ADVOCACY TRAINING MANUAL on UNSCR 1325

A user friendly tool to increase learning on how to advocate for United Nations Security Council Resolution (UNSCR) 1325.

NORWEGIAN CHURCH AID

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FOREWORD

United Nations Security Council Resolution 1325 (2000) was the first formal and legal document from the UN Security Council that requires parties in a conflict to prevent violations of women's rights, to support women's participation in peace negotiations and in post-conflict reconstruction, and to protect women and girls from sexual violence in armed conflict. It is the landmark of the Women, Peace and Security agenda. Despite wide recognition, the implementation of the resolution is far from being realised as highlighted in the UN Secretary-General commissioned Global Study on the implementation of UNSCR 1325. The UNSCR 1325 four pillars of women's participation, protection, prevention and relief and recovery are globally largely unachieved due to lack of political will.

Norwegian Church Aid wants to bring the UNSCR 1325 to the forefront of the advocacy agenda through our work with civil society. Integrating advocacy in development and humanitarian programme work ensures a stronger impact in the communities, as rights are realised through policy change. Development actors have developed awareness modules and activities to sensitize rights holders, however policies have not been changed to accommodate the UNSCR 1325 recommendations. Regarding women's participation in peace negotiations, the Global Study on UNSCR 1325 noted that "peace processes that included women as witnesses, signatories, mediators, and/or negotiators demonstrated a 20 per cent increase in the probability of a peace agreement lasting at least two years. This percentage increases over time, with a 35 per cent increase in the probability of a peace agreement lasting 15 years."[1] Hence the necessity to influence decision makers to take measures to implement the resolution.

The manual is developed by the Norwegian Church Aid's Thematic Programme on the Reduction of GBV in Conflict and Post Conflict Settings, funded by the Norwegian Ministry of Foreign Affairs. It is meant to build and reinforce advocacy capacities of civil society organisations and faith based actors to create and strengthen advocacy campaigns to demand the implementation of UNSCR 1325 at national and regional levels. The manual includes practical tools for developing and improving advocacy strategies for the implementation of UNSCR 1325.
I hope you will find the UNSCR 1325 Advocacy Training Manual useful.

Jan Olav Baarøy
Director for International Programmes

[1] Statistical analysis based on a dataset of 181 peace agreements signed between 1989 and 2011. Laurel Stone, "Quantitative Analysis of Women's Participation in Peace Processes," Annex II in "Reimagining Peacemaking: Women's Roles in Peace Processes."

INTRODUCTION

The purpose of this manual is to have a user friendly and practical tool for faith based actors to increase learning on how to advocate for United Nations Security Council Resolution (UNSCR) 1325 Women, Peace and Security agenda. This tool will mainly benefit faith based actors; mainly Norwegian Church Aid (NCA) and partners, but also other stakeholders who would like to use the manual within their own constituencies.

This manual is structured in five modules, from understanding UNSCR 1325 to building an advocacy strategy on UNSCR 1325 and monitoring the advocacy strategy, and each module is divided in sessions to be used as it fits the training goal. Sessions of the manual are built around practical exercises, tools, handouts and notes for the facilitator. The exercises are the core of the training as they will take the participants through an interactive learning process that favors understanding and ownership. The tools introduced are meant to assist the users in analyzing and understanding a context, building a well-oriented and efficient advocacy strategy and monitoring advocacy initiatives. All tools are introduced to the participants through exercises because putting them in practice is the best way to understand how to use them. Tools as well as handouts are annexed to the manual. Handouts contain either tools or essential information to be distributed to the participants to take back with them. Most of the handouts are annexed but some handouts are to be developed by the facilitator prior to the training and adapted to the audience and the purpose of the training.

The training manual on UNSCR 1325 is mainly to be used by trainers but it can also be introduced to the trainees in a "training of trainers" (ToT) purpose or as guidelines to advocate for UNSCR 1325.

The training manual is a living manual that can be updated and adapted to the global context. It will be reviewed after one year of rolling out.

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ABBREVIATIONS

CBS	Contextual Bible Studies
CS	Civil Society
CSO	Civil Society Organisation
DDR	Disarmament, Demobilization and Reintegration
GBV	Gender Based Violence
NAP	National Action Plan
NCA	Norwegian Church Aid
RAP	Regional Action Plan
SV	Sexual Violence
ToT	Training of Trainers
UN	United Nations
UNSCR	United Nations Security Council Resolution
WPS	Women, Peace and Security

HOW TO USE THE MANUAL

The following manual is a simplified tool to help you organize an advocacy training on UNSCR 1325. It is a set of modules, sessions and exercises to be picked depending on the purpose of the training.
Objectives: each module starts with "learning objectives" that should be introduced at the beginning of the module and then revisited again with the participants at the end of the module to assess their achievement. Each session starts with "specific learning objectives" which indicate the purpose and the content of the session. The learning objectives help the facilitator to decide on which modules and sessions he/she will focus the training. In order to organize an appropriate training, it is advised to assess the participants' needs prior to the meeting.

Times: indicative times are given on the beginning of each module, each session and each exercise. The given times for modules and sessions are indicative as time will fluctuate depending on the picked sessions and exercises. One can choose a module without going through all sessions, and similarly one can choose a session without going through all exercises. Once again, the training must be adapted to the purpose and the time given. Only the time allocated for the different exercises are consistent whatever the training format.

Exercises: they are the most important component of this manual. There are 32 exercises to create interaction between the participants and the facilitator and to learn in an interactive and enjoyable way. Some exercises require the facilitator to prepare in advance, these cases are indicated in the sub-section "prior to the training".
Items: each exercise lists items needed so the facilitator can come prepared.
Notes for facilitator: the training manual is punctuated with "notes for facilitator" which are tips and recommendations for the facilitator while preparing and facilitating the training.

For each training, the facilitator should prepare a "resources" handout gathering useful resources such as websites, tools, books, journals, etc. related to the content of the training for the participants.
The facilitator must adapt the training to the context, the audience and the needs. He/she can also decide to add external components to his training such as presentations, discussions and exercises if he/she judges it useful.

INTRODUCTORY SESSION

Before entering the core of the training, it is important to spend some time on an introductory session.
The participants of the workshop might not know each other yet. Therefore, it is suggested that the facilitator shortly introduces him- or herself and asks the participants to introduce themselves, saying their names, the organization they represent, their role within the organization and potential complementary information that the facilitator judges relevant.

Then, the facilitator introduces the workshop. It is advised that the facilitator asks the participants themselves to share their expectations for the training and to write them down on a large white paper sheet that will stay on the wall all along the training. Ideally, the facilitator will ask the participants to share their expectations prior to the training and build on them to prepare the training. Then, the facilitator shares the objectives of the training that he prepared on a white sheet of paper next to the previous one. Throughout the training, the facilitator can refer to the participants' expectations and the training objectives to adapt his/her facilitation.
The training can start.

MODULE 1 UNSCR 1325

This module focuses on understanding UNSCR 1325.
It is divided in 3 sessions:

- Session 1: What is UNSCR 1325?
- Session 2: UNSCR 1325 reflecting Christian teachings
- Session 3: UNSCR 1325 reflecting Islamic teachings

Learning objectives:
- Understanding UNSCR 1325 and following resolutions
- Being able to refer to and explain UNSCR 1325 and following resolutions
- Identifying the roots of UNSCR 1325 principles in religion

Time: 3h - 4h30

Note for facilitator: *throughout the training manual, UNSCR 1325 or 1325 will refer to UNSCR 1325 and following resolutions. You should also make it clear with the participants to the training.*

Session 1: Understanding The International Normative System

Specific learning objectives:
- Understanding the legal value of various international normative instruments
- Understanding the value of various women's human rights international instruments

Time: 30-45 minutes
Note for facilitator: *while a variety of international instruments to ensure women's human rights have been developed, including treaties, declarations, resolutions, etc, their legal strength and value vary. Considering the complexity of the international normative human rights system, it is necessary to take the participants through a brief overview of the various instruments available, specifically through norms related to women's rights. Only after this brief overview you will be able to discuss UNSCR 1325 with the participants.*

Through the following exercise, participants will develop and deepen their understanding of the international legal framework related to women's rights.

Exercise 1: Women' human rights international framework

Exercise 1: Women' human rights international framework

Items: flipchart, marker pen, handout 1"International normative instruments "

Time: 30-45 min.

1. Ask the participants to identify international instruments for women's rights
2. Give marker pen to the participants and ask them to write their answers on the flipchart
3. Review each instrument written down and ask the participants to give more details about the content and the legal value of the instrument
4. Distribute the handout 1 international normative instruments and read it aloud with the participants
5. Ask the participants if they want to correct the details they gave about the legal value of the instruments

Session 2: What Is UNSCR 1325?

Specific learning objectives:

- Understanding UNSCR 1325 (2000) context
- Understanding UNSCR 1325 pillars
- Understanding the complementarity of following resolutions: UNSCR 1820, 1888, 1889, 1960, 2106, 2122, 2242

Time: 1h-1h45

For more information on UNSCR 1325:

- 'Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa' online course, UN Women for Peace Operations Training Institute, 2nd edition 2014
- UNSCR 1325 and following resolutions, other relevant UN documents: http://www. securitycouncilreport.org/un-documents/women-peace-and-security/

The following exercise draws the context which prepared the adoption of UNSCR 1325 in 2000.

Exercise 2: Understanding the context of UNSCR 1325

Items: blue-tack, board, marker pen, handout 2 "Development of WPS agenda"
Time: 45-60 min.

Prior to the training:

1. Write on single cards each policy, treaty or event that is in the handout 2 "Development of WPS agenda" without the date and the description. Write on separate single cards each corresponding date.
2. Prepare a chronology with the cards with dates on the wall.

During the training:

1. Distribute the cards to the participants (depending on how many participants are attending, distribute one card per person or per group of persons).
2. Ask the participants one by one to read their card aloud.
3. Ask the participants to place the cards on the board in a chronological order and to describe in a few words what it is.

4. Review and correct the chronological order with the participants, explaining the new aspects of Women, Peace and Security brought by each treaty, policy or event.

5. Distribute the handout and read it with the participants. Answer potential questions.

The following exercise will take the participants through the different aspects of UNSCR 1325 and following resolutions.

Exercise 3: What are UNSCR 1325 and following resolutions?

Items: Handout 3 "UNSCR 1325 & following resolutions – long version" or handout 4 "UNSCR 1325 & following resolutions – short version", flipchart, marker pen

Time: 15-45 min.

1. Write "what is UNSCR 1325" on a white sheet of paper.
2. Ask the participants to give key words or group of words.
3. Write all propositions without discussion.
4. Highlight relevant key words or group of words.
5. Distribute one of the handouts "UNSCR 1325 & following resolutions" – long or short version depending on how much details you want to give to the participants – and answer potential questions.

