report the case to the police himself, since he thought it would be the best for the survivor.

6

Now, divide participants into 4 groups, give to each group one principle and the corresponding scenario. Ask each group to turn the negative scenario into a positive one and to represent, through a drama, how in the specific situation given, they would guarantee that the guiding principle is respected.

7

The key take away in this activity is that all actors must abide by the Guiding Principles at all times. No exceptions. If safety, confidentiality, non-discrimination or respect are breached or compromised in some way by those who are helping, then the helpers will actually be harming the survivor. This must never happen.

Facilitator's tips:

- Refer back to these principles often throughout the workshop, as they are the crux of our work in GBV.
- If participants have done activity 6, you can also discuss how the guiding principles were observed in the safety plans presented there. How could the plans be improved using the principles correctly?



Activity 8

Integrating GBV Protection and Response in program activities

Purpose

To help participants explore the integration of GBV prevention and response in programs operated in conflict settings.



Materials & preparation

Materials

- Flipchart
- Markers with different colors
- Copies of Participant Workbook – Integrating GBV protection and response



Preparation

Prepare a flipchart with the three ways in which GBV affects programs.

Instructions

- 1** Explain that the purpose of this activity is to provide participants with an understanding of how GBV prevention and response activities can be included in programs operated in conflict settings that do not focus specifically on GBV.
- 2** Ask participants why it would be important to consider GBV issues in non-GBV specific programs. State that gender norms, unequal power relations and differences in access to resources influence development outcomes. This has made people become more aware of GBV as a critical issue affecting their target populations and thus program implementation and results. GBV affects programs in at least three ways:
 - 1. GBV as a barrier to achieving project goals:** Some programs involve participation or recruitment strategies that leave women and girls vulnerable to GBV, making them reluctant to participate in activities that may be integral to the success of the program.
 - 2. GBV as an unintended program effect:** All programs, by their very presence, potentially create both direct and/or indirect changes in their targeted communities. These changes are often a combination of intended and unintended outcomes. It is important to note that when a program is working to alter societal/structural factors that challenge existing gender roles and norms, GBV can emerge as an unintentional programmatic consequence.
 - 3. Personal safety and health of project staff:** Even if a program does not have an explicit focus on addressing GBV, people experiencing GBV in a targeted community may disclose their experiences to program staff in the course of program activities and interactions. While it is necessary for project staff to be trained to respond appropriately in these encounters, they may also face threats to their personal safety (for “interfering” in sensitive family or community issues if they get involved) and emotional trauma through listening to survivors’ stories.

3

Explain that we are now going to look at how we can deal with GBV protection and response in programs that are being implemented in conflict. These programs have a higher urgency to focus on protection and response to GBV as in these contexts vulnerability to GBV often increases.

4

Pass out the worksheet. Go over the four domains and key interventions. Ask the group to brainstorm about other possible interventions and activities related to GBV prevention for each of the four phases. Write the answers on flipchart paper. This is a brainstorming exercise, and is not intended to result in a comprehensive list. Allow 5 to 10 minutes for the group task.

5

The key take-away of this activity is that it is important to always consider ways to integrate GBV interventions in your program, because it affects the outcomes and results. You can assume GBV occurs in most of our program areas.

Facilitator's tips:

See also the CARE publication *Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming* (2014). Available at http://www.care.org/sites/default/files/documents/CARE%20GBV%20M%26E%20Guidance_0.pdf



Activity 9

Engaging men and boys in GBV prevention

Purpose

- purpose To deepen understanding of the importance of engaging men and boys in challenging GBV
- To help participants identify possibilities to engaging men and boys in their projects



Materials

- Flipchart
- Markers
- PowerPoint® presentation - Engaging Men and Boys in GBV Prevention (or prepare flip-overs with the same content)
- Copies of the handouts of the presentation



Instructions

- 1 Start this activity by stating that there is a distinction between engaging men and boys and taking masculinities into account. Ask participants what they think the difference is. An analysis of masculinities should always be a part of your gender analysis, because it is important to look the roles and norms that men have in a certain society. However, engaging men and boys to contribute to gender equality is an additional strategy that you can choose to adopt in your program.
- 2 Ask participants to identify some of the reasons for engaging boys and men in GBV prevention. Write their responses on a flipchart. Ask them to identify what would be some of the reasons for engaging boys and men specifically in conflict settings.
- 3 Ask participants what kind of programmatic interventions related to men's engagement they have seen or heard about. Write their answers on another flipchart paper.
- 4 Tell participants that in this session you will share some of the reasons why researchers and development programs feel that male engagement is necessary. Explain that we will also look at how CARE engages boys and men in GBV programming. Pass out copies of the presentation to all the participants, if relevant. Explain that this will be an interactive process and that you will stop at various points to ask them questions or to get their perspectives. Encourage questions during the presentation.

5

Start the presentation using flipcharts or the PowerPoint® presentation. The presentation should at least cover the following key issues:

- Harmful gender norms and gender inequality are root causes of GBV, and they affect how men interact with women. Engaging men in addressing harmful norms is important to prevent GBV and promote equality.
- Deficit programming: men are seen as obstacles, or the problems
- Asset-based programming: men do care about their partners, families, and can be allies for change, their needs must be addressed as well
- In conflict, social norms change or are hard to fulfil (be providers and protectors). This negatively affects relationships between men and women.
- CARE has 4 main ways to engage men. Individually, in couples, as male activists, and community mobilization.
- The synchronization model shows how you can build up men's and boys' engagement in GBV prevention.

6

After the presentation, debrief by asking the participants the following questions:

- Was this useful for your understanding of engaging men and boys for GBV prevention?
- Can some of the key points made in the presentation apply to the work you do? Why or why not?

Facilitator's tips:

- If participants have had no previous gender training, you may want to do activity 4 from Module 1: Gender, Power and Violent Conflict to help them understand where harmful gender norms come from, what forms they take and how to address them.
- If participants want to learn more on how to engage men and boys for gender equality, there is a GED module on Engaging Men and Boys with many activities on this topic. You can find this through the following link: <http://gender.care2share.wikispaces.net/>



Activity 10

Promising practice – the Abatangamuco

Purpose



- To learn about a programmatic example of challenging masculinities while engaging men and boys
- To understand the interventions of the project.
- To get a sense of lessons learned

Materials



- Projector
- Computer with internet connection

Instructions

- 1 An example of a an approach which engages men and boys in addressing GBV and achieving social change is the “Abatangamuco” in Burundi.
- 2 Watch the Abatangamuco video series:
<https://www.youtube.com/watch?v=6COuHkfxQXY>
<https://www.youtube.com/watch?v=tVWTuBod33A>
<https://www.youtube.com/watch?v=mPNJDCI35ro>
- 3 After the presentation, hold a plenary discussion to get thoughts from the participants:
 - a. Initial thoughts?
 - b. What kind of resistance did the men of the movement face?
 - c. What were the main challenges and how did they overcome them? What convinced the men in the video to give up on some of their privileges or change their behavior?
 - d. How does this contribute to GBV prevention?
 - e. Refer back to the Ecological framework from activity 3 (if the activity is used in the training). Ask participants to repeat what the different levels were. What levels of the Ecological Framework does this approach focus on? Describe the activities and changes at each level.
 - f. What kinds of outcomes did you hear the participants describe?
 - g. Ask participants if they have encountered similar projects.

Facilitator’s tips:

Some participants may know more about the “promising program” or project than you discuss or have other examples they want to share. This is fine. In fact, it is an opportunity to have the participant(s) take the lead in providing more insights into that particular program.



Activity 11

Mobilizing the community

Purpose

- To increase awareness of the role of communities in changing gender norms related to GBV
- To learn about guiding principles for engaging and mobilizing communities against GBV



Materials & preparation

Materials

- Flipchart
- Markers



Preparation

- A flipchart with The Ecological Framework to put up in the room
- A flipchart with the three steps to prevention
- A flipchart with the guiding principles

Instructions

- 1 Explain that in this activity we are going to explore the role communities can play in preventing GBV, and think of creative ways in which we can mobilize community action. Ask the participants for examples of activities they already use to mobilize communities. Write down the examples on a flipchart paper.
- 2 Ask why communities should play a key role in changing norms regarding GBV. Make sure that the answers include the following elements:
 - As we have seen in the Ecological Framework, behavior is a result of individual experiences, attitudes, and beliefs, which are deeply linked to the prevailing belief system in the community.
 - The attitudes and actions of neighbors, friends, co-workers, religious leaders, police, health care providers, etc. greatly influence an individual's behavior choices and collectively create the climate in a community.
- 3 Mobilizing communities to prevent forms of GBV takes multiple steps. We will now use the example of domestic violence to demonstrate these steps. Pull out the prepared flipchart with the steps. Explain that preventing domestic violence requires:
 1. Individuals to identify domestic violence as a problem and consider its importance to deal with this problem.
 2. Individuals to evaluate their own behavior, and the social norms that inform their behavior.
 3. Individuals to then begin making changes in their lives.
- 4 Go over the 6 Guiding Principles for Mobilizing Communities and discuss:
 - Which of the principles are already known to them?
 - Which ones do they already apply in their work?
 - How can you assure the use of these principles in community mobilization processes?

Guiding Principles for Mobilizing Communities

1. Prevention

In order to affect long-term, sustainable change, organizations need to adopt a proactive rather than a reactive stance. A primary prevention approach assumes it is not enough to provide services people experiencing GBV nor to promote an end to violence without challenging communities to examine the assumptions that perpetuate it. Primary prevention involves addressing the root causes of GBV by introducing a gender-based analysis of why domestic violence occurs. This means recognizing women's low status, the imbalance of power, and rigid gender roles as the root causes of domestic violence.

2. Holistic

Preventing GBV requires commitment from and engagement of the whole community. Ad hoc efforts that engage isolated groups or implement sporadic activities have limited impact. Efforts to prevent GBV need to be relevant and recognize the multifaceted and interconnected relationships of community members and institutions. This means it is important for organizations to acknowledge the complex history, culture, and relationships that shape a community and individual's lives within it. Efforts must creatively engage a cross section of community members not just women or one sector (e.g., police or health care providers, etc.) in order to generate sufficient momentum for change. People live in community with others; thus, the whole community needs to be engaged for community wide change to occur.