Session 3: Unscr 1325 Reflecting Christian Teachings

This session was developed by Rev. Dr. Lydia Mwaniki (Ph.D), Director of Theology, Family Life and Gender Justice Department in All Africa Conference of Churches.

Specific learning objectives:
- Identifying similarities between bible teachings and UNSCR 1325 principles
- Being able to relate faith to UNSCR 1325

Time: 1 hour
Note to facilitator: *UNSCR 1325 reflects Christian teachings. The Bible contains numerous Scriptures that serve as biblical basis for gender justice, women's participation in leadership and decision-making forums, prevention and protection of women from GBV. Faith actors can use these passages as advocacy tools for UNSCR 1325. However, the facilitator needs to know that although there are several biblical passages that promote gender justice, there are others that teach that women are inferior to men. These texts especially in the New Testament were born in their own contexts of the*

Jewish, Greek and Roman cultures, where female was not equal to male. Examples are: 1 Corinthians 11:3, 7; 1 Corinthians 14: 34-35; 1 Timothy 2:11-12; and Ephesians 5: 22-24 among others. Jesus in his ministry broke these social and cultural barriers in his endeavor to create a community of equals. However, unfortunately, these texts that create gender inequality are the ones that are mostly used to discriminate against women in Christian circles, more than the liberating passages. In this session, we are interested in texts that promote gender justice which reflect the egalitarian spirit of UNSCR 1325.

Through the following exercise, the participants will be introduced to religious texts that either promote gender equality, women's participation or protection from GBV.

Exercise 4: Emphasizing Biblical religious texts promoting gender justice

Items: Bible (optional), handout 5 "Biblical texts promoting gender equality", handout 6 "Biblical texts promoting participation of women in power structures" and handout 7 "Biblical texts that protect women from GBV."

Time: 60 min.

The facilitator can decide to go through one text for each theme or to focus on one or two themes only according the audience and the time. He/she can also decide to distribute the handouts to all the participants or not.

1. Identify one biblical text that promote gender equality and read it with the participants. Reflect on the text with the participants. Examples of texts that promote gender equality can be found in handout "Biblical texts promoting gender equality."

2. Identify one biblical text and/or characters from the Bible that promote women's participation in power structures and reflect on it with the participants. Examples can be found in handout "Biblical text promoting participation of women in power structures."

3. Identify one passage from the Bible that protect women from GBV and explain it to the participants. Examples can be found in handout (Biblical texts that protect women from GBV."

4. Allow discussion time with the participants. However, facilitate the discussion so the participants stick to the topic, respect each other and let each other talk. Bear in mind that this kind of exercise can create a lot of discussions, you must be able to temper the participants.

5. Ask the participants if they know one or several other texts in the Bible promoting gender equality, women's participation and/or protecting women from GBV and if they would like to share them with the group.

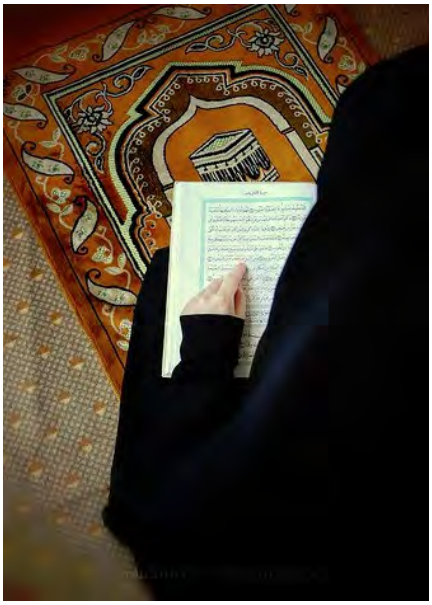
Other resources relating gender equality, women's participation and protection from GBV to Christian faith:
- Tamar Campaign
- Created in God's Image

Session 4: Unscr 1325 Reflecting Islamic Teachings

This session was developed by Abukar Haji Aden and Ahmednaji Bashir Mohamed in consultation with Islamic religious scholars.

Specific learning objectives:
- Identifying similarities between Quran teachings and UNSCR 1325 principles
- Being able to relate faith to UNSCR 1325

Time: 1 hour
Note to facilitator: *UNSCR 1325 reflects Islamic teachings. The Quran contains numerous Surah that serve as Islamic basis for gender justice, women's participation in leadership and decision-making forums, prevention and protection of women from GBV. Many Hadiths also contribute and promote gender justice. Faith actors can use these passages as advocacy tools for UNSCR 1325.*



Through the following exercise, the participants will be introduced to religious passages that either promote gender equality, women's participation or protection from GBV.

Exercise 5: Emphasizing Islamic religious texts promoting gender justice

Items: Quran (optional), handout 8 "Islamic texts promoting gender equality", handout 9 "Islamic texts promoting participation of women in power structures" and handout 10 "Islamic texts protecting women from GBV."

Time: 60 min.
The facilitator can decide to go through one text/story for each theme or to focus on one or two themes only according the audience and the time. He/she can also decide to distribute the handouts to all the participants or not.

1. Identify one Islamic text that promote gender equality and read it with the participants. Examples of texts that promote gender equality can be found in handout "Islamic texts promoting gender equality."

2. Identify one Islamic text and/or one character from Islamic history that promote participation of women in power structures. Examples can be found in handout "Islamic texts promoting participation of women in power structures."

3. Identify one Islamic text that protect women from GBV. Examples can be found in handout "Islmamic texts protecting women from GBV."

4. Depending on the audience, you can decide to read the texts/stories that you identified or from handouts with the participants or you can decide to let the participants identify and share texts/stories that promote gender equality, women's participation or protect women from GBV with the rest of the group first.

5. Allow discussion time with the participants. Facilitate the discussion so the participants stick to the topic, respect each other and let each other talk. Bear in mind that this kind of exercise can create a lot of discussions; you must be able to temper the participants.

At the end of the module, review the general learning objectives with the participants and allow a discussion time to ensure that they are complete.

MODULE 2
ADVOCATING FOR UNSCR 1325

This module focuses on understanding advocacy in general and advocacy related to UNSCR 1325 specifically. It is suggested to divide this module in 2 sessions:

Session 1: What is advocacy?
Session 2: Why advocating for UNSCR 1325?

Learning objectives:
- Share a common understanding of advocacy
- Understanding the necessity to advocate for UNSCR 1325
- Building capacities to advocate for UNSCR 1325

Time: 2 – 3 hours

Session 1: What Is Advocacy?

Specific learning objectives:
- Sharing a common understanding of advocacy
- Understanding "change of policy" and implementation/practice as the final goal of advocacy
- Understanding the multi-level structure of advocacy
- Understanding the importance of linking the different levels of advocacy

Time: 1h – 1h15
Note for facilitator: *The perception of advocacy can vary from one participant to another and all participants may have more or less knowledge about what advocacy is. Despite the many definitions, it is important that all the participants share a common understanding of advocacy, especially if the participants are developing a common advocacy strategy.*

Exercise 6: What is Advocacy?

Items: flipchart, marker pen

Time: 15 min.

1. Write "Advocacy" on a flipchart.
2. Ask participants to share words that come to mind when they think of advocacy.
3. Write all responses on the flipchart without discussion.
4. Identify and highlight key words or group of words related to the definition that you planned to share with the participants.
5. Share the definition of advocacy you chose.

> Advocacy is a process to bring about change in the policies, laws and practices of influential individuals, groups and institutions.
>
> NCA Advocacy Handbook

COMMUNITY MOBILIZATION AND CHANGE OF POLICY

Note for facilitator: *Advocacy is always about seeking change and we need to distinguish between advocacy activities and advocacy goals. Many do not make the difference between community mobilization and advocacy. It is important to stress change of policy or law as the final goal of advocacy. Capacity building and community mobilization, including awareness raising, sensitization and information sharing, among other things, are important tools when used strategically. They can be used to equip rights holders and move public opinion, which can again change political decisions, transform harmful cultural practices or other structural injustices. However, they are not goals in themselves.*

The following exercise will help the participants to understand the difference between community mobilization and change of policy, and to question the goal of their advocacy activities – change of policy or not?

Exercise 7: From community mobilization to change of policy

Items: projector, white or black board, pen

Time: 45-60 min.

This exercise will be achieved with the help of the below tool 1 "Reflecting on peace practice".

1. Project the tool as presented below without explanations and ask the participants to fill the boxes with the advocacy activities related to 1325 developed by their programmes/organizations.

2. After 15 min reflection, ask a volunteer to present his/her work.

3. Help the participants to debrief on the presentation. It is expected that the down boxes related to the "socio political level" will be poorly filled.

4. Explain the tool and how to use it to ensure that advocacy initiatives are effective.

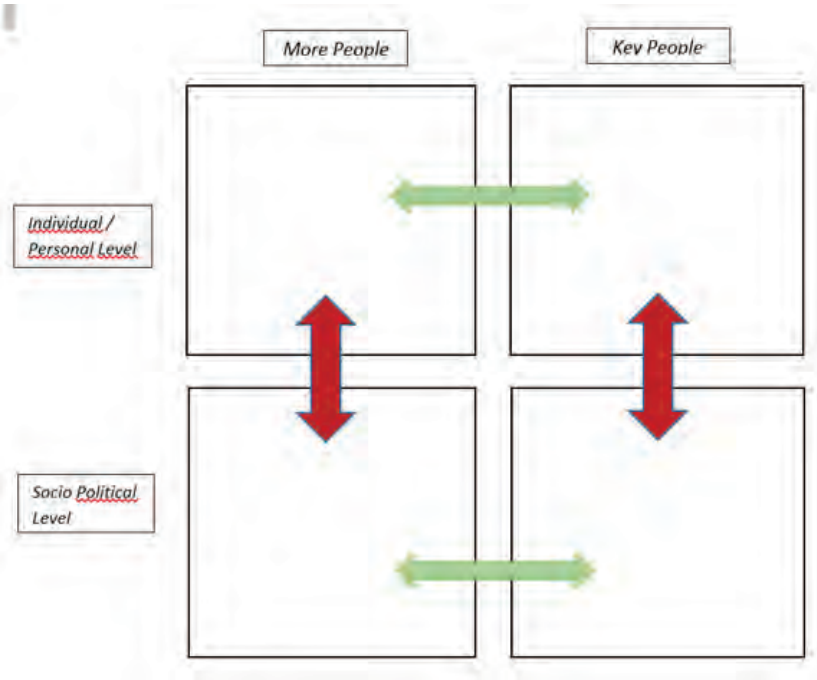
TOOL 1: REFLECTING ON PEACE PRACTICES

How to use the tool?