3. A Process of Social Change

Changing community norms is a process, not a single event. Projects based on an understanding of how individuals naturally go through a process of change can be more effective than haphazard messages thrust into the community. Thus, efforts to try to influence social change must be approached systematically. Organizations that attempt this work can become skilled facilitators of individual and collective change by working with, guiding, facilitating, and supporting the community along a journey of change.

4. Repeated Exposure to Ideas

Community members need to be engaged with regular and mutually reinforcing messages from a variety of sources over a sustained period of time. This contributes to changing the climate in the community and building momentum for change. For example, in one week a man may hear a sermon about family unity in church, see a mural questioning domestic violence on his walk to work, hear a radio program about human rights, and be invited by a neighbor to join a men's group to discuss parenting skills. Repeated exposure to ideas from a variety of sources can significantly influence perception and reinforce practice.

5. Human Rights Framework

A rights-based approach to preventing GBV is empowering to women and the community. It uses the broader framework of human rights to create a legitimate channel for discussing women's needs and priorities and holds the community accountable for treating women as valuable and equal human beings. It challenges community members to examine and assess their value system and empowers them to make meaningful and sustainable change. Without this foundation, projects tend to appeal to the goodwill or benevolence of others to keep women safe.

6. Community Ownership

Effective projects aimed at changing harmful beliefs and practices in a community must engage and be led by members of that community. Organizations can play an important facilitative and supportive role, yet the change must occur in the hearts and minds of the community members themselves. Organizations can work closely with individuals, groups, and institutions to strengthen their capacity to be agents of change in their community. In this way, their activism will live long after a specific projects end.

5 Ask participants to brainstorm in small groups if they can think of activities to engage with their own communities or the communities in which they work to contribute to preventing GBV, using as many of the guiding principles as possible. Let them write the activities on a flipchart. Discuss the activities in plenary.

6 Explain that there is a toolkit called SASA!, which is developed by an organization called Raising Voices. Ask if there is anyone who has heard about this method. If someone does, let him/her tell something about it. SASA! stands for Start Awareness, Support Action, and its goal is to mobilize communities in the prevention of violence against women and HIV. It exists of four modules that each deal with a type of power. It includes many useful activities and games that are easy and fun to do to mobilize communities. More information can be found online at <http://www.raisingvoices.org/sasa>

7 The key take-away is that for community mobilization to work and to be sustainable the 6 principles must be observed. Above all, it is a process that takes time and social change does not happen overnight. However, the more people rally behind the change, the sooner change will occur. Therefore, community mobilization is very useful in achieving effective impact.

Facilitator's tips:

If there is a lot of interest among the participants in the SASA! toolkit, you could consider going through the website and the toolkit briefly to show what it has to offer.



Activity 12

Designing a GBV intervention

Purpose

To support skills development in designing GBV interventions in conflict settings.



Materials

- Flipchart
- Markers
- PowerPoint® presentation - Ecological Framework, or flipchart with the Ecological Framework
- Participant Workbook – Table Interventions



Instructions

- 1 Explain that this activity is aimed at applying the knowledge participants gained in the previous activities of this module, including the GBV tree and the frameworks. Participants will practice how to design a GBV intervention in a conflict setting, and to consider the specific risks and challenges that a conflict setting poses to GBV prevention, protection and response.
- 2 Do a brief recap of the Ecological Framework and the model of interventions (see Activity 3).
- 3 Divide participants into groups on the basis of country or region. Explain they are going to design a GBV intervention applicable in their own context. The groups are free to decide where they want to put their focus.
- 4 Let them come up with possible intervention activities on the basis of the intervention framework discussed in activity 3. Ask them to bear in mind the Ecological Framework, so that the intervention is targeting all four levels of the framework. They can use the table in the Participant Workbook to structure their activities. Give them 25 minutes to do this.
- 5 Reconvene and give each group the opportunity to present their interventions. Encourage them to think about how some of these activities would fit their current programs.
- 6 Discuss with the groups how their interventions can be used in times of conflict. What specific measures or adaptations does an intervention of GBV require in conflict situations? How could you make prevention strategies applicable in times of conflict? How can you deal with disruption of interventions by the conflict?



- 7 The key take-away from this activity is that designing interventions requires taking into account various factors of impact (from individual to society). In addition, interventions can address either root causes, contributing factors or consequences.

Facilitator's tips:

- To get people started you can bring up some of the points below regarding GBV in conflict-affected settings:
 1. Economic security can significantly reduce women's vulnerability to GBV. Therefore, recovery programmes that focus on creating income-generation activities, and economic options for women and girls are a viable option. Economic opportunities can prevent women and girls from being forced to engage in unsafe sex in exchange for money, housing, food or education, and can protect them from GBV.
 2. Women can also be in danger of GBV in cases where power balances have shifted, and women's status and economic security have improved. These changes can be perceived as a threat to men in male-dominated communities and can result in men asserting their power by means of violence against women. Programmes should be monitored for possible negative effects with changes in power relations.
 3. Displacement can leave women unaccompanied in a culture where this is not accepted. Creating safe spaces for women can enhance their sense of security.



Activity 13

Advocacy on GBV

Purpose

- To explore the international framework used to address conflict-related sexual violence
- To discuss possible advocacy initiatives to address GBV that could be used as strategy to multiply program impact



Materials & preparation

Materials

- Flipchart
- Markers



Preparation

You can prepare a flipchart with the three important things to think about for advocacy, and list the resolutions/commitments that form the international framework to conflict-related GBV.

Instructions

- 1 Start by emphasizing that for CARE, GBV is a critical human rights violation committed against people based on their gender identity (who you are). State that as a core rights issue, states also have specific responsibilities to prevent, mitigate and respond to GBV. Remind participants of society as specific domain in the Ecological Model. In addition, advocacy is one of the pillars of intervention in the CARE model.
- 2 We will now turn attention to ways we can engage in advocacy as a strategy to prevent GBV and how to advocate for better protection and respond mechanisms. Ask participants what they think advocacy is. Write down the different answers on a flip-chart.
- 3 After this brief brainstorm (5-10 minutes), write down the definition used by CARE on a flip-chart. This definition is:
"Advocacy is the deliberate process of influencing those who make decisions about developing, changing and implementing policies".³
- 4 Check with participants if this definition is clear and if not, explain a bit more in depth. Explain that while advocating, it is important to think about:
 - a. **Who to influence:** who actually makes the decisions? This can be government but also other non-formal actors)
 - b. **What the goal is:** what do we want to change? Emphasize that advocacy can have different goals; sometimes there is no law in place (such as a GBV law on national level), in other cases there is a law but this law is not implemented, or there is a lack of funding.
 - c. **Which level you seek to influence:** advocacy can take place on different levels; international, regional, national but also on the community level.

³ CARE International Advocacy Handbook, CARE International 2014

5

Remind participants of the fact that many governments and international institutions have made political commitments to address conflict-related sexual violence (e.g. rape as a tactic of war) and wider forms of GBV in humanitarian contexts. These include:

- UN Security Council Resolutions 1325 on Women, Peace and Security in 2000, UNSCR 1820 and their successor resolutions, These resolutions address both the critical role of women in conflict prevention and peacebuilding as well as prevention and protection from GBV in conflict
- The 'Commitment to End Sexual Violence in Conflict' which 122 countries endorsed
- An international initiative called the 'Call to Action on Violence Against Women and Girls in Emergencies'
- Regional initiatives such as the International Conference on the Great Lakes Region (ICGLR) and the Kampala declaration in which the 11 members of the ICGLR committed to prevent, punish and respond to (S)GBV in the region.

6

Now turn to the issue of GBV and advocacy in the context of participants. Explain that in many cases, both on national levels as well as the international level, there might be political commitments (as the examples mentioned before) but a lack of:

- funding for GBV-related policy implementation,
- accountability for GBV services,
- lack of response or services to support people affected by GBV.

Ask participants how these 3 issues have an impact on GBV prevention, protection and response. Depending on the context, ask participants if these issues have an impact on their own work or in their own community.

7

Ask participants to briefly discuss in pairs (5-10min) what they feel are the greatest challenges in relation to GBV, for which advocacy might be a good strategy to engage with. Write down the main challenges in which advocacy might be a useful strategy.

8

Ask participants to briefly discuss (10-15 min) in pairs what they think are good examples of advocacy that they know of in their own contexts or the context where they work. They can also brainstorm about possible new advocacy initiatives. Write down the different responses on a flip chart. If participants have difficulties coming up with examples, you could also mention a few examples from the list below as inspiration.

9

The key take-away from this exercise is that advocacy can be a useful strategy, in combination with other strategies to address GBV and can contribute to better policies and legislation around GBV, increased accountability and improved quality of services and funding for GBV programs.

Facilitator's tips:

This exercise offers a first introduction into advocacy, specifically looking at GBV policies and policy implementation. In module 3 of the training manual, other exercises on advocacy are included. Depending on experiences of participants, you can consider first offering a basic exercise on advocacy before turning to the issue of GBV. These can be found in the CARE International Advocacy Handbook, CARE International 2014.

Examples

Examples of advocacy initiatives on a community level:

- Supporting effective alliances among local activists, civil society actors and grassroots movements to advocate for GBV prevention and response (e.g. joint position statements, influencing legislation, media mobilizing, social media campaigns, network linkages)
- Creating safe spaces for groups to negotiate with each other and have constructive dialogues (ex: Community development forums, village development action groups)

Examples of linking local advocacy initiatives to higher levels:

- Supporting representation of grassroots voices and messages in policy articulation and implementation discussions across community, district, national and global spaces and processes (e.g. shaping agendas related to GBV and gender commitments/legislation, monitoring and evaluation of commitments)
- Linking local groups to national and international networks against GBV and for gender equality and rights (e.g. MenEngage Alliance, CREA)
- Mobilizing affected communities and civil society partners to advocate for accountable design, implementation and monitoring/evaluation of GBV-related policies, services, institutions and practices (e.g. community score card approaches, shadow reports and other social accountability tools)

Examples of advocacy towards more accountable formal and informal institutions prevent and respond to GBV on a regional and national level:

- Strengthening district and national level systems and coordination for GBV response and prevention – particularly in conflict and humanitarian settings
- Capacity-building and networking of frontline institutions for coordinated GBV prevention and response (e.g. police, justice, military, education, health, etc.), particularly for marginalized communities
- Sensitization of front-line workers and public officials to ensure inclusive orientation and accompaniment services, non-discrimination and restorative justice approaches for survivors and perpetrators of GBV across development and humanitarian settings
- Facilitating interaction and exchange between rights holders (e.g. networks of GBV survivors and local civil society organizations) and duty-bearers at community, district and national levels (governmental, informal institutions, private sector, INGOs) for expanding dialogue and productive negotiation for inclusive and quality responses to GBV at regional and broader levels

Examples of international and national advocacy for more accountable formal and informal institutions preventing and responding to GBV:

- In conflict and humanitarian contexts, advocacy to hold actors accountable for GBV-related policy commitments, goals and indicators at national level, regional and global levels (e.g. UNSCR 1325 and 1820 commitment and action plans, and the Call to Action on VAWG in Emergencies)
- International civil society strengthening and convening to expand inclusiveness and representation of marginalized voices, strengthen alliances, and build linkages to broader gender equality networks and media, to multiply influence of GBV discourse
- Engaging national, regional or global opinion leaders as spokespeople and allies for change



Module 3

Gender and peacebuilding

Goals:

- To share knowledge on the different approaches and dimensions of gender and peacebuilding
- To enhance awareness on the importance of meaningful participation of women and men in all aspects of peace and security
- To increase skills for supporting women's capacities to promote peace and security and take on leadership roles



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Short summary

Module 3

This module provides participants with an introduction to different approaches and dimensions of gender and peacebuilding. The focus lies on establishing the link between gender relations, norms, roles and peacebuilding and on how to promote meaningful participation of women and men in all aspects of peace and security. This module offers practical tools in the form of three types of activities that each have a specific goal:

- **Enhancing awareness** on the importance of a gendered approach to peacebuilding as well as the importance of women's voice and meaningful participation in peace and security processes.
- **Sharing knowledge** about how gender matters in the various areas of peacebuilding.
- **Skills training** in conflict resolution, mediation and leadership.

At the end of this module, participants have improved understanding of the importance of inclusive and gender-sensitive peacebuilding and can contribute to it. The activities in this module can be used to train target groups, practitioners as well as policymakers from different backgrounds. The activities can be adapted to specific sectors/topics and/or different cultural contexts if required.

Sample Agenda for a one day program (basic knowledge of the concepts related to gender assumed)

09:00 - 09:15	Welcome and opening energizer
09:15 - 09:55	Activity 1: Speed-debating gender and peace
09:55 - 10:35	Activity 3: Approaches to peacebuilding
10:35 - 10:50	Coffee/tea break
10:50 - 11:30	Activity 4: Exploring gender roles in peacebuilding
11:30 - 12:15	Activity 5: Exploring the arenas of peacebuilding
12:15 - 13:15	Lunch break
13:15 - 13:30	Energizer
13:30 - 14:30	Activity 8: The importance of women in peacebuilding
14:30 - 15:15	Activity 10: Men's role in gender just peace
15:15 - 15:30	Coffee/tea break
15:30 - 16:30	Activity 12: Promoting women's voice and inclusive participation in your context
16:30 - 17:00	Evaluation of the day and closing

"Peace means different things to women and men because of their unique experiences as a result of the war, and as a result of how society is structured."

Estella Nelson, Founder and President of the Liberia Women Media Action Committee

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Checklist of Preparation and Materials

1. Ensure that there are sufficient photocopies of the Participant Workbook for Module II to distribute to participants.
2. When required, ensure that all presentation sheets are written down on a flipchart in advance. Please note that most of the materials are also available on PowerPoint® or can be found in the Participant Workbook.
PowerPoints® in this module:
 - Approaches to gender and peacebuilding (activity 3)
 - Conflict sensitivity – Do No Harm (activity 6)
3. Arrange furniture at the venue to allow participants to talk and listen to each other - avoid having everyone in rows facing the front (theatre setting) and try to arrange chairs in a circle or boardroom setting.
4. Make sure that all logistical arrangements are in place for room set up, and that supplies (LCD projector, flip chart boards, flip charts, markers, flash cards, post-its, sticky dots, notebooks and pens), meals and tea breaks are provided.
5. In order to make the participants feel comfortable or to energize the group, it is useful to be familiar with some energizer exercises that you can do before you start. Examples of energizers can be found in annex 1 of the facilitator's guide.



Activity 1

Speed-debating gender and peace

Purpose

To gain insight in the diversity of the understanding and experiences of people regarding gender and peacebuilding.



Materials & preparation

Materials

- Flipchart
- Markers with different colors
- Copies of Participant Workbook – Speed-debating gender and peace



Preparation

Use the statements for debate (in the Participant Workbook) and make little index cards of them.

Instructions

- 1 Welcome everyone and explain the concept of speed-debating: speed-debating gives everyone the opportunity to reflect on statements and gives people the opportunity to get different perspectives in a short amount of time.
- 2 Pass out the statements and ask people to move all chairs and tables to the side and position themselves somewhere in the room.
- 3 In each of the rounds, participants get 4-5 minutes to introduce their statements to another person and discuss both statements. You can choose to argue in favor or against your statement. Normally, there is time for 3 rounds.
- 4 After each discussion, call for highlights of the conversation to be shared with the whole group. Capture important points of the conversations on a flipchart.
- 5 Ask people to move around and select another debating-partner for each round so that everyone has a different partner for each statement.
- 6 After completing all the rounds turn everyone's attention to the flip-chart with the comments, and ask what do people see or notice. Any patterns or themes? This is just a simple observation to see what different ideas there are on gender and peacebuilding as we begin exploring this module.

Facilitator's tips:

- Feel free to pick the statements that are most interesting to the group or add your own statements.
- In case there is not enough time to do this exercise during training, people can also be asked to discuss statements over a coffee break. Ask them to discuss their statement with at least 2/3 people.
- Be aware that participants might feel offended by some of these statements. If this is the case, then be open and talk about it.



Activity 2

What peace is to me

Purpose

To think “out of the box” about peace and visualize different perceptions and definitions of peace.



Materials & preparation

Materials

- Flipchart
- Markers with different colors
- Craft materials (paint, stickers, glitter glue, paper etc.)



Preparation

Make sure all materials are ready on the tables or on a separate table in the room.

Instructions

- 1 Explain that in this activity we will explore how we feel and think of peace. Mention that for many people peace feels like a dream, so this is an exercise in dreaming.
- 2 Ask people to think for themselves for a minute about what peace means to them.
- 3 Ask people to envision peace and use all the materials available to make an art work on peace. Allow 15 minutes for people to make an art work on peace.
- 4 Ask people to discuss their art works in pairs or in groups. After 5 minutes, ask participants to share plenary some of their art works and discussions.
- 5 While discussing the art work, make sure to refer back to the Continuum of Violence and the ideas of negative peace and positive peace. Ask for examples.
- 6 Conclude by stating the key take-away: It is important to recognize that people associate peace with different things and hence bring different ideas and perspectives to the table. This is why including various visions of peace, extending beyond the absence of violent conflict, leads to a more comprehensive approach to peacebuilding.

Facilitator's tips:

This is a very positive activity, as it discusses peace instead of conflict. It is a valuable activity to demonstrate that in conflict settings we tend to talk mostly about the conflict or the absence of it, instead of about what we want to achieve: peace.



Activity 3

Approaches to gender and peacebuilding

Purpose

To familiarize participants with different approaches to gender and peacebuilding



Materials & preparation

Materials

- Flipchart
- Markers with different colors
- PowerPoint® presentation - Approaches to gender and peacebuilding



Preparation

Prepare flipcharts with approaches in advance, or use the PowerPoint® presentation prepared for this activity.

Instructions

- 1 Start by mentioning that there are many different approaches to gender and peacebuilding; or a gendered approach to conflict transformation. Emphasize that there is not just one way to “do gender” in peacebuilding and conflict transformation, because gender, peace and conflict are interlinked in many ways.
- 2 Ask people to give examples what they think a gendered approach to peacebuilding is. Write down some of the examples. Try to get at least one example for every approach you introduce (see below).
- 3 In this activity we introduce four different approaches to gender and peacebuilding. They are interlinked and often used together, since they reinforce each other. However, they have different starting points or entry-points:

1. **Analytical approach:** The first approach looks at the link between manifestations of violent conflict and gender (relations, roles and norms). In this approach, gender relations, roles and norms are seen as one of the drivers of violent conflict. Gender norms create expectations about how men and women should behave (role), whether the use of violence is seen as acceptable, encouraging men to fight etc. Violent notions of masculinities contribute to other types of violence.
 - Ask the participants if they can come up with examples. If not, give the example of South Sudan, where cattle raiding between pastoralist communities is a form of rite of passage (something “a boy” needs to do to become “a man”). This has led to cycles of violence due to revenge attacks between communities. In times of war these ideas can also be used to mobilize men.
 - Remind people that women can reinforce these violent notions of masculinity. Also, men can become more vulnerable because of notions on masculinities (targeted killings). By taking these into account, and doing a proper gender and power analysis, our conflict transformation efforts will be more effective.

2. **Capacities approach:** The second approach focuses on the different capacities women and men have, based on their different experiences and gender roles, which can contribute to peaceful solutions to conflict and conflict transformation.
 - In this approach, it is important to acknowledge that not all women have the same experiences or roles and neither do men. This very much depends on class, age and other roles in society and in relation to the conflict as well.
 - Also, women and men both have the capacity to contribute to peace, as well as to contribute to violence; women are not natural peace-makers.
3. **Rights approach:** The third approach focuses on the right of women to contribute to peacebuilding and conflict transformation. Women are excluded from participating in various aspects of peacebuilding (as some groups of men are from certain areas as well), because of their marginalized position in society. They should be empowered to promote gender equality in peace and security as well.
4. **Inclusiveness approach:** The fourth approach emphasizes that peacebuilding processes are more sustainable if they are inclusive and also target inequalities. In this approach the starting point is that successful peacebuilding and conflict transformation requires a certain amount of inclusiveness (so not just women but all social groups in a society).