1. A good advocacy initiative should have activities in all boxes, especially in the "socio-political boxes".
2. Read carefully the explanation of More people, Key people, Individual/personal level and Socio-political level.
3. Activities should be placed in the tool according what changes they are aiming at and who they are targeting. Four combinations are possible:

a. More people and individual level: the activity aims at changing beliefs, behaviours and attitudes and targets large numbers of people
b. Key people and individual level: the activity aims at changing beliefs, behaviours and attitudes and targets people deemed critical to the issue
c. More people and socio-political level: the activity aims at changing policies and/or institutions and targets large number of people, e.g. targeting vote behaviour, organizing petitions, conferences on the political aspect of the issue, etc.
d. Key people and socio-political level: the activity aims at changing policies and/or institutions and targets people deemed critical to the issue, e.g. lobbying for a concrete policy initiative, side event to an international hearing process, policy documents to disseminate among key decision makers, etc.

4. The arrows symbolize the interactions and links between the different boxes, therefore between the different advocacy activities.
5. The Reflecting on peace practices tool helps analysing the relevance of advocacy activities.



Notes:

More people approaches aim to engage large numbers of people in actions.

Key people approaches focus on involving particular people, or groups of people, deemed critical to the issue targeted.

Individual/Personal level seek to change the attitudes, values, perceptions or circumstances of individuals on the belief that women's rights and women's participation are possible only if the hearts, minds and behaviour of individuals are changed.

Socio-political level pursues socio-political or institutional changes. Such activities aim to support the creation or reform of institutions that address women's rights and participation.

THE DIFFERENT LEVELS OF ADVOCACY

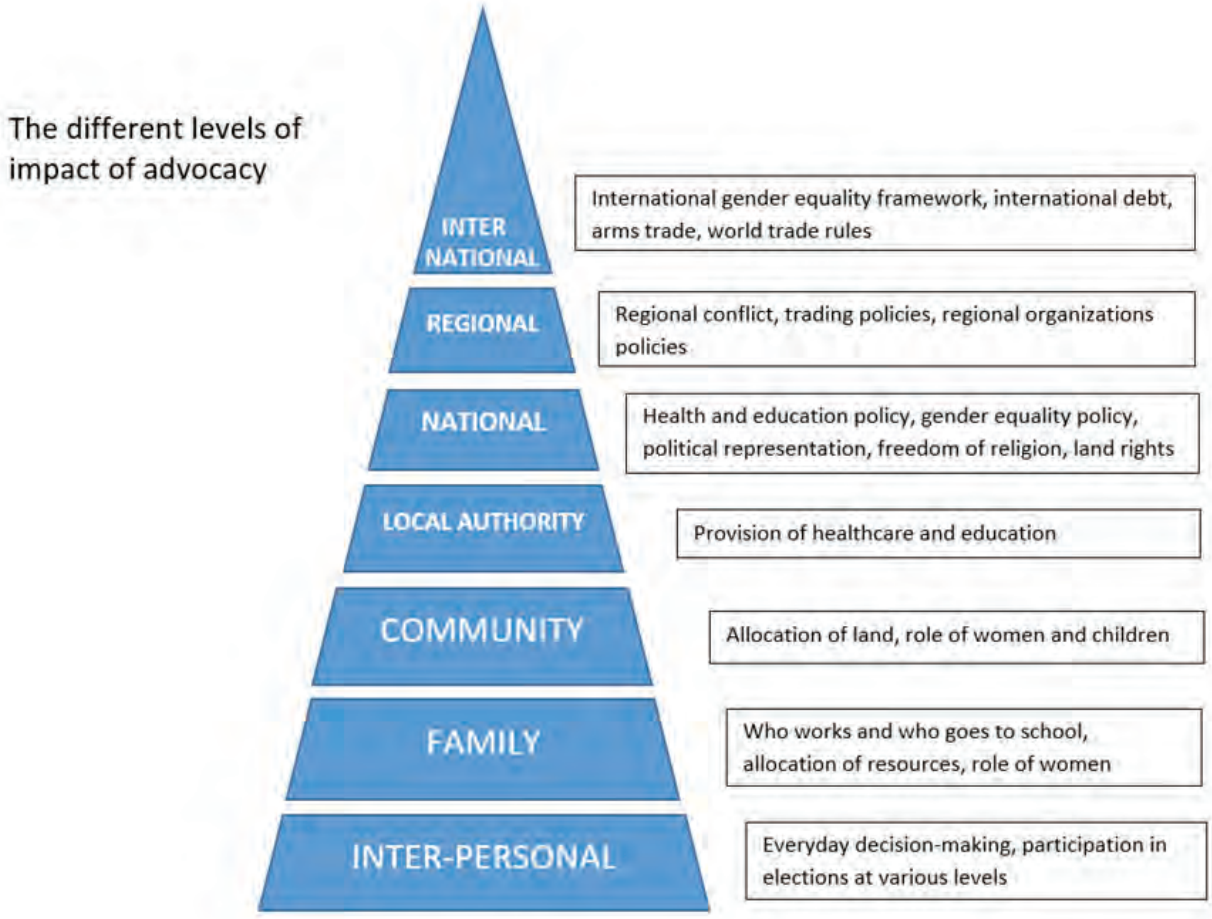
The following tool is to be projected and discussed with the participants to ensure that they understand the different levels of advocacy and how they are interrelated.

TOOL 2: THE DIFFERENT LEVELS OF ADVOCACY[1]

How to use the tool?

1. NCA Advocacy Handbook gives the following explanation: "People in communities experience the effects of decisions made at higher levels. However, people in communities can influence these decisions by voting and lobbying decisions makers higher in the hierarchy. For creating lasting change, an advocacy strategy should take into account the impact it could have at the different levels."
2. To illustrate the tool, present a relevant advocacy initiative that impacted various levels. Point out each level that it impacted and explain how.

[1]Adapted from NCA Advocacy Handbook



Session 2: Why Advocating For UNSCR 1325?

Specific learning objectives:
- Understanding the necessity to advocate for UNSCR 1325
- Understanding the necessity to advocate for the implementation of UNSCR 1325 and the reinforcement of accountability mechanisms.

Time: 1 – 2h

The following exercise will enable the facilitator to assess the level of understanding of the necessity to advocate for UNSCR 1325 of the participants.

Exercise 8: Why advocating for UNSCR 1325?

Items: flipchart, marker pen

Time: 15 min.

1. Write "Why advocating for UNSCR 1325" on a flipchart.

2. Ask participants to share answers.

3. Write all responses on the flipchart without discussion.

Despite some initiatives and changes in the world to improve prevention of GBV, protection of women and girls, women's participation and recovery, the implementation of UNSCR

1325 is still widely insufficient. The gap between media attention and actions taken is unfortunately very important. Policies related to gender flourish everyday around the world but come with little implementation. Despite the numerous declarations and commitments, gender issues, particularly sexual violence and women's participation, are still considered secondary issues in conflict and post-conflict situations.

With the following exercise, the participants will share a common understanding of the highly disproportionate impact of armed conflict on women and girls and the significate lack of women's participation in peace processes.

Exercise 9: Understanding women and girls' vulnerability in conflict and lack of participation in peace processes

Time: 30-45 min.

Items: projector

Prior to the training:

1. Look for statistics related to GBV and women's participation worldwide and in the participants' specific context-s

2. Prepare a slide gathering this information

During the training:

1. Project the slide and read it through with the participants

2. Ask the participants to share their view on women and girls vulnerability and women and girls
participation in their own context, related to their own experience. Ask the participants if they can identify links between GBV and lack of participation. Facilitate the discussion between the participants.

Through the following exercise, participants will explore their contexts to identify the lack of implementation of specific issues of UNSCR 1325 and to understand the causes. With this exercise, the participants will identify barriers to implementation and lack of accountability and understand the necessity to undertake advocacy activities to overtake barriers and hold stakeholders accountable.

Exercise 10: Understanding the potential of advocacy to implement UNSCR 1325

Time: 60 min.

Items: flipchart, marker pen

1. Dispatch the participants in groups of 4-6. Distribute the participants according geographic proximity if they come from different countries. Give each group a chart and a marker pen.

2. Give each group an issue related to UNSCR 1325 to discuss:
   - Fight against impunity for sexual violence (SV) perpetrators
     Responsible: States and parties in an armed conflict
   - Sensitize local and national authorities and traditional and religious leaders on GBV issues and recovery
     Responsible: States
   - Women's participation to all peace processes, including Disarmament, Demobilization and Reintegration (DDR), protection and prevention measures, etc.

Responsible: everyone (States, parties in an armed conflict, UN, CS)
- o Victims support: access to psychosocial and health care, justice and reparation and economic recovery

Responsible: States, CS
- o National Action Plans

Responsible: States

3. Ask each group to analyse the issue within their context: what are the gaps in implementation? What are the causes of these gaps? What could be done to address the causes?

4. After 30 minutes discussion, ask the groups to debrief their work in plenary in 3 minutes each. It is expected that within the causes, barriers to implementation and lack of accountability are identified. It is also expected that advocacy will be suggested as a relevant activity to address the causes.

5. Facilitate a 10 minutes discussion. Emphasize the role of advocacy to address barriers to implementation of UNSCR 1325 and lack of accountability.

Note for facilitator: *the gap between existing progressive legislation towards women versus effective implementation and accountability should naturally appear in the groups' discussions.*

During the plenary discussion you should emphasize:
- That barriers to implementation are various but often include: lack of political will, traditional and recurrent barrier actors, and harmful religious and traditional beliefs (among others).
- That accountability lies in mechanisms and individuals.

At the end of the module, review the general learning objectives with the participants and allow a discussion time to ensure that they are complete.

MODULE 3
ASSESSING THE POLICY ENVIRONMENT RELATED TO UNSCR 1325

This module focuses on the assessment of the policy environment related to UNSCR 1325.
It is suggested to divide this module in 2 sessions:

- Session 1: What is a policy assessment?
- Session 2: Stakeholders and power analysis

Learning objectives:

- Building capacity to assess the policy environment
- Understanding the policy environment
- Building capacity to identify and assess stakeholders' influence and interest

Time: 3 – 5h

Session 1: What Is A Policy Assessment?

Specific learning objectives:

- Understanding the context and the situation related to women's rights and women's participation for designing an adequate advocacy strategy, plan or initiative

Time: 45 – 60 minutes
Items: (optional) Handout "Implementation of UNSCR 1325 at various levels"

To be effective, advocacy needs to be well designed in such a way that it understands and correctly addresses the situation and context. A preliminary assessment of the policy environment is a necessary step which will guide and help the development of the advocacy strategy. While assessing the policy environment, it is very important to make a difference between the normative framework and its implementation since progressive policies towards women can be numerous and advertised but often lack effective implementation. It is also important to be aware of the lack of necessary disaggregated data by sex and age to assess the real impact of policies.

The facilitator can decide to do a short presentation on what is a "policy assessment".
Policy assessment: it is the exercise of identification and analysis of the existing policy framework related to UNSCR 1325 in a certain geographic area. Identification of the policy framework must include all policies, declarations, treaties, laws, decrees, but also practices relevant to GBV and women's participation. The analysis must emphasize implementation and/or lack of implementation of the policy framework, who or which institutions are accountable for implementation and if the policy framework is adequate to international norms regarding women's human rights.