4 After explaining each approach, see if there are any questions or whether there is someone who wants to elaborate on the approach. Ask the participants which of the approaches they use.

5 Remind participants that there might be other approaches or that approaches might be used at the same time and strengthen each other. These approaches are applicable to different domains of peacebuilding and conflict transformation.

- 6 The key take-aways from this activity are:
 - There are multiple approaches to gender and peacebuilding that are based on different arguments, but they can support each other.
 - Be aware of your own approach to gender and peacebuilding and which one (or multiple) you are using. This might help you in your work and help you design interventions or work in peacebuilding and conflict transformation.

Facilitator's tips:

- If possible, use the PowerPoint® presentation to visualize the differences in approach. At least, write the approaches on a flipchart to clarify.
- This exercise is targeting participants with relatively advanced experience in peacebuilding. Some of the approaches might not be as clear as others. Try to think of your own examples from a context you or the participants know well to illustrate the approaches.
- You can choose to use this exercise at the end of your training as well (as a conclusion) instead of as an opening.



Activity 4

Exploring gender roles in peacebuilding

Purpose

- To understand the different roles women and men can have in conflict prevention and peacebuilding
- To discuss how gender roles affect women's and men's capacities to contribute to peacebuilding



Materials

- Flipchart
- Markers
- Copies of Participant Workbook - Gender Roles and Peacebuilding



Instructions

- 1 Explain the group that we are going to look at the different roles women and men have in conflict prevention and peacebuilding, and how this is influenced by gender roles and norms.
- 2 Pass around the worksheet "Gender Roles and Peacebuilding." Divide the participants in small groups and let them discuss the following questions after they have completed the worksheet (5-10 min):
 1. How are men and women seen in the process of peacebuilding? Are there any stereotypes?
 2. Do men and women contribute equally to peacebuilding?
- 3 Ask each group to summarize their discussion in plenary.
- 4 Let the group brainstorm about reasons for the absence of women in peacebuilding and ask them to identify some barriers for women to participate in these fields for the local context. Examples could include:
 - Restrictive social norms and attitudes reinforcing traditional roles of women as caregivers instead of peace builders
 - Less time and freedom to participate next to their normal workload (the "double burden")
 - Violence against women and girls impacting their freedom of body, mind and spirit
 - Poverty and economic inequality and dependency
 - Inequality in access to education – illiteracy, under-qualification
 - Devaluation of women's own role as peace builders
 - Sustainability of support – funding issues
- 5 Discuss with the whole group how gender roles affect women and men's capacities to contribute to peacebuilding in participant's community/context. What does this mean for CARE's focus on gender equality and women's empowerment? Stress that we are talking about how it is now, not how we perhaps would want it to be.

6 Explain that, even if women are acknowledged in the peace process, they are often reduced to the construct of a 'peacemaker,' mother figure or war widow. These limiting identities deny women's active roles in the peace process and overall peacebuilding. For women and girls to be fully involved in securing peace post-conflict, they must be considered as actors and not merely victims. In contrast, particular gender constructs of men and boys as dominant fighters contribute to the failure to recognize the possibility of male sexual victimization.

7 The key take-aways from this activity are:

- 1.** Women and men's capacities to contribute to peacebuilding depend very much on gender roles and norms.
- 2.** In peacebuilding initiatives, we are working toward peace but at the same time trying to raise women's voices and contribute to empowerment. As CARE we need to be careful not to only focus on traditional roles of women and men but also offer spaces for change and new roles.
- 3.** It is a risk that looking at women as victims marginalizes women in peacebuilding process.

Facilitator's tips:

This activity makes clear that women are marginalized in peacebuilding processes, and that the reasons for this are socially constructed, not determined by biology. Therefore, you can end this activity on a positive note by stating that we can change the social norms and rules that have created this marginalization. You can illustrate this by mentioning examples of situations where women have been very active in peacebuilding and conflict resolution, for example in Liberia and Colombia.



Activity 5

Exploring the arenas of peacebuilding

Purpose

- To increase practical understanding of the different arenas related to peacebuilding plays a role
- To examine and compare the involvement of women and men in each of these arenas
- To enable participants to recognize why gender matters in each of these arenas



Materials

- Flipchart
- Markers
- Copies of Participant Workbook - A Gendered Approach to Peacebuilding



Instructions

- 1 Explain that this activity we are going to explore what peacebuilding can look like in five different fields of work. The activities aims to give insight into if, where, and how women are active, where women are (often) absent, and explore why this is the case.
- 2 Explain that we distinguish 5 arenas related to peacebuilding processes in a (post)conflict context, even though we know that reality is often more complex. Write them on a flipchart and elaborate briefly on the content of each of them.
 1. **Humanitarian response:** when the conflict is still ongoing humanitarian actors become part and parcel of the infrastructure of the conflict as they deliver aid.
 2. **Peace negotiations and agreements:** when the warring parties to a conflict come together the blueprint for the future is made. Who the actors in negotiations are, differs from context to context. Parallel to these processes, the informal side to peace agreements is just as important. Aspects of this include grassroots/traditional peacebuilding efforts, dialogue, peace education and conflict resolution training.
 3. **Justice and security:** this includes security sector reform (SSR), disarmament demobilization and reintegration (DDR) and transitional justice. Sometimes, justice for victims is compromised by amnesties for former warlords, rebels and militia members as a result of the peace agreement.
 4. **Post-conflict socio-economic reconstruction:** in a post-conflict situation, socioeconomic development is imperative for avoiding a relapse into conflict. The level of inclusivity of development influences the process of reconstruction of societal relations.
 5. **Post-conflict-governance:** after peace agreements have been signed, elections are scheduled to officially choose the new leadership. This will set a new stage for political participation and contestation. In addition, rule of law, accountability and civil society freedom and engagement are important elements here.
- 3 Ask the group to identify the subjects and tasks associated per field. Write these down on a flipchart. Make sure to focus on the formal aspects as well as the more local, community-based processes.

4 Ask which tasks involve mostly men or women. Discuss per field the implications of this gender division for achieving inclusive and just peace. Go over the arenas and explain that gender matters because:

1. **Humanitarian response:** without an analysis of gendered relations, norms and roles, aid delivered by humanitarian actors might do harm (or possibly contribute) to the potential leverage in decision making and security of women and marginalized men.
2. **Peace negotiations and agreements:** often fighters, leaders of armed groups and incumbent leaders are involved in these processes. This means that in many cases the majority of the negotiators are military and political elite men and to a lesser extent, women fighters and leaders. Without the representation of women or other parts of society, decisions in agreements might negatively affect women, children and other victimized groups. In addition, without a gender perspective in these negotiations building blocks for broader (social and gender) transformation fall off the agenda. In local peace processes, women can often play a reconciliatory role, and their contributions to conflict resolution and peace education must not be underestimated.
3. **Justice and security:** without equal access to justice for all groups in a society, restoring internal security is difficult. Different groups in society (women/men, young/old etc.) have specific security concerns. Moreover, security sector reform (SSR) and demobilization, disarmament and reintegration (DDR) have implications for gendered roles and norms of masculinities. Also, how female combatants and women associated with armed groups are treated in these processes affects their ability to function normally in society again.
4. **Post-conflict socio-economic reconstruction:** if socioeconomic development after a conflict is not inclusive and equal, for example because it excludes women or discriminates against minorities – and hence reinforces the inequalities that existed prior to the conflict – new potential for conflict is created.

5. **Post-conflict governance:** when in the first elections certain groups are excluded from participating, this can create resentment and can lead to inaccurate representation of priorities and interests. Political leadership that is responsive to its citizens requires observance of the rule of law and strong systems of accountability in which everyone can participate.

5 Distribute the hand-out 'A gendered approach to peacebuilding'. This hand-out highlights the key points that should be incorporated into peacebuilding processes to ensure it is gender-sensitive.

6 The key take-away is that applying a gender perspective to peacebuilding makes clear in which ways men and women are involved in peacebuilding and why it is so important that both men and women are included in peacebuilding processes.

Facilitator's tips:

- When discussing the five arenas, be sure not only to talk about the formal side of peacebuilding. Although this is important, CARE usually works on the local level, focusing on grassroots processes and issues.
- Participation of women in these arenas can vary. For example, a low number of women may be involved at the national level of peace agreements, but in local peace and reconciliation processes they could be very active.



Activity 6

Conflict sensitivity – Do No Harm

Purpose



- To increase awareness of the potential effects of programming in conflict-affected areas through the Do No Harm Project
- To practice how to apply the Do No Harm framework to an assistance project

Materials & preparation



Materials

- PowerPoint® - Do No Harm (or prepared flipchart)
- Copies of Participant Workbook - Local capacities for peace Pt. 1

Preparation

This activity has two parts. Part A explains the Do No Harm Project and its use for programming in conflict areas. Part B deal with a case study to practice the framework. For a good flipchart outline to use for Part B, consult the Participant Workbook.

Instructions

PART A (45 min)

- 1 Start this activity with reading the following statement out loud: "Any project set in a conflict-prone region will inevitably have an impact on the peace and conflict environment—positive or negative, direct or indirect, intentional or unintentional."
- 2 Ask the group to think about this statement, in silence, for 1 minute. Then ask participants to comment. For example, can they recall situations in which a program had a negative effect on an ongoing conflict or even caused conflict? How does this affect programs that have peacebuilding as their main focus?
- 3 Explain that this activity aims to provide an introduction to the basics of the Do No Harm framework, which deals with how to avoid doing harm when you are engaged in program planning in a conflict-affected area.
- 4 Explain that the DNH framework is the outcome of a project to identify how assistance interacts with conflict. Explain a little bit about the project with the help of the PowerPoint:
 - In late 1994 the DNH Project was launched to answer the question: How may assistance be provided in conflict settings in ways that, rather than feeding into and exacerbating the conflict, help people disengage from the violence that surrounds them and begin to develop alternative systems for addressing the problems that underlie the conflict?
 - The DNH Project was a collaborative effort, organized by the Collaborative for Development Action (CDA) in Cambridge, Massachusetts, involving a number of donor agencies, international NGOs (over 100 of them) and local assistance workers.
 - The approach taken by DNH was inductive, learning from local field experiences. Fifteen case studies were conducted in fourteen conflict zones to examine the interactions of humanitarian and development assistance and conflict.