Note for facilitator: *participants might be confused about what is a policy assessment but they will easily understand by doing it.*

The policy environment must be assessed on three levels:

a. Mapping international, regional and local legislations, policies and declarations related to women's rights and participation
b. Mapping implementation and lack of implementation
c. Mapping accountability

Session 2: Implementation Of UNSCR 1325

Specific learning objectives:
- Identifying implementation of UNSCR 1325
- Understanding what UNSCR 1325 Action Plans are
- Equipping civil society to participate in action plans development, implementation and reporting

Time: 1h30-2h

Note for facilitator: *it is important to spend some time on understanding how UNSCR 1325 and following resolutions are translated into policies, including development and implementation of National and/or Regional Action Plans. Participants often have a general knowledge of UNSCR 1325, but limited specific knowledge particularly in regards of how it translates into policies and practices.*

The following exercise will help the participants understanding how UNSCR 1325 and following resolutions are translated into policies and adapted to the local, national and regional contexts. It will also enable the participants to understand how civil society organizations (CSOs) can also participate to the implementation of UNSCR 1325.

Exercise 11: Implementation of UNSCR 1325

Items: flipchart, marker pen, handout "Implementation of UNSCR 1325 at various levels"

Time: 1h-1h30

The exercise should focus on assessment at local and national levels if the participants come from the same country and on the national and regional levels if the participants come from various countries.

Prior to the training:

1. Prepare a handout gathering treaties and policies related to the implementation of UNSCR 1325 at international, regional, sub-regional and national level adapted to the countries represented by the participants. Do not forget National Actions Plans (NAP) and Regional Action Plans (RAP), even if they are not implemented.

During the training:

2. Distribute the handout and read it with the participants. Answer potential questions.

3. Distribute the participants in groups of 4-6 and give each group a flipchart with a marker pen.

4. Ask the participants in groups to identify local, national and regional policies, laws and other regulations related to the implementation of UNSCR 1325 which are not already in the handout. Ask them to identify accountability mechanisms and CSOs activities participating in the implementation of UNSCR 1325.

5. Ask the groups to present their work in a plenary session and allow questions and discussions after each presentation.

The following exercise will help the participants identifying efficiency of existing NAPs and RAPs in their context(s), and essential components for a successful action plan.

Exercise 12: Regional and National Action Plans

Items: handout 11 "Implementing UNSCR 1325", flipchart, marker pens

Time: 30-45 min.

1. Distribute the participants in groups of 4-5 and give them the following set of questions for discussion:

- Does your country have a NAP? Is it being implemented? If not, why?
- Does your region have a RAP? Is it being implemented? If not, why?
- According to you, what are the essential components for an effective and efficient NAP?

2. Ask the groups to write down their answers on a paper that you will collect. It will be useful for the rest of the training and for the development of the advocacy strategy/ initiative.

3. After 20 min., ask each group to debrief on their group discussion and to write down on a flipchart the essential components they identified.

4. Distribute the handout "Implementing UNSCR 1325" and take time to answer potential questions from participants.

Session 3: Stakeholders And Power Analysis

Specific learning objectives:
- Identifying stakeholders
- Analysing stakeholders' influence and power relations

Time: 1 – 2h

Note for facilitator: *The stakeholders and power analysis enables the identification of supports and barriers to the implementation of UNSCR 1325 and prepares the "identification of targets" step.*

The following exercise will help the participants identify and assess the influence and interest of stakeholders.

Exercise 13: Stakeholders and power analysis

Time: 1-2 h
Items: projector, flipchart, pen marker
For this exercise, the facilitator will use one of the two following "Stakeholders and power analysis" tools.

1. Project, introduce and explain the tool that you want to use.

2. Divide the participants into discussion groups of 4-6 participants gathered according their geographic proximity. Give each group a chart and a marker pen.

3. The participants discuss the stakeholders in prevention, protection, participation and recovery and place them in the boxes according their power analysis.

4. The participants present their group work to the other participants.

5. The presentations can be followed by short discussions and / or a question-answer

session depending on the time.

6. Collect the work of the different groups which will be used during the development of the advocacy strategy, plan or initiative.

Tool 3: Stakeholders and power analysis

How to use the tool?

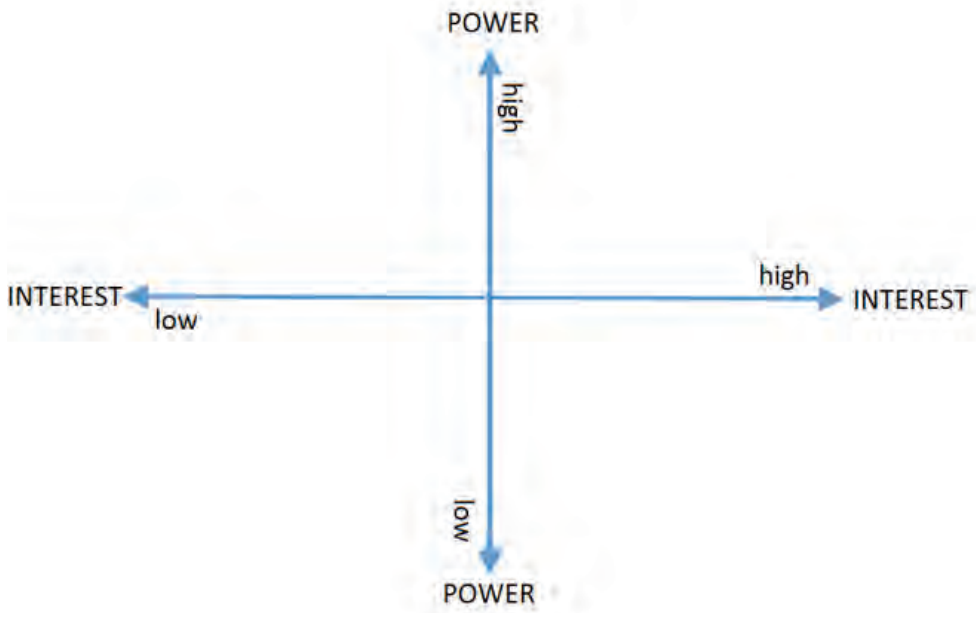
1 The power rows are related to the level of power of the stakeholders identified
2 The interest columns are related to the level of interest of the stakeholders identified
3 The stakeholders must be placed in the corresponding boxes depending on their levels of power and interest.

Power	High		
	Low		
		Low	High
		Interest	

Tool 4: Stakeholders and power analysis, diagramme

How to use the tool?

1 The power abscissa is related to the level of power of the stakeholders identified
2 The interest abscissa is related to the level of interest of the stakeholders identified
3 The stakeholders must be placed on the tool according to their level of power and interest



The following tool can be distributed to the participants as a handout and quickly reviewed but does not need to be used in an exercise.

Tool 5: Capacity, Accountability and Responsiveness[2]

See the tool in Annex.

How to use this tool?

1. This tool enables the user to go deeply further in his/her national policy assessment.
2. Once the main issue identified, a set of questions related to the capability, the accountability and the responsiveness of the government gives a detailed overview of how is the issue dealt with in a specific country, highlighting strengths and weaknesses.
3. Try to answer each question of the tool.

At the end of the module, review the general learning objectives with the participants and allow a discussion time to ensure that they are complete.

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[2]Adapted from Tear Fund Advocacy toolkit

MODULE 4
DEVELOP A 1325 ADVOCACY STRATEGY

In this module, the facilitator will guide the trainees through the development of a 1325 advocacy strategy. It is a very important and central module. It is suggested to divide this module in 7 sessions:

Session 1: Linking the different levels of advocacy
Session 2: Network and coalition building
Session 3: Identify a common goal related to 1325
Session 4: Identify the target(s)
Session 5: Messaging

Note for facilitator: *Due to the constantly changing policy context caused by extremism, political instability and/or high rates of poverty among other which have a different impact on men and women, the advocacy strategy must not be a static document but an evolving strategy that can be reviewed and adapted to the new policy context.*

Learning objectives:
- Understanding the stages of the development of a 1325 advocacy strategy
- Developing a good command of the development of the stages of a 1325 advocacy strategy
- Understanding the benefits of alliances in gender issues and how to conclude them

> Change can come about in many different ways and it is a challenge to predestine the results of our actions. Choosing strategies targeted towards clear goals, based on continuously analysis is a prerequisite to succeed. To monitor the responses and effects to our actions and being open to change the strategy is also key, as the chosen methods might not have the effect we foresee or the context may change.
>
> NCA Advocacy Handbook

Time: 1 day

The first exercise of this module will help the participants identifying the different stages in developing an advocacy strategy.

Exercise 14: Stages in designing a 1325 Advocacy Strategy[3]

Items: flipchart, pen, sticky notes or blank cards, handout 12 "The Advocacy Cycle"

Time: 15-20 min.

1. Display a flipchart sheet of paper with a large circle drawn on it.

2. Give participants 5 to 6 sticky notes or blank cards each.

[3]Adapted from Tear Fund Advocacy toolkit

3. Ask participants to brainstorm the key stages involved in a 1325 advocacy initiative, writing each separate stage on to separate sticky notes or blank cards.

4. Once this has been done, invite them to place their sticky notes or cards on the circle on the flipchart paper in a logical sequence, grouping cards together where they have written the same or similar words to other participants.

5. Draw round the key groups of cards that represent the main stages in the Advocacy Strategy. Distribute handout "The Advocacy Cycle" and review it with the participants.

Session 1: Linking The Different Levels Of Advocacy

Specific learning objectives:
- Understanding the necessity to link the different levels of advocacy
- Being able to develop an advocacy strategy linking local, national and regional/ international levels

Advocating at various levels and linking all the levels together enables the advocacy strategy to have a structural impact.

Time: 45-60 minutes
Linking the different levels of advocacy is very beneficial for 1325 related advocacy issues. While there is a corpus of treaties, declarations and UN resolutions ensuring gender equality at international level, ignorance of this framework and strong traditional/religious harmful beliefs at local and community level, coupled with a lack of national and local political will to achieve gender justice, are rooted barriers to the implementation of UNSCR 1325. A multi-level advocacy strategy helps removing these barriers by developing links between the local, national, regional and international levels. It also offers leverage of action at regional/international level to impact the national level in case advocacy at national or local level is either impossible or too risky.

The following exercise will help the participants understanding the interconnections between the different levels of advocacy and their complementarity. It will also help them developing the advocacy strategy.

Exercise 15: Linking local, national and regional/international levels of advocacy

Items: Tool 6 "Solution table"[4] , projector, chart, pen marker

Time: 45-60 min.

1. Distribute the participants in discussion groups of 4-8 persons. Give each participant a chart and pen marker.

2. Project the table and ask the participants to fill it in.

3. Ask the reporters of each discussion group to present their discussion work, meanwhile fill a bigger version of the table that all the participants are able to see.

4. Discuss together with the participants interconnections between the different levels (local, national, and regional/international).

[4] Adapted from Advocacy Capacity Building: A Training Toolkit by Conciliation resources and Saferworld

5. Guide participants to choose the common issue their advocacy strategy, initiative or activity will address.

Note for facilitator: *additionally, this exercise is very helpful to prepare the next session "Identifying a common goal".*

Tool 6: Solution table[5]

	At the local level	At the national level	At the regional and international levels
What are the problems, their causes and consequences? *(related to UNSCR 1325)*			
What kind of change(s) do you want to see?			
Who needs to change or act to bring about change?			

Session 2: Network And Coalition Building

Specific learning objectives:
- Understanding advantages and disadvantages of coalitions when advocating for UNSCR 1325
- Being equipped to build a successful coalition

[5]Adapted from Advocacy Capacity Building: A Training Toolkit by Conciliation resources and Saferworld

Time: 1h – 1h15

The following exercise will help the participants understanding and analysing advantages and disadvantages of building coalitions to develop a joint advocacy regarding UNSCR 1325.

Exercise 16: Advantages and disadvantages of building coalitions

Items: flipchart, marker pen, handout 13 "For and against joint advocacy".

Time: 45-60 min.

This exercise is based on a role play.

1. Divide the participants into four groups:
   - Group 1: tell them they are a faith based organization newly engaging with UNSCR 1325
   - Group 2: tell them they are a faith based organization experienced in UNSCR 1325
   - Group 3: Tell them they are a women group
   - Group 4: tell them they are a youth group working on positive masculinity
   Give each group a chart with marker pen.

2. Ask the participants to draw advantages and disadvantages from their group perspective to build a coalition with each other group.

3. Ask each group to present their work in plenary and allow questions and discussion time.

4. Distribute the handout "For and against joint advocacy".

The following exercise will enable the participants to identify the requirements for a successful coalition.

Exercise 17: Build a successful coalition

Items: Flipchart, pen marker, handout 14 "Successful coalition checklist"

Time: 15 min.

1. Ask the participants the following question and write down the answers without discussion: what does it take to build a successful coalition?

2. Take some time for discussion and comments.

3. Highlight the good answers.

4. Distribute the handout "Successful coalition checklist"

Session 3: Identifying A Common Goal Related To 1325

Specific learning objectives:
- Being able to identify a common issue related to 1325 and to formulate a connected goal
- Being able to identify and analyse the root causes and consequences of an issue

Time: 1 – 3 hours

> The common goal must appear as a priority, achievable, sellable and appropriate.
>
> Tear Fund toolkit

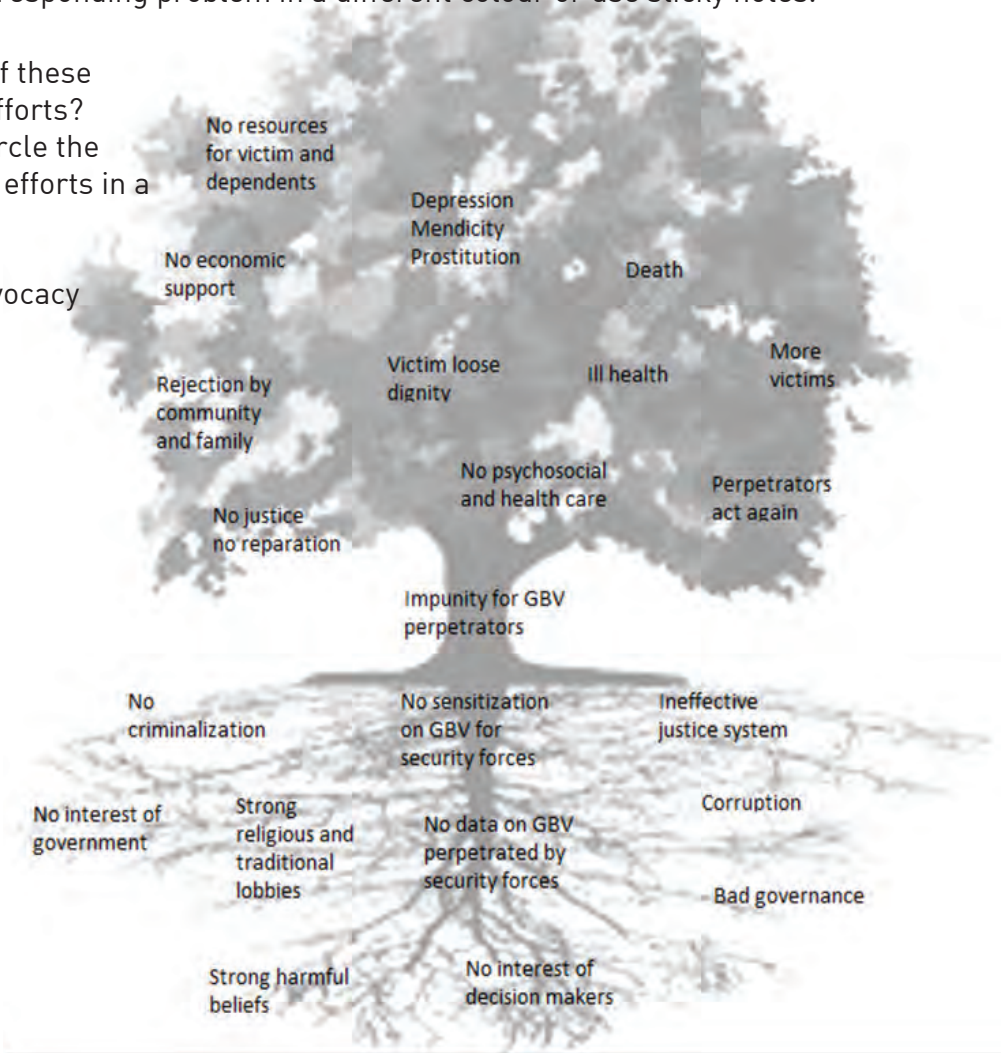
The following exercise will first guide the participants through the identification of the causes and consequences of the issue and second through the identification of solutions.

Exercise 18: Problem & solution trees[6]

Items: flipcharts, marker pens (different colors), sticky notes

Time: 45-90 min.

1. Draw one tree and write the issue/problem on the trunk.
2. Start with asking why this is a problem. Whenever the participants find an answer, write it down on the branches and ask the same question again.
3. Ask what the causes of the problem are. Whenever the participants find an answer, write it down on the root and ask the same question again.
4. When finding root causes, start asking what solutions are. Same for consequences. Whenever the participants find an answer, write it on the tree next to the corresponding problem in a different colour or use sticky notes.
5. Ask the participants: which of these solutions require advocacy efforts? Guide the participants and circle the solutions requiring advocacy efforts in a different colour.
6. The participants pick one advocacy issue.



Tool 7: Problem tree

How to use the tool?

1 The branches are the consequences of the issue
2 The roots are the causes of the issue

[6]Adapted from Tear Fund Advocacy toolkit

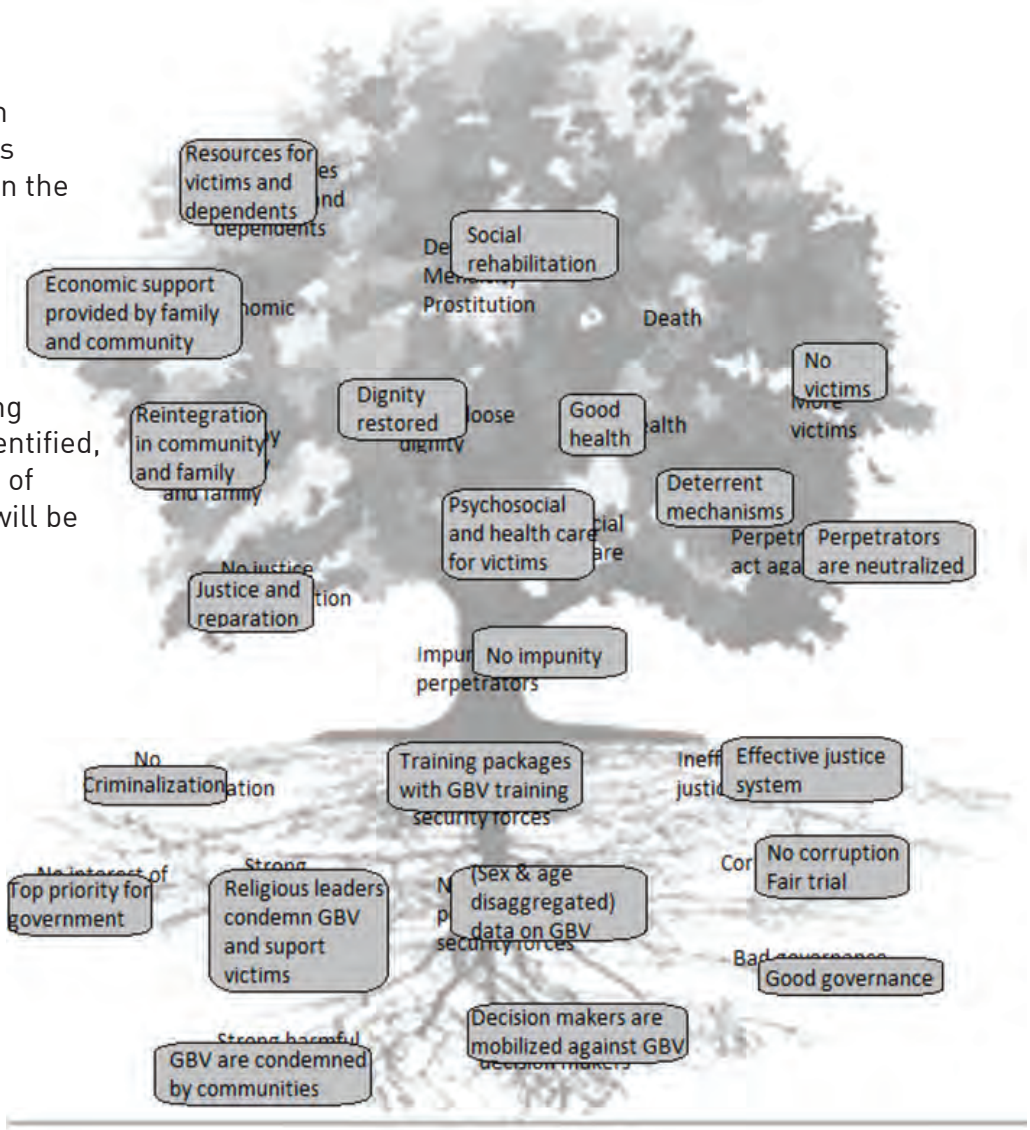
Tool 8: Solution tree

How to use the tool?

1 Find a solution for each problem (consequences and causes) identified in the problem tree

2 Put the solution on the problem

3 Once solutions requiring advocacy efforts are identified, the outlines of the goal of the advocacy strategy will be visible.



The following exercise will enable the participants to clearly formulate and to agree on the goal of the 1325 advocacy strategy.