- On the basis of the lessons learned from the case studies and the responses of more than 750 practitioners working in humanitarian relief and development assistance in areas affected by violent destructive conflict a planning tool was developed: the "Framework for Considering the Impact of Assistance on Conflict". 12 organizations tested this planning tool over a period of up to three years in projects implemented in conflict areas.

5 Show the PowerPoint slide with the key outcomes of the Do No Harm project:

- Assistance in a situation of violent conflict becomes part and parcel of that conflict.
- The context of conflict is always characterized by two types of factors / two realities:
 1. Dividers and sources of tension between groups and what might be called Sources of Conflict that we all know exist in conflict settings
 2. Connectors and Local Capacities for Peace: Surprising and far more interesting is the fact that the context of conflict is also characterized by things that connect the sides at war and by what can be called Local Capacities for Peace.

6 Emphasize that this division is important, because we all expect conflicts to have divisions and tensions and war interests. However, we do not expect to find connectors and peace capacities. Very often, when we provide assistance in conflict settings, we could direct the assistance so that it reinforces the divisions and, undermines connections, because we are unaware of them. If we are aware of both the dividers and connectors, we can think more clearly about how to design assistance programs.

7 The key take-aways of part A are:

- Assistance interacts with both types of factors in a positive or in a negative way. It either reinforces and exacerbates the divisions and tensions or supports and strengthens the connectors/capacities for peace.
- There are three steps to take in doing no harm:
 1. Understanding the conflict and context (Dividers and Connectors)
 2. Recognizing the patterns of how a project can stress or build cohesion
 3. Adjusting a project based on feedback and monitoring to maximize positive effects and minimize risk, and perhaps even contribute to the capacities for peace
- DNH was not designed as a peacebuilding tool, but as a way for humanitarian and development assistance organizations to use the tool to analyze the impact of their programming. Nevertheless, in this module we use it as a peacebuilding instrument, by looking how we can strengthen local capacities for peace.

PART B (75 min)

1 Hand out the case study of Tajikistan. Give the participants 20 minutes to read the case study and answer the questions. Good tips to give as a facilitator include points such as: in any conflict there are always more people not fighting than fighting, more people hoping for peace, than for war.

2 In plenary, identify the dividers participants found and write them on a flipchart. Getting this list should take about 10 minutes. Emphasize that dividers and connectors are not people! It is their behavior that divides or connects. For adequate analysis, the list should include at a minimum:

- issues of economic hardship
- experiences of the war
- the changing political system and struggle for new leadership
- the fact that there are two distinct groups
- the pattern of living separately in the 75% of villages.

3 Then, discuss the connectors that were found (10 min.). The group might list:

- ¼ villages ethnically mixed; towns also mixed
- experience working together in state enterprises
- lived in area/worked together a long time
- intermarriages
- same language
- religion
- culture
- schools, clinics, social services

4 Now, turn the group's attention to the assistance programme of SCF. Writing "Assistance Project" or "Project" between the list of dividers and of connectors, note that it is into this context that SCF brought assistance. Let the group identify the elements of the assistance programme as described, using the questions in the Participants Workbook. Questions could follow the programming elements as follows:

- Why did SCF do this programme? What were its mandated goals?
- What did SCF provide? How did the programme take these into account? Was the programme successful?
- Etc.

5 Evaluate the programme by asking: "What were the needs identified which SCF wanted to meet? How did the assistance project address these needs? What were the stated objectives of SCF's project? What did they achieve? Do you think that this is a successful project?"

6 Consider whether and how the SCF programme affected what existed before the programme began. Ask the group: "What do you think the impacts of the programme were?" Referring to the lists on the board, encourage the group to analyse the project's impacts. Note participants' responses by drawing arrows from the column "Assistance" toward the left to "TENSIONS/DIVISIONS" and toward the right to "CONNECTORS,". Questions might include:

- "Which dividers and tensions do you think the programme increased or worsened? How?"
- Why? Did it reduce any divisions? How? Why? What connectors did it support? Did it miss any? Did it undermine any? How? Why?"

7

Finally, look at the options for adjusting the project based on the feedback from the previous analysis. Brainstorm about options that can maximize positive effects and minimize risk, and perhaps even contribute to the local capacities for peace.

8

The key take-aways of this activity are that:

- all assistance may have negative and positive impacts on conflict even while it is doing a good job under its mandate (which the SCF programme clearly did do by building so many destroyed houses)
- it is never an entire project that has a negative impact. It is always individual elements, individual decisions taken in the course of project planning and implementation. Therefore: "assistance" must be unpackaged, disaggregated in order to understand the interaction of assistance projects with conflict.
- recognition of dividers and connectors allows us to predict where impacts might be negative and think of options to avoid this and to predict where divisions may be lessened or connectors be supported. Specifically in peacebuilding, the local capacities for peace need to be elicited and strengthened as they are assets in peacebuilding programming.

Facilitator's tips:

- In Part A, you can choose to do a general brainstorm with participants to identify possible connectors and dividers in their own context.
- Remind people that conflict environments are dynamic; thus they need to keep doing and redoing their analysis.
- If you want to focus more elaborately on the DNH framework, you can find more information on the website of CDA: <http://cdacollaborative.org/programs/do-no-harm/>
- If you combine this activity with the next activity, you can use the dividers and connectors from this activity to discuss the gender dimension.



Activity 7

Do No Harm - A gendered perspective

Purpose

To discuss how gender relations, roles and norms affect capacities to contribute to conflict transformation and peacebuilding.



Materials & preparation

Materials

- Continuum of Violence (module 1 Gender, Power and Violent Conflict)



Preparation

To do this activity effectively, participants must understand the basics of the DNH framework first. It is suggested to do activity 6 before continuing with this activity.

Instructions

- 1 Begin by stating that this activity serves to bring a gender perspective into the Do No Harm analysis we did in the previous activity. Do a short recap of what gender roles and norms are. Explain that gender relations, norms and roles determine the position of men and women in a society and that gender relations cannot be seen apart from the roles women and men have or from the societal norms that guide their behavior.
- 2 Gender relations, roles and norms influence the way men and women experience conflict and how they are able to participate in peacebuilding. Moreover, men and women play various roles in a conflict: they can be forces that support war or peace. These roles can also change over time. The Do No Harm framework can be used to address gender interactions in conflict situations, and in turn gender relations, roles and norms affect Dividers and Connectors.
- 3 Explain that applying gender analysis can help to identify special opportunities to avoid worsening dividers and to support and strengthen connectors. Use the example of women's groups to illustrate this. Are they dividers or connectors? In some instances, women join together to reach across group boundaries around a common concern or enterprise. In these cases, these women's groups and the activities in which they engage represent connectors.
 - a. A hostel initiated by Tutsi and Hutu widows in Rwanda.
 - b. In post-war Tajikistan, the promotion of carpet weaving and wool production in two formerly warring villages in which women undertook these linked enterprises and created interdependency.
- 4 Alternatively, women may organize among "their own" group to pursue their interests. Very often, in these cases, women's groups represent or reinforce dividers.
 - a. Credit groups centred in neighbourhoods representing only one side of a conflict.
 - b. Rebuilding focused on "those who suffered the most" who, it happens because of the conduct of the war, represent one side.

5 Similarly, programs focused on young males (whose gender roles mean that they are more likely to be former soldiers or easy “draftees”) can mitigate divisions and tensions or exacerbate them. Identification of the roles of men can help aid workers target where programs should focus on their roles in order to reduce divisions/strengthen connectors.

6 Now, have a look again at the connectors and dividers that were identified in activity 6. In small groups, let the participants brainstorm using the case study how gender affects the connectors and dividers. They could think of questions like:

- a. What were the roles of women and men in the society?
- b. Were their roles different in the war?
- c. How did the programs target men and women in their programs?
- d. How did this affect the connectors? How did this affect the dividers?

7 The key take-away is that gender roles and norms have an impact on dividers and connectors, and this should inform the design and implementation (peacebuilding) activities.

Facilitator’s tips:

If the DNH framework is new to participants make sure participants understand it and have gone through activity 6 before continuing with activity 7.



Activity 8

The importance of women in peacebuilding

Purpose

- To discuss various arguments for including women in the different components of peacebuilding
- To enable participants to make the case for including women in peacebuilding activities



Materials

- Flipchart
- Markers
- Copies of Participant Workbook - The Importance of Women in Peacebuilding



Instructions

- 1 Start this activity by repeating that the idea that women should be involved in peacebuilding is gaining wider recognition. This session begins to explore the many reasons why women need to be involved in peacebuilding.
- 2 Ask participants to share why they believe women should or should not be involved in peacebuilding. List the answers on a flipchart.
- 3 Provide some statistics on the current status of women in peace and security²:
 - From 1992 to 2011, fewer than 4 per cent of signatories to peace agreements and less than 10 per cent of negotiators at peace tables were women.
 - Out of 585 peace agreements from 1990 to 2010, only 92 contained any references to women.
 - Since 2000, women have made up, on average, 25 per cent of commissioners in truth and reconciliation commissions.
 - One in four households of all Syrian refugee families in Egypt, Lebanon, Iraq and Jordan are headed by women. In Mali, more than 50 per cent of displaced families are headed by women.
- 4 Pass out the worksheet "The Importance of Women in Peacebuilding". Take turns reading the points out loud or ask for a volunteer to read all the points. After each statement, discuss the following with the participants:
 - Do you agree?
 - Recall the approaches that were distinguished in activity 3. Under which approach to peacebuilding does this argument fall? Why?
 1. Analytical approach
 2. Capacities approach
 3. Rights approach
 4. Inclusiveness approach
 - Would this be an effective argument to use in your context?
 - Would this statement be difficult to discuss with, for example family members and colleagues?