Exercise 19: Formulating a common goal

Items: flipchart and marker pen

Time:45-90 min.

1. Divide the participants in groups of 4-8. Give each group a chart with pen marker.

2. Ask the participants to formulate a goal based on the results of previous exercises (policy assessment, linking the different levels of advocacy and problem & solution trees).

3. Write down each goal developed.

4. Guide the participants through the discussion to agree on one common goal based on the suggestions from each group.

Note to facilitator: *If you are developing an actual strategy, you should spend some time to develop stepping stones that will participate in the achievement of the goal.*

Session 4: Identifying Targets

Specific learning objectives:
- Understanding the difference between targets, allies, opponents and constituencies
- Being able to identify relevant targets for the advocacy strategy

Time: 1h30-2h30

> It is important to identify the individuals within the categories/organizations rather than just the institutions themselves. We influence individuals not institutions as a whole. Then it is important to analyze whether the stakeholders you have identified are your key decision makers (or targets), allies (or potential allies), opponents (or potential opponents) or constituents.
>
> NCA Advocacy Handbook

Note for facilitator: *This session will capitalize on the previous Module, Session 2: Stakeholders and power analysis. If you have not done the stakeholders and power analysis exercise before, do it now (see Module 3 Session 2).*

The facilitator will guide the participants through the different groups of stakeholders related to UNSCR 1325: targets, allies, opponents and constituents:[7]

Targets: decision-makers; people who have the power to make the necessary changes to prevent and protect from GBV, to improve women's participation and to provide necessary services for recovery; people with influence over decision-makers.

Allies: those who share your aims and can help to influence or put pressure on the decision-makers. First ladies, female eminent citizens and influential women's groups are often found in the allies. Nonetheless, men also can be strong allies, especially when they are familiar with the "positive masculinity" concept.

Opponents: those who are opposed to what you want to achieve and will try to block the changes you want to see. Traditional authorities, religious leaders and leaders of strongly patriarchal societies are often found in the opponents. Nonetheless, all representatives of these different groups are not systematically opponents but can reveal themselves as strong allies.
Constituents: the people you work with and for; those who are expected benefit from your advocacy.

The following exercise will help the participants to differentiate the stakeholders as targets, allies, opponents or constituents.

Exercise 20: Differentiating targets, allies, opponents and constituents

Items: Flipchart, marker pen, projector

Time: 45-60 min.

1. Draw four boxes on the flipchart: targets, allies, opponents, constituents. Project the definitions of each category for the participants and review them all together.

[7]Definitions adapted from NCA Advocacy Handbook

2. Capitalizing on the "stakeholders and power analysis" ask the participants to place each stakeholder in the corresponding box.

3. Ask the participants to identify the most relevant stakeholders based on the goal that they have developed. Identify the major target(s) to proceed to the following exercise.

4. Allow discussion between the participants and guide them if needed.

Some identified targets, such as high ranking government officials or international organizations representatives can be difficult to reach. In that case, it is useful to proceed to an influence analysis. This analysis will enable the participants to identify subsidiary individuals who have an influence on the previously identified but difficult to reach targets. Some advocacy activities might then target these subsidiary individuals who can influence the primary identified target.

The following exercise will help the participants to understand the influence matrix around the targets they have previously identified.

Exercise 21: Analyze the influence matrix

Items: "Influence map" tool, projector, flipchart, marker pen

Time: 60-90 min.

1. Project the tool and introduce it to the participants.

2. Divide the participants in as many groups as major targets. Give each group a chart and pen marker.

3. Ask the groups to draw an influence map for their target.

4. Each group presents its work and the subsidiary targets it has identified.

Tool 9: Influence Map [8]

How to use the tool?

1 The main target identified is written in the middle in the circle.
2 The arrows indicate who has influence on who.
3 Identified individuals and groups (1) who have influence on the main target are surrounding the circle.

[9]Adapted from Advocacy Capacity Building: A Training Toolkit by Conciliation resources and Saferworld

4 Identified individuals and groups (2) who have influence on identified individuals and groups (1) are surrounding identified individuals and groups (1).
5 Individuals and groups that you have the capacity to reach are highlighted.

Session 5: Messaging

Specific learning objectives:
- Being able to develop one short and clear message related to the advocacy goal
- Being able to tailor the message to the advocacy targets while being aware of the sensitivity of the issue.
- Being able to identify the best channels for the message

Developing the right message is nearly half of the work. The other half is selecting the right communication channel(s) and the right messenger so that your audience receives the message.

Time: 2h

DESIGN A MESSAGE

The following exercise will help the participants to design a message which is short, concise and efficient.

Exercise 22: Elevator pitch[9]

Items: flipcharts, marker pens

Time: 45-60 min.

1. Ask the participants what an (elevator) pitch is and what it is used for. Write responses down on a flipchart.

2. Choose a decision maker among the targets identified and ask the participants to develop an elevator pitch to explain the issue and the advocacy goal. To design an elevator pitch, the participants should focus on "What is the problem and solution?", "Why is it important?", "What can the decision maker do?" Remind the participants that gender issues can be very sensitive and that the vocabulary and the tone should stay as neutral as possible.

3. Ask the participants to perform their pitch for the person next to them.

4. The participants give feedback to each other.

5. Ask one or two volunteers to present their pitch to all the participants.

6. Discuss with the participants difficulties encountered during the exercise. Allow questions and answer them.

Note for facilitator: *Tailoring a message on an issue related to UNSCR 1325 must be done very carefully*

[9]Adapted from NCA Advocacy Handbook

as 1325 can be a very sensitive topic and a wrong or imperfect message can be counterproductive and harmful. Messaging on UNSCR 1325 can be provocative and cause discomfort because it is challenging social norms and practices which often go unquestioned. But you are advocating for a better society.

CHANNEL A MESSAGE

With the following exercise, the participants will practice tailoring the message to the audience and will reflect on the various channels they can use to reach the targets.

Exercise 23: Channel a 1325 message to different targets[10]

Items: flipchart, marker pen.

Time: 60 min

1. Divide the participants in three groups, one for each audience: 1) policy makers and opinion formers, 2) groups and individuals who are interested in UNSCR 1325 and 3) the wider public.

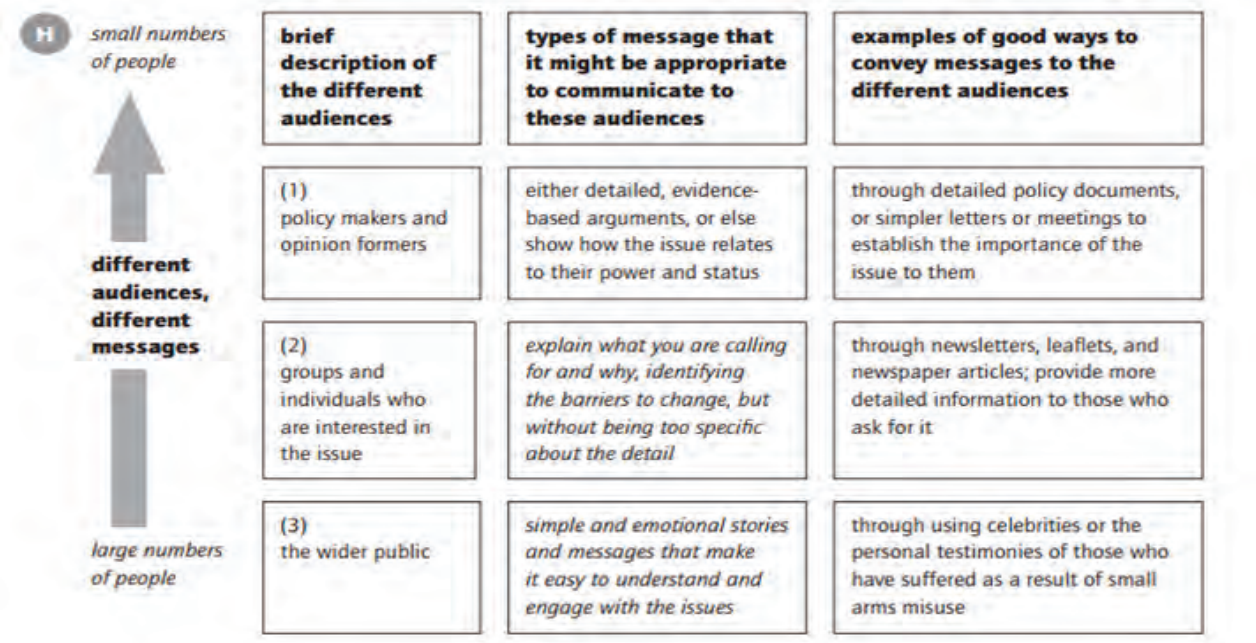
2. Ask them to spend 30 min thinking about: a) What we would say to this group and b) How we would reach them. Meanwhile, draw the chart of the tool on the board.

3. If you feel that the participants are not sufficiently aware of the sensitivity of the issue, you can add one column "types of message that it might not be appropriate to communicate to these audiences".

4. Ask them to feedback their thoughts and fill in the chart. Allow discussion between participants to complete/modify the table.

5. Distribute the tool as a handout.

Tool 10 "Communicating Effectively"



At the end of the module, review the general learning objectives with the participants and allow a discussion time to ensure that they are complete.

[10]Adapted from Advocacy Capacity Building: A Training Toolkit by Conciliation resources and Saferworld

MODULE 5
IMPLEMENTATION PLAN

Develop an implementation plan takes two aspects: plan activities and plan monitoring. Therefore, this module will be divided into two sessions:

Session 1: Advocacy activities
Session 2: Monitoring advocacy

Learning objectives:
- Identifying relevant and feasible advocacy activities responding to the 1325 advocacy strategy
- Recognizing and understanding the three types of monitoring required for advocacy: monitoring policy implementation, monitoring advocacy impact, and monitoring and evaluation.

Time: 2-3 hours

Session 1: Advocacy Activities

Specific learning objectives:
- Being aware of various advocacy activities
- Identifying the most relevant activities for advocating for UNSCR 1325

Time: 1h30 – 2h30

The following exercise will help the participants identifying the variety of advocacy activities and understanding them.

Exercise 24: Advocacy activities

Items: flipchart and pen markers

Time: 20 min.

1. Ask the participants to give examples of advocacy activities and write them down without discussion.

2. Ask the participants to explain in a few words what consist in each activity written on the flipchart.

3. Guide the participants and correct them if needed.

LOBBY

> Lobby is to directly influence the decision maker. (...) Lobby is a fundamental and necessary part of an advocacy process, because it facilitates the more thorough explanation of our policy goal.
>
> NCA Advocacy Handbook

Lobby can be a very efficient activity when your target has the power to change things but is not usually interested in UNSCR 1325 issues. A lobby meeting allows the decision maker to feel more comfortable than during formal meetings and potentially to be more explicit about his opinion. Understanding his view will help you designing the message that you address to him better. Distribute to the participants the handout 15 "Lobby meeting step by step". Answer potential questions.

The following tool can be distribute as handout to the participants or simply projected and discussed.

Tool 11: Lobbying – adapting your discourse[11]

How to use the tool?

1 With the description column, you can tell if the target of your lobbying is a champion, an ally, a fence sitter, a moderate opponent or a strong opponent.

2 Once you have categorized your target you can develop your strategy according the advice given in the strategy raw.

Type	Description	Strategy
Champion	Those that actively take part and work for the implementation of 1325.	Provide the champions with reliable information they can use to convince others.
Ally	Someone that agrees with the spirit of 1325, but has not (yet) taken action.	Try to convince allies to get more involved. Suggest specific actions they can take.
Fence sitter	A neutral part, not (yet) committed to any side. Fence sitters do not feel concerned by 1325 issues.	Often the main targets for our lobbying efforts. Challenge champions and friends, sensitize the fence sitters to 1325 issues and to win them over to our side.
Moderate opponent	An opponent that disagree, but do not act. They are often driven by a traditional perspective of gender roles.	Try to prevent moderate opponents from becoming more active and vocal. In strongly patriarchal societies they could easily get support.
Strong opponent	Strong opponent that will work actively to defeat our advocacy goal. Mostly individuals with strongly anchored patriarchal vision.	Give clear reasons why other actors should not join the strong opponent. Find regional and international support if the opponent is successful.

[11]Adapted from The ABC's of Advocacy by Dann Church Aid

MEDIA ATTENTION: ORAL OR VERBAL

Media attention is often used on issues related to UNSCR 1325. Even if it is an important activity, experience has shown that it is not sufficient: there is a gap between media attention to UNSCR 1325 and effective implementation of the resolution. Media attention activities should come along with other types of activity.

MOBILISATION

> The number of people supporting your cause strengthens your advocacy work, as it legitimizes your lobbying efforts, may get media attention and put pressure on the decision makers. To create public pressure you must raise awareness amongst people and give them possibilities to take action.
>
> NCA Advocacy Handbook

Distribute the handout 16 "Principles for mobilization" and discuss it with the participants.

Exercise 25: Experience sharing

No items needed

Time: 1-2 hours

1. Ask participants to share their experiences of using any of these three advocacy activities
   - What they think went well
   - What they think went wrong
   - Efficient
   - Inefficient

2. Ask the participants to think about the relevance to use each type of activity for their campaign.

IDENTIFYING THE MOST ADEQUATE ACTIVITIES

Note for facilitator: *After reviewing the three examples of advocacy activities, you will facilitate the participants to identify key sample activities for the implementation of their strategy. Innovation can be key in advocacy by raising the targets attention.*

The following exercise will help the participants identifying some key sample advocacy activities for the implementation of their strategy/initiative.

Exercise 26: Identifying sample advocacy activities

Items: flipchart, pen marker

Time: 1-2 hrs

1. Divide the participants into groups. Give each group a chart and pen marker.

2. Ask each group to think of most adequate advocacy activities to develop for the campaign capitalizing on participants experience and resources.

3. Ask each group to present their work. Allow time for questions and discussion.

Session 2: Monitoring Advocacy

Specific learning objectives:
- Understanding policy implementation monitoring
- Understanding advocacy impact monitoring
- Understanding advocacy Monitoring & Evaluation

Time: 30 minutes

When talking about monitoring advocacy, three aspects are to consider:
- Monitoring policy implementation;
- Monitoring advocacy initiatives; and
- Monitoring and Evaluation.

MONITORING POLICY IMPLEMENTATION

During your presentation, insist on monitoring policy implementation as necessary all along the process. It is important to monitor the policy implementation before developing the advocacy strategy in order to identify the goal, during the advocacy strategy to evaluate the efficiency of the strategy and after the advocacy strategy to evaluate the impact.

Tool 12: Policy implementation, issues to monitor[12]

✓ The wording of the law – before a law is passed, you should follow the draft all the way through the legislation process. Establish a good connection with the Gender commission of the parliament if there is one.

✓ Whether the law is being enforced or not. If a law that benefits the rights holders is not in use, it is of no value for the rights holders. This problem is recurrent for laws related to prevention, protection, participation and recovery pillars.

✓ How the law is implemented. Is the enforcement fair or unjust?

✓ Budget monitoring - is the budget sufficient. Several National Action Plans (NAPs) developed so far are policy documents without budget, therefore impossible to implement.

✓ Funding monitoring – are the funds available and rightfully used?

MONITORING ADVOCACY IMPACT

> It is out most important in advocacy to be sensitive to contextual changes and continuously assess the impact of your advocacy efforts to be able to change the advocacy plan for better impact.
>
> NCA Advocacy Handbook

Tool 13: Make a monitoring plan[13]

How to use this tool?

1 Fill in the boxes with your advocacy strategy in mind.

[12]Adapted from NCA Advocacy Handbook
[13]Adapted from NCA Advocacy Handbook

What will we monitor?	How are we going to do it?	When are we going to do it?	Who is going to make it happen?

For more information about monitoring advocacy impact, see NCA Advocacy Handbook.

MONITORING AND EVALUATION

Tool 14: Advocacy M&E specificities[14]

✓ Time frames can be unpredictable. Achieving advocacy effort's goals, particularly for policy advocacy, often takes many years. It is particularly true for issues related to harmful traditional and/or religious practices in highly traditional and religious settings.

✓ Strategies and milestones shift. Advocacy strategy evolves over time, and activities and desired outcomes can shift quickly. Monitoring and evaluation tools and approaches might have to be to make it relevant and realistic within the advocacy context.

✓ Demonstration of contribution is expected, not attribution. When the purpose of evaluating advocacy is to determine impact, attribution is not possible. Therefore, evaluations that examine the link between advocacy efforts and their results have adopted a standard of contribution over attribution.

✓ Assessing progress is important, not just impact. Advocacy M&E typically focuses on the advocacy journey rather than just the destination. In addition to demonstrating progress, this approach reduces the risk that the evaluation will conclude that the whole advocacy effort was a failure if advocacy goals are not achieved within the evaluation's time frame.

✓ Context should always be considered. Context matters when choosing advocacy strategies. It also matters when choosing M&E approaches and interpreting evaluation data.

Tool 15: Monitoring and evaluation questions and options[15]

QUESTIONS	OPTIONS
1 Who will use the monitoring and evaluation?	NCA country offices and/or head office Allies Partners External donors Other external users like media
2 How will monitoring and evaluation be used?	Accountability Informing internal decision making National and global learning

[14]Adapted from NCA Advocacy Handbook
[15]Adapted from UNICEF

3 What evaluation design should be used?	For accountability	For informing internal decision making	For national and global learning	
	Single -or multiple-case studies General elimination method Contribution analysis Participatory performance story Reporting Cost-benefit analysis Performance monitoring	Developmental evaluation Real-time evaluation/rapid assessment	Success (or failure) case studies	
4 What should be measured?	Activities	Interim outcomes	Advocacy goals	Impacts
	Digital outreach Earned media Media partnerships Coalition building Organizing Rallies/marches Voter education Briefings Polling Pilot projects Policy analysis Policy development Policymaker education Relationship building Litigation Lobbying	Organizational advocacy capacity Partnerships New advocates New champions Organizational or issue visibility Awareness Salience Attitudes or beliefs Public will Political will Constituency growth Media coverage Issue reframing	Policy development Placement on the policy agenda Policy adoption Policy blocking Policy implementation Policy M&E Policy maintenance New donors More or diversified funding	Improved services and systems Positive social and physical conditions

At the end of the module, review the general learning objectives with the participants and allow a discussion time to ensure that they are complete.

MODULE 6
OVERCOMING DIFFICULTIES/ CHALLENGES IN ADVOCACY

Session 1: Advocacy in difficult political context
Session 2: Risk analysis
Session 3: Handling resistance

Learning objectives:
- Being able to recognize a difficult political context and understanding the risks
- Being prepared to do advocacy in difficult political context
- Being equipped to handle resistances

Time: 4-5h

Session 1: Advocacy In Difficult Political Contexts

Specific learning objectives:
- Being able to recognize a difficult political context related to UNSCR 1325
- Understanding the risks of doing advocacy on UNSCR 1325 in difficult political context
- Being equipped to prepare and do advocacy in difficult political context

Time: 1h30

The following exercise will enable the participants to identify potential obstacles to advocacy on UNSCR 1325.

Exercise 27: Recognizing a difficult context

Items: Flipchart and marker pen

Time: 30 min.

1. Write on the flipchart "What is a difficult context related to UNSCR 1325?"
2. Ask the participants to answer the question.
3. Write each answer without discussion on the flipchart.

The following exercise will enable the participants to identify and analyse threats directly linked to doing advocacy in a difficult political context through a scenario.

Exercise 28: Doing advocacy in a difficult political context

Items: Flipchart and marker pen, handout 17 "Difficult political contexts preparation and action checklist"[16]

Time: 60 min.

Scenario: Advocacy on child marriage in a post-conflict and unstable country with highly religious based government. High foreign presence: UN & NGOs. Some NGOs have been kicked out of the country because they helped young brides escaping their communities/ families and finding refuge abroad. Tensed context.

1. Divide the participants in groups of 4-8.
2. Ask the participants to think of the risks of doing advocacy to end child marriage in such a context and how to mitigate them (before advocacy activities and once they are on).
3. Give 3 minutes to each group to present their work.
4. Distribute the handout "Difficult political contexts preparation and action checklist". Read through the documents with the participants.

Session 2: Risk Analysis

Specific learning objectives:
- Understanding the necessity to realize a risk analysis
- Being equipped to realize a risk analysis

Time: 1h-1h30

> Advocacy work is not without risks, because power and vested interests are at stake. For this reason, advocacy is also about being aware of the risks you take and minimizing those risks when it comes to engaging decision makers and other stakeholders.
>
> NCA Advocacy Handbook

Exercise 29: Risk analysis

Time: 60-90 min.

Items: Projector, tool 16 "Advocacy Risk Analysis"[17], handout 18 "Risk Analysis table", handout 19 "Tips for managing risks when influencing and supporting change in complex contexts"[19], flipchart and marker pen

1. Divide the participants into groups of 4-8.
2. Project the tool "Advocacy Risk Analysis" and review it with the participants.

[16]Adapted from Tear Fund Advocacy Toolkit
[17]Adapted from TearFund Advocacy toolkit
[18]Adapted from Intrac presentation on "Managing risks when influencing and supporting change in complex contexts"

3. Ask participants to identify main risks linked to the advocacy strategy that they developed and write them down on a flipchart.

4. Distribute to each group the handout "Risk Analysis table".

5. According to the number of risks identified and number of groups formed, give each group 1-3 risks identified. Give the groups 30 minutes to discuss and fill in the table. Encourage creativity and thinking out of the box!.