² Source <http://www.unwomen.org/en/what-we-do/peace-and-security/facts-and-figures> Accessed 2015/25/03

5

Divide the participants into small groups (3-4). Ask the participants to develop a role play in which you demonstrate a situation in which you advocate for women in peacebuilding, using some of the arguments above or make your own arguments. Try to come up with a realistic scenario that you could encounter in your professional or private life.

Have each group present their drama for the group. After each role-play, discuss:

1. The arguments that were used in favour or against women's role and leadership in peacebuilding.
2. The response to these arguments
3. The biggest challenges and successes demonstrated

6

The key take away of this activity is that in order to convey the message that it is important to include and involve women in peacebuilding, several arguments might be effective advocacy instruments, depending on the context.

Facilitator's tips:

Advocating for such social change as women's participation can be very difficult, as it challenges power structures. This activity can help participants to prepare themselves and build confidence to deal with possible hostile reactions when they advocate for women's participation in peacebuilding in an environment where this is not accepted (yet).



Activity 9

Empowering women in peacebuilding

Purpose

To help participants explore strategies for empowering women in peacebuilding and enhancing women's voice in decision making.



Materials

- Flipchart
- Markers



Instructions

- 1 Explain that this activity helps participants to think about how they can contribute to the empowerment of women in peacebuilding and decision-making in their own context.
- 2 Divide participants in small groups. Ask them to brainstorm and make a quick list of strategies on how women can be empowered based on the following questions:
 - How can women be included in peacebuilding? What are the advantages and disadvantages of including women's voices in current peacebuilding structures and processes?
 - How can we create new ways of involving women? What are the advantages and disadvantages of creating new structures and processes to support women in peacebuilding?
- 3 Setting up special "women in peacebuilding" spaces is one strategy for empowering women in peacebuilding. Discuss the advantages and disadvantages of "women-only" peacebuilding initiatives. Is it important for women to have a space where they can learn together? Are there issues that will be discussed differently (such as domestic violence and rape) because only women are at the training?

- 4 Remind participants of the activity on local capacities for peace, the importance of gender roles and norms in capacities for peace and conflict. Gender roles, relations and norms have an impact on the range of options for including women in peacebuilding activities. Nevertheless, these roles can also change over time (often referred to as gender transformation) which can create new opportunities for enhancing women's voice in decision making.

Facilitator's tips:

Peace clubs constitute a good example of a new mechanism of local conflict resolution that includes women in peace and security. In the peace clubs women play an active role in mediation and resolution of community conflicts. More examples can be found in the Peacebuilding Toolkit that was developed by CARE Nederland in 2013: <http://www.carenederland.org/content/uploads/2014/09/PeaceBuildingToolbox-Final.pdf>



Activity 10

Men's role in gender just peace

Purpose

- To illustrate the importance of masculinities in relation to conflict and peace
- To engage in a discussion about how men can contribute to gender just peace



Materials

- Flipchart
- Markers



Instructions

- 1 Start with explaining that this activity aims to explore the ways in which men can play a role in promoting inclusive peace and gender equality.
- 2 Remind participants that when we are talking about gender, we are always talking about women, girls, men and boys. Therefore, in our gender analysis all these groups and the dynamic between them should be included. In this exercise we want to look in particular at the role of men in conflict and in peacebuilding.
- 3 Explain that many activities in this module on gender and peacebuilding focus on the role of women, since they have been marginalized in many peace and security processes. However, in order to create sustainable peace we must also understand men's roles in the process. This means viewing them not only as perpetrators of violence or leaders of peace processes, but also recognize them as victims and witnesses of violence and as agents of change in conflict and post-conflict societies.
- 4 Ask participants what factors may drive men to participate in conflict. Write down the examples given by the participants. They may include: economic frustration, unemployment, sense of belonging, lack of social status, early exposure to violence, peer-pressure, cultural norms, and militarization..
- 5 Emphasize that research has provided no evidence of a direct biological link between violent behavior and being a man. It is the social environment, norms and structures that shape men's identities and create expectations of behavior that includes violence. Discuss with the group which expectations of men in the participants' societies contribute to the image of a violent male as the ideal man?
- 6 State that humanitarian crises and violent conflicts have an impact on gender roles as a result of changes in socioeconomic, political and security conditions. Traditional roles of men and women may change as a result of conflict. Ask participants if they can think of examples in which this was the case. What were the new roles for women and men? How did it influence the relations between them?
- 7 State that conflict influences men's identities. For example:
 - Gangs and armed groups may present a version of manhood that is hyper-violent and glorifies the use of violence against other people
 - Conflict can make it even more difficult to fulfill men's socially prescribed roles as economic providers and protectors.

8 Explain that men may face loss of identity and experience difficulty in navigating shifting gender norms as a result of conflict. Ask the participants to discuss in small groups what difficulties the following groups could experience with regard to their identity in a post-conflict situation. Think about contributing factors such as the internalization/normalization of violence, experiences of violence and SGBV, physical and mental health, lack of economic opportunities/alternatives, loss of status etc.

- Ex-combatants
- Refugees
- Child-soldiers or forcefully recruited rebels
- Single parent households

9 Ask each group to highlight the main points of their discussion. Are there any similarities/differences between the groups?

10 Discuss how we can engage men in addressing issues of masculinities and violence in a post-conflict recovery program. What kind of activities would help to discuss violent masculinities and develop alternative masculinities?

The following list of activities can be discussed as examples:

- Engage men both as active participants in the response and in prevention components of emergency response systems that address sexual and gender-based violence in post-conflict settings.
- Provide psychosocial and mental health support to men affected by conflict as victims (both primary and secondary) and as witnesses. This should include development of positive coping mechanisms and treatment for alcohol and substance abuse where necessary. This process should focus on building the local capacity of mental health and trauma support specialists.
- Help men - both ex-combatants and civilians - to construct healthy, non-violent, and gender-equitable post-conflict identities. In particular, explore how men can be engaged in identity-based campaigns and processes that use community activism and the media to promote nonviolent male identities and a sense of connection to new social networks based on nonviolence.

- Engage male partners in women's economic empowerment programs, including education for men and boys on gender equality, sharing of caregiving and household tasks, gender-based violence prevention, and economic cooperation in the household. Where appropriate, implement economic development programs directed toward men that incorporate the same messages. Such programs could include job training or skill building classes or low-paying jobs that allow men to contribute financially to their families and communities.
- Promote men's involvement as mentors or equitable, nonviolent, and involved fathers and caregivers that will contribute to intergenerational transfer of positive norms.³

11 The key take-away is that in post-conflict settings men might face the loss of their sense of identity or have acquired a violent identity that constitute danger to others. In the recovery process, it is important that violent masculinities and the gender norms that promote them are addressed and that men receive support to find other ways to express their gender identity.

Facilitator's tips:

- If you feel that it is useful to explore the social expectations and the role of men more in depth with your participants, consider including activity 4 on masculinities from Module 1: Gender, Power and Violent Conflict in your training as well.
- For more insights into how gender roles can change as a result of conflict, please see activity 13 on shifting gender roles in conflict from Module 1: Gender, Power and Violent Conflict.

³ Examples taken from Vess, J. et al. (2013) *The other side of Gender: Men as Agents of Change*. USIP publication



Activity 11

Gender analysis of security and justice provision

Purpose

- To help participants understand the gender dimension of security and justice provision
- To identify the different actors involved in security and justice provision (formal and informal) for women, girls, men and boys



Materials

- Flipchart
- Markers
- Copies of Participant Workbook – Gender analysis of security and justice provision



Instructions

- 1 Begin with the remark that women and men have different security needs, priorities and access to resources and assets, because of gender relations, roles and norms. Also, emphasize that there are different actors involved in providing security and justice to people in society. In order to understand the gendered nature of security provision, it is important to be aware of the complexity of security and the different actors involved⁴.
- 2 Ask participants what security service provision is and who can be described as a “provider” of security? Write down the answers. Afterwards give people the definition often used: *“all state and non-state institutions and other entities with a role in ensuring the security of the state and its people”*.
- 3 Remind participants that in many countries formal government structures are weak so others play a role in security provision as well. Examples of both state and non-state actors are:
 - Formal security providers: police, military, intelligence services, international peace keeping missions etc.
 - Informal security providers: liberation armies, militias, private body-guard units, etc.
 - Formal justice providers: justice ministries, prisons, criminal investigation and prosecution services, the judiciary, etc.
 - Informal justice providers: religious and traditional leaders, community peace structures, NGOs, etc.
- 4 Emphasize that it is important to identify to different actors involved in the context where we work, also from a gender perspective and to understand how they view women’s and men’s protection and decision making .
- 5 Now, repeat that women, men, boys and girls can also have different priorities when it comes to security and justice. This is often called “gendered” security needs or priorities, and these different needs and priorities are a result of different gender roles women and men can have in society.
- 6 Split participants into small groups and ask each group to select a reporter who will report to the large group at the end of the session. Assign one of the following themes to the groups (depending on the context):
 1. Access to justice
 2. Physical security provision (in public and private domain)
 3. Mobility (ability to move around freely)
 4. Political participation and decision- making
 Assign each group with a specific gender-focus on women and girls OR men and boys. Hand out the copies from the Participant Workbook.

⁴ See also activity 5 in Module 1: Defining security on human security.

7

Give the group the following questions to discuss:

- Which issues of security can be identified under this theme?
- Which actors play a role/play less of a role?
- What can be done to improve the service for women, girls, or men and boys and strengthen their voices in security provision?
- How does gender play a role in the dynamic of security provision?

8

When the lists are finished, ask each reporter to present the chart to the rest of the group. Then reflect with the whole group:

- What did you learn from the exercise?
- Is there anything that surprised you?
- What are the consequences of not providing gender-responsive security and justice?
- Identify one new thing you have learned from this activity.
- Identify one area in your own work that you can modify from what you have learnt today.

9

The key take-away is that security provision has gender implications. Looking at security provision with a gender perspective is important in order to see how women and men have different access to and a different voice in security service provision.

Facilitator's tips:

- Depending on the focus of your training, you could consider combining this exercise with activity 5 Defining security, on human security from Module 1: Gender, Power and Violent Conflict.
- If you do not have time to do a longer exercise, you can do this exercise as an organized brainstorm.



Activity 12

Promoting women's voice and inclusive participation in your context

Purpose

- To explore strategies for supporting women's increased voice in processes of peace and security
- To examine how to engage men in supporting women's voice and decision making in peace and security



Materials

- Flipchart
- Markers



Instructions

1 Explain that this activity helps participants to make a context-specific strategy on how they can engage women and men more equally in processes of peace and security.

2 Explain that the strategy consists of three parts:

- 1.** Identifying context-specific constraints to women's participation
- 2.** Solutions to minimize these constraints
- 3.** Activities required to reach solutions at 3 levels:
 - a. Roles (agency)
 - b. Relations
 - c. Norms and structures

3 Step 1: In order to identify how women's participation in peace and security can be promoted, we first need to identify the current constraints. Divide the group into smaller groups (region/country specific) and let them discuss if they can think of specific circumstances in their own context that hinder women's participation. Give them 10 minutes to identify these constraints and let them write them down on a flip-chart paper. They can think of examples like:

- Women have no time to participate in meetings or workshops because of their household duties
- Women lack education
- Women do not recognize the value of their contribution to peacebuilding
- Women are not allowed to speak in public/in front of men
- Cultural and social norms do not allow women to be leaders
- Etc.

Emphasize that most of the constraints are the result of gender roles, norms and relations which have an impact on people's opportunities to voice concerns, needs and capacities.

4 Step 2: Now let each group discuss how the constraints to women's participation can be minimized. For example, if men could contribute to doing household tasks, women would have time to engage in community activities. Again, let them write these solutions for minimizing constraints on a flipchart.

5 Step 3: Discuss for each solution what activities can be done (and by whom) to promote women's voice in decision-making on the level of individual men and women, gender relations and social structures. For example, how can communities support women's voice in decision-making? What can be done to change people's negative attitudes – both women's and men's – towards women's leadership? How can men be convinced to help with household tasks?

6 Ask each group of participants to briefly present the strategy they have come up with to promote women's participation in leadership in local governance.

7 The key take-away is that the strategy produced in this activity helps to gain insight in context-specific challenges and identify possible solutions for including women in matters of peace and security.



Activity 13

Women's political participation and quota⁵

Purpose



- To discuss and understand the issues related to women's participation in the political domain
- To discuss the advantages and disadvantages of quota systems

Materials



- Flipchart
- Markers
- Copies of Participant Workbook - Case studies quota systems

Instructions

- 1 Explain that in this activity we will discuss women's participation in the political domain and their (in) ability to express their voices. Emphasize that when we talk about expressing voice, we do not only talk about political participation, but also about exercising voice in the private and social domain.
- 2 Draw a triangle on a flipchart paper, and explain that it represents the levels on which people are able to express their voice in the political domain. Divide the triangle in three layers. The lowest layer represents the local level politics, and the highest layer is the (inter)national level. The middle layer includes everything in between (provincial, municipal etc.).
- 3 Ask the participants to give examples of ways in which people can exercise their political voice at each level. Examples could range from: participatory decision-making, media, political parties, elections, parliaments, protests, public fora. Discuss to what extent men and women are involved in expressing their voices at each level.
- 4 Mention that in general, women are under-represented in the public decision-making domain. Ask participants if this is also the case in their own context. Ask participants for examples of how women are involved in politics in their own context?
- 5 Brainstorm with the group about why it would be important to include women's voices at all levels of decision making and in the political domain.
- 6 Ask participants if they know in which country women make up the largest percentage of parliament worldwide? If none of the participants knows the answer, share that it is Rwanda (63,8% in 2013). Ask participants if they have ideas why this could be the case? Answers might include: cultural practice, demographic factors or programs from the government. Explain that, next to the fact that women constitute a large majority of the population (partly as a result of the genocide of 1994), constitutional quota that reserves seats for women are a major factor.

⁵ Adapted from UNHABITAT (2008) *Gender in Local Government – A Sourcebook for Trainers*

7 Explain that in some countries quota systems have been put in place to enhance women's participant in government. If participants are from or work in a country which has a quota system in place, ask one of them to prepare a presentation of the quota system and its requirements and present it to the group.

8 If no one is familiar with a quota system, you can take one of the case studies (India and Rwanda) in the Participant Workbook. You can choose to split the group up in smaller groups and let them discuss the case study. In groups, ask participants to identify and write down the main benefits and disadvantages of a quota system. Give them 20 minutes to read the case and discuss.

9 In plenary, ask each group to present their findings and discuss the pros and cons of a quota system. Ask whether participants think it would be a useful system in their own context? Why or why not? What should be the goal of a quota? To what extent can quotas contribute to gender equality?

10 The key-take away from this activity is that quotas can be an instrument to increase women's participation, but that it should not be seen as a magic bullet or a quick fix to inequalities.

Facilitator's tips:

In order to investigate if there are any gendered ideas on quota systems, you could divide participants into same-sex groups whilst discussing the case study.



Activity 14

Leadership qualities

Purpose

- To identify the desirable qualities of formal and informal leaders
- To understand that leadership qualities are not determined by gender identity



Materials

- Flipchart
- Markers



Instructions

- 1 Start the exercise by handing out three cards per participant and ask them to write on each card one or two words in large letters the qualities required to be a leader. Give the group 2 minutes.
- 2 Hand out another round of 3 cards each and ask participants to identify the characteristics of poor leadership.
- 3 After both rounds, request participants to post their cards on the wall. Organise the cards so that you get "groups" of similar qualities and characteristics. Discuss the outcomes with the group. Does the majority agree with these qualifications? Which ones are seen as most important?
- 4 After a brief discussion, now switch to leadership skills of women and men. Ask the group whether these characteristics are more common among women or men. Alternatively, ask questions about qualities that are specifically identified as male characteristics. What makes these qualities "masculine"? Make sure that at least the following points are discussed:
 - Leadership skills can be learned by people; no one is a natural born leader
 - Which leadership skills are most important and most appreciated will depend on the context. In peacebuilding other skills might have priority then in government
 - At CARE, we see examples of both women and men who take on leadership roles, who are successful and inspiring.
 - Whether or not people get the opportunity to become successful as a leader, depends very much on the opportunities they receive.

- 5 Lead the discussion to the level of the communities where CARE works. Divide participants into small groups and ask them to discuss the questions below (10-15 min). Ask them to appoint a reporter who will report back to plenary:
- What do community members expect from their local leaders?
 - How can communities contribute to good leadership? What role can they play?
 - What are the problems associated with leadership?

- 6 Reconvene the groups and ask each reporter to report back on their sessions in plenary.

- 7 After the presentations, now turn attention to the question what hinders women's leadership. Ask the participants how they feel these constraints can be minimized? Make sure that in the discussion the following is discussed:
- The various and gender-specific responsibilities of women in the home
 - How the sharing of the household tasks by men can give women time to take part in decision making

- 8 Ask participants for suggestions how communities can support women's participation in leadership and governance at the local level? What can be done to change people's negative attitudes – both women's and men's – towards women in leadership? Encourage the group to identify strategies to promote women in leadership in local government.

Facilitator's tips:

- You could do the same exercise as a group brainstorm and make a list on flip-chart paper per group.
- The facilitator could collect the cards and cluster them on the wall with the assistance of the participants.



Activity 15

Effective communication skills for peacebuilding⁶

Purpose

- To learn how to listen actively and encourage others to speak
- To learn how to listen in a way so that others will feel listened to



Materials

- Flipchart
- Markers
- Copies of Participant Workbook - Effective communication

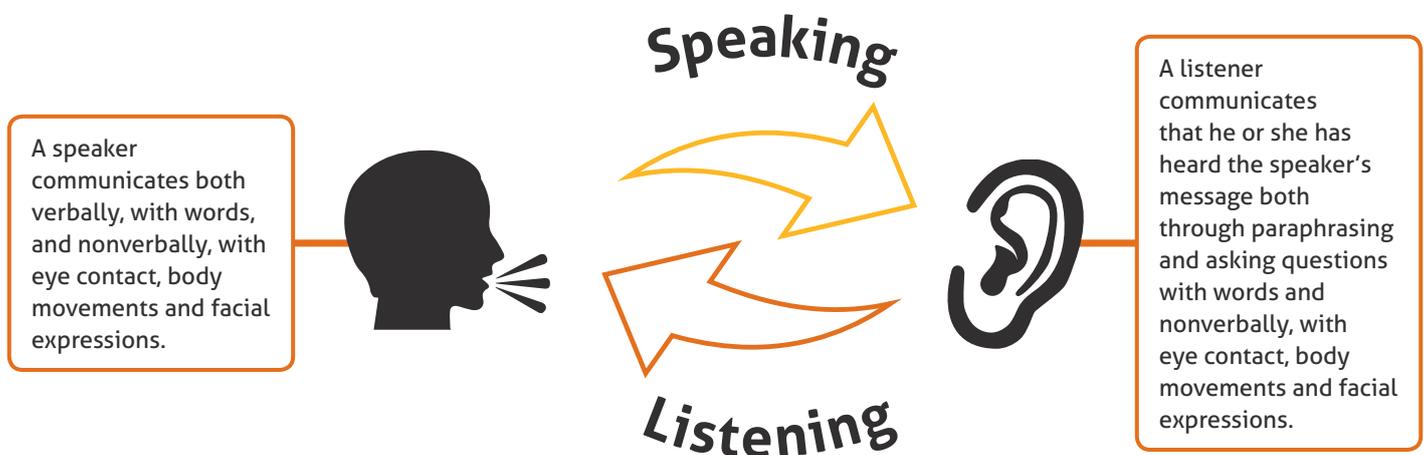


Instructions

1 Explain that effective communication is essential in peacebuilding. Sometimes people speak negatively to each other and are unable to listen to people with different experiences or viewpoints. The skills in this exercise help to improve communication skills. We communicate with family members, friends, neighbours, and work colleagues every day. The ways we listen and speak to each other affects their relationships we have with each other. Communication involves sending and receiving messages.

2 Draw the speaking-listening diagram with the text boxes on a flipchart paper to show this process.

3 Explain that people send messages or “speak” both verbally through the tone of our voice and the words that we choose, and nonverbally through the ways we hold our bodies, the direction of our eyes and the expressions on our face. People receive messages or “listen” both verbally and nonverbally. Research shows that people communicate much more in nonverbal ways than with words. This means that we must pay special attention to the messages we send to others through our facial expressions, body posture, and eye movements.



⁶ Adapted from Schirch, L. (2004) *Women in Peacebuilding Resource and Training Manual*

ACTIVE LISTENING – 15 MIN

- 1 Explain the first aspect of effective communication: active listening. Listening is a skill. Few people listen well. Active listening is a way of helping people feel they are heard when they are speaking. When people feel heard, they are less likely to repeat themselves, yell or shout, or be angry. Active listening includes the following skills:
 - a. Paraphrasing or summarizing the emotion and content of the speaker's message to you.
 - b. Asking people to say more about their experiences or feelings in a way that shows interest.
 - c. Affirming a person when you agree with what they are saying.
- 2 In the large group, ask participants to form pairs. Explain that we are going to identify "bad" and "good" listening skills through drama. Ask one person to talk about what they did this morning while the other person dramatizes what BAD listening looks like. Ask participants to nonverbally communicate boredom and disrespect for the other person. (Some will turn their backs; others will close their eyes or give a blank look.) Next, ask participants to show how they would communicate interest and enthusiasm in the workshop.
- 3 In the large group, ask participants to make observations about what it felt like to be talking while someone wasn't listening. Then ask what it felt like to have someone practice good listening.
- 4 Ask the group to list the characteristics of good and bad listening. Make two separate lists at the front of the room. Point out the important role of nonverbal behavior in the listening process.

PARAPHRASING – 20 MIN

- 1 Explain the second aspect of effective communication: paraphrasing. Paraphrasing is a way of acknowledging that you hear what someone said and checking to make sure you and others understand the message by giving them a short summary of what they have said. You can paraphrase someone's message by:
 - a. Reflecting the emotion of their message. "You are feeling angry..."
 - b. Reflecting the content of their message or their concerns. Try to "reframe" their positions into needs. For example: "You feel angry that your family has abandoned you in a time when you need them the most."
 - c. A paraphrase contains no hint of judgment or evaluation. It only communicates that you understand the other person's perception. For example: "If I understand you correctly, your perspective is that women should stay in the home and not be allowed to go into town by themselves."
- 2 Discuss examples from the Participant Workbook in plenary.
- 3 In pairs, ask people to take turns learning and practicing the art of paraphrasing. One person in the pair should talk for 5 minutes about the most challenging experience they had in the last week. Ask the second person in the pair to paraphrase and use active listening skills.
- 4 After 5 minutes, give the pairs a chance to debrief. In which pairs did the speakers feel heard? What worked well and what did not work? After debriefing, the pairs should switch roles and repeat the process.

Facilitator's tips:

Throughout the workshop you can emphasize good examples of active listening and paraphrasing as participants engage with each other. Reinforce positive ones! Be watchful of negative ones as well.



Activity 16

Mediation skills for peacebuilding ⁷

Purpose

- To understand the concept of mediation
- To learn the steps of mediation
- To practice the skills of mediation



Materials

- Flipchart
- Markers
- Copies of hand-out "Mediation skills"
- Copies of briefing pages for role play (make sure you have copies of both roles!)



Instructions

1 Explain that this is another skills exercise to practice mediation. Ask the group to define the word mediation. Mediation is a process for handling conflict with the help of an impartial facilitator who leads a process where people have control of addressing their own needs. Mediation is not a new idea; it is a very old way of handling conflict. Mediation is not a Western idea, it is a practice handed down to us from our ancestors from all different faiths and ethnicities.

2 Emphasize that many women already have experience playing a mediating role in their families. For example, a mother might mediate between her children and make sure that each child behaves respectfully to the others.

3 Describe the mediator's role. A mediator is more of a facilitator than a judge. Mediators guide people through a process where they can express their needs and share their experiences, listen to others, and develop solutions that everyone can live with. Mediators need a wide variety of skills. These include the skills of good communication, dialogue, and negotiation, including active listening and paraphrasing practiced in the previous activity. It is also important to:

- **Identify positions, interests and needs:** In a conflict, positions are opinions and demands the conflict parties express openly. Positions can be very specific and often stand in stark contrast to the positions of the opposite side. Behind every position is an interest. Interests describe what we really want to achieve in a conflict, they are the reason "why" we take a certain position. Behind every interest is a need. Generally, all major conflicts involve basic human needs, things that are necessary for their physical and emotional survival.

⁷ Adapted from Schirch, L. (2004) *Women in Peacebuilding Resource and Training Manual*

- **Reframe or “laundering” unhelpful language:** Make people change their tone, wording or meaning by questioning their underlying assumptions and challenging their beliefs, using statements like ‘Let’s look at it another way’
- **Identify common ground between the groups in questions:** This is possible when the interests and needs are uncovered, and this can create room for a change of perspective.
- **Ask questions:** Interests and needs can only be explored when you dig deeper!
- **Make sure there is an atmosphere of respect:** Opposing parties need to respect one another in order to achieve a solution.
- **Keep the good of the larger community in mind:** Guide the people or groups in conflict toward a solution that reflects the community values of democracy and human rights.

4 In pairs, ask participants to share experiences where they have been a mediator. Ask them to share what happened, what skills they used, and what happened in the mediation. Allow for a 5-10 minute discussion.

5 Go over the handout for this activity in the Participant Workbook and discuss the steps of mediation. The process of mediation is not an exact recipe to be followed. The mediation process looks different in different contexts. Yet, each step is included in some way.

6 Explain that the group is going to do a role play. Using the case study provided, divide the group into Bobonis, Ilehas, and mediators. Let each group prepare for their role by reading their briefing page from the Participant Workbook.

7 Role play the mediation. The mediators should set up the mediation as they would like to. They can decide if they want to meet individually with each side first, or if they want to bring them together. They should decide how they will divide up the roles of a mediator so that they each get a chance to practice and observe. They should decide how they want to set up the space for the mediation and invite the parties to come to it.

8 Debrief the mediation with the large group. What happened? What did the mediators do well? What were their challenges?



Activity 17

Advocacy tools for gender and peacebuilding

Purpose



- To increase understanding of what advocacy is
- To discuss existing policy links and tools for advocacy on gender and peacebuilding such as UNSCR 1325
- To explore how these can be used for advocacy purposes

Materials



- Flipchart
- Markers
- Index cards/sticky notes

Instructions

- 1 Ask participants what they think advocacy is. Write down the different answers on a flipchart. After this brief brainstorm (5-10 minutes), write down the definition used by CARE on a flipchart. This definition is: *"Advocacy is the deliberate process of influencing those who make decisions about developing, changing and implementing policies."*⁸
- 2 Check with participants if this definition is clear and if not, explain a bit more in depth. Explain that while advocating, it is important to think about:
 - a. **Who to influence:** who actually makes the decisions? This can be government but also other non-formal actors)
 - b. **What the goal is:** what do we want to change? Emphasize that advocacy can have different goals; sometimes there is no law in place (such as a GBV law on national level), in other cases there is a law but this law is not implemented, or there is a lack of funding.
 - c. **Which level you seek to influence:** advocacy can take place on different levels; international, regional, national but also on the community level.
- 3 Ask participants why they think advocacy is important. Write down the answers on a flipchart. Now share the 3 components of social change in which CARE sees advocacy as a central strategy:
 - Supporting the **empowerment of citizens**, especially of marginalised women and girls, the aim is to enable them to become active and demand their rights.
 - Advocacy is central to **making power holders more effective, accountable and responsive** to citizens living in poverty, and in particular to excluded women and girls.
 - Advocacy can help to **promote the interaction between empowered citizens and decision-makers** by expanding formal and informal spaces for dialogue and brokering relationships to ensure that the interests of poor and marginalised communities are served. This interaction needs to happen at local, national and international levels.

⁸ The CARE International Advocacy Handbook, CARE International 2014

4

Ask which policy (national or international) frameworks participants know which are relevant to gender and peacebuilding. Write down the answers on a flipchart. Key international policies you would want to list down include:

- **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)**
 - Article 7 demands that states allow women “to participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government...”
 - Article 8 calls on state parties to “take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organisations.”
- **1995 Beijing Platform for Action**
 - “The full participation [of women] in decision making, conflict prevention and resolution and all other peace initiatives [is] essential to the realization of lasting peace.”
 - Recommendation E.1 demands that states “increase the participation of women in conflict resolution at decision-making levels.”.
- **UNSCR 1325 and following resolutions**
 - These mark the most significant progress to date to make questions of gender, peace and security for, about, and relevant to women. The resolution developed a broad agenda that touches upon multiple sectors and UN institutions. With its adoption, a barrier was broken in acknowledging a link between international peace and security and the promotion of women’s rights.
 - While the resolutions remains the cornerstone to calls for support for gender equality from the international community, and for the commitment to protection and security of women and girls in conflict and post-conflict situations, it continues to face challenges of implementation.

5

Continue the exercise by stating that we will now turn our attention to advocacy approaches and activities. Explain that in most case UNSCR 1325 is used to advocate for women in peacebuilding. Write down the 5 core parts of the resolution:

- The role of women in conflict prevention
- The meaningful participation of women in all aspects of peace and security
- The protection and prevention of GBV in conflict settings
- The advancement of relief and recovery measures to address international crises through a gendered lens, taking into account the particular needs of women and girls
- Mainstreaming of gender in all peacebuilding efforts

6

Divide people in small groups and ask them to write down on sticky notes/index cards advocacy activities they can think of in relation to the core parts of UNSCR 1325. If relevant, divide participants according to their organisation/context in which they work or based on a thematic focus (15-20 min). Below you will find a list of illustrative approaches and advocacy activities. As a wrap up, ask participants to group the activities they mentioned on a wall/flip charts.

7

The key take-aways from this exercise are:

- International frameworks such as UNSCR 1325 can help us in developing an advocacy agenda on a national or local level
- UNSCR 1325 can inspire us to come up with creative ways of mobilising people and advocating for peace and security in conflict-affected situations