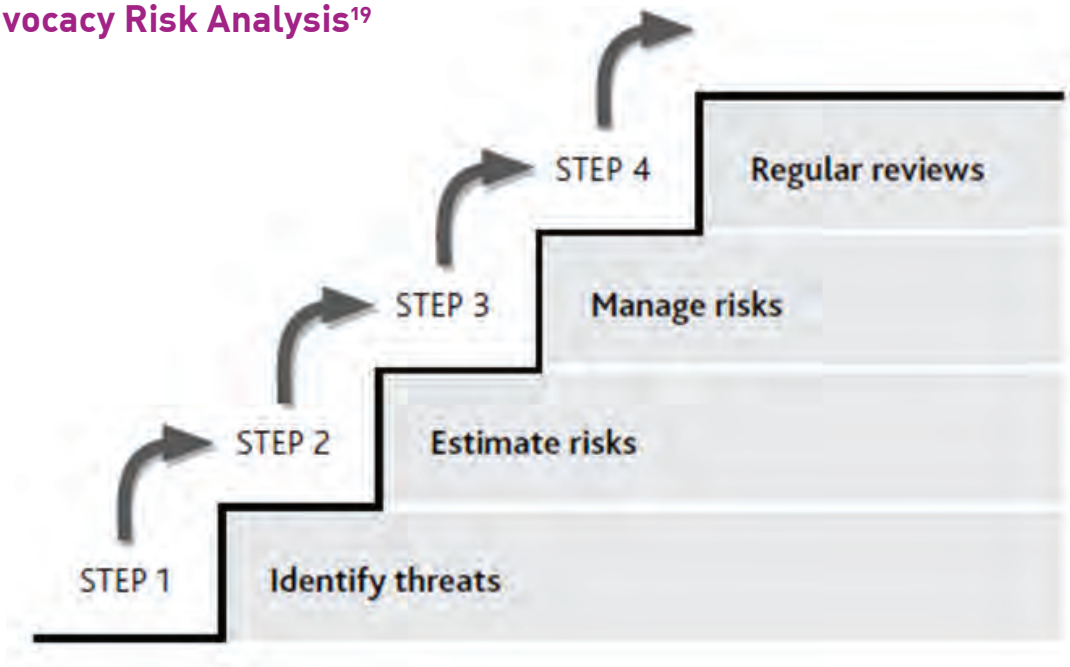
6. Give each group 5 minutes to summarize and present their work.

7. Distribute the handout "Tips for managing risks when influencing and supporting change in complex contexts"

Note for facilitator: *if the risk level is high and no satisfactory strategy of management of the risk has been developed, this is a good reason not to do advocacy. It is very important that participants understand that an advocate must be well aware of the risks he/she is taking. At the end of the day, life matters more.*

If you have a good case study of advocacy risk management in a complex context, present it to the participants. It might help them to be creative and identify management strategies for their own context.

Tool 16: Advocacy Risk Analysis[19]



Session 3: Handling Resistance Towards Gender Issues

Several parts of this session are broadly adapted from the Gender inclusive rights based manual developed by ACT Alliance, module 5.1 "Handling resistance to rights and gender equality".

Specific learning objectives:
- Mitigating participants resistance towards gender issues
- Equipping participants to handle external resistance towards gender issues

Time: 2-3 hours

[19]Adapted from Tear Fund Advocacy toolkit

Note for facilitator: *gender issues – specifically the Women Peace and Security agenda – are a sensitive topic that can generate high resistance. The main objections to gender issues are based on patriarchal arguments that are assimilated to culture, religion, local beliefs and/or to traditional ways of dealing with any life events. Resistance can be conscious or unconscious and can take place at both individual and organizational levels. Therefore, it is important to spend time, both on handling potential participants' resistance and equipping participants to handle resistance in their organizations, communities, contexts and daily lives.*

The following exercise is strongly recommended with participants who are not specifically working on gender issues and/or are unfamiliar with gender concerns in order to identify and understand gender constructions.

Exercise 30: Identifying gender stereotypes[20]

Items: nothing but a large empty space

Time: 45-60 min.

Items: nothing but a large empty space – if needed, ask the participants to clear the space by putting the tables on the side

1. Ask the participants to spread in the space

2. Ask the participants to "walk like a woman". After few minutes, ask the participants to "walk like a man". Ask the participants to share their feelings: how did they feel when "walking like a woman"? When "walking like a man"?

3. Ask the participants to greet as many other participants as possible "like men", then "like women". Ask the participants to share their feelings: how did they feel when "greeting like men"? When "greeting like women"?

4. Ask the participants to make pairs and to count until three as follows: individual A "one", individual B "two", individual A "three", individual B "one", individual A "two" etc. After few minutes ask the participants to replace "one" with a gesture and a sound that they think typical of female gender. After few minutes ask the participants to add on by replacing "two" with a gesture and a sound that they think typical of male gender. After few minutes ask the participant to add on by replacing "three" with a gesture and a sound that they think adapted to both female and male genders. "One", "two" and "three" counting are all replaced by gesture and sound. Ask the participants to share their feelings: how difficult/easy was it to find typically female gesture/sound? Typically male gesture/sound? Both gender adapted gesture/sound? Does these gesture-sound combinations reflect positive/negative perceptions of gender?

5. Ask the participants to discuss in pairs what the other gender (male if female, female if male) can do and that they would like to do but cannot because of their own gender affiliation. Ask volunteers to share elements of their discussion.

6. Reflecting on the exercises and the participants' thoughts and reflections, explain and discuss with the participants how behaviours and attitudes are defined by gender constructions, themselves defined by culture, traditions and religious interpretations. Emphasize that gender is a construction and that gender perceptions can be modelled and changed, making sure to adapt your language and use of theoretical concept so that it is accessible to the participants, dependent on their level of prior knowledge of gender concepts.

[20]Adapted from Forum theatre used by PartecipArte in Italy

The following exercise will help the participants identifying resistance and strategies to handle it.

Exercise 31: Identifying and handling resistance[31]

Time: 45-60 min.

Items: handout 20 "handling resistance", flipcharts, marker pens

1. Ask participants to sit in pairs and discuss a situation where they have encountered resistance to promoting a women's right or gender equality issue either in their personal life or in their work. Give them 10 minutes. Prepare flipcharts with the following categories – write down 4 categories on each flipchart: denial, ridiculing, cultural relativism, religious relativism, token action, lip service, shelving, confrontation, anger, compartmentalisations, appointing a token person.

2. Gather the participants. Ask them to share key elements of their discussions with the rest of the groups.

3. Put the flipcharts with categories on the wall and explain each category to the participants. Ask the participants to identify to which category the resistances they encountered belong. One resistance can belong to several categories.

4. In plenary, looking at the flipcharts ask the participants to suggest strategies to handle the different categories of resistance. Go category by category.

5. Distribute the handout "handling resistance" to the participants.

The following exercise will help the participants to put what they learn into practice and to develop strategies to handle resistance.

Exercise 32: Role play[22]

Time: 60 min.

Items: nothing but a large empty space – if needed, ask the participants to clear the space by putting the tables on the side

1. Divide the participants into groups of 5 to 8 individuals. Ask each group to identify a gender issue related to their context (cultural, religious, political, etc.) and to create a 3-4 min short play retracing the problem/issue, the crisis peak and the catastrophe end. Give 15 minutes to the participants

2. Ask one group to present its play. At the end of the play, ask the other participants to explain what they saw. After that, ask the other participants to think about a strategy to change the issue of the play based on what they learnt from the previous exercise. Ask one volunteer to play a role in the play trying his/her strategy to handle resistance. Therefore the group has to start again the play but the issue might be different. If the volunteer fails to change the situation, ask another volunteer to try a different strategy.

3. Each group must have time to present its play.

At the end of the module, review the general learning objectives with the participants and allow a discussion time to ensure that they are complete.

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[21]Adapted from the Gender inclusive rights based manual developed by ACT Alliance
[22]Adapted from Forum theatre used by PartecipArte in Italy

HANDOUTS

Handout 1"International normative instruments "
Handout 2 "Development of WPS agenda"
Handout 3 "UNSCR 1325 & following resolutions – long version
handout 4 "UNSCR 1325 & following resolutions – short version"
handout 5 "Biblical texts promoting gender equality
handout 6 "Biblical texts promoting participation of women in power structures"
handout 7 "Biblical texts that protect women from GBV."
handout 8 "Islamic texts promoting gender equality
handout 9 " Islamic texts promoting participation of women in power structures
handout 10 "Islamic texts protecting women from GBV."
handout 11 "Implementing UNSCR 1325"
handout 12 "The Advocacy Cycle"
handout 13 "For and against joint advocacy".
handout 14 "Successful coalition checklist"
handout 15 "Lobby meeting step by step".
handout 16 "Principles for mobilization"
handout 17 "Difficult political contexts preparation and action checklist"
handout 18 "Risk Analysis table"
handout 19 "Tips for managing risks when influencing and supporting change in complex contexts
handout 20 "handling resistance",
handout 21 'Feedback form

TOOLS

tool 1 "Reflecting on peace practice
Tool 2: The different levels of advocacy
Tool 3: Stakeholders and power analysis
Tool 4: Stakeholders and power analysis, diagramme
Tool 5: Capacity, Accountability and Responsiveness
Tool 6 "Solution table" ,
Tool 7: Problem tree
Tool 8: Solution tree
Tool 9: Influence Map
Tool 10 "Communicating Effectively"
Tool 11: Lobbying – adapting your discourse
Tool 12: Policy implementation, issues to monitor
Tool 13: Make a monitoring plan
Tool 14: Advocacy M&E specificities
Tool 15: Monitoring and evaluation questions and options
tool 16 "Advocacy Risk Analysis

ANEXXES

Handouts

Handout 1

International normative instruments

1. International treaty

Once a State has ratified an international treaty or convention, it is legally bound to the dispositions of the treaty. The State has the obligation to translate the dispositions into its domestic legal framework through enactment of law(s). Meanwhile, a body (generally a committee) in charge of periodically reviewing and assisting the implementation/respect of the dispositions of the convention within each State which ratified is established. After reviewing, the committee makes recommendations to the State. Despite the fact that no coercive instrument exists to force a State to implement and/or respect the dispositions of a treaty, a State can be pressured and held accountable by the international community in all its diversity: peer States, international organizations and bodies, international civil society, international opinion, international institutions, etc. The relative strength of any treaty depends on its perceived legitimacy and the willingness of the international community to use the tools available to them to put pressure on non-compliant states. Note that if a treaty provides for it, a State can make reservations on some dispositions of the treaty under the condition that it does not contravene the aim of the treaty.

2. UN Resolution

From the General Assembly: resolutions passed by the General Assembly have either a 'recommendation' or a 'decision' value according to the vote process – a decision requires a stronger majority than a recommendation. Most of the UNGA resolutions have 'recommendation' value.

From the Security Council: resolutions enacted by the Security Council have a 'decision' value and should, in principle, be binding. Nonetheless, practically resolutions that can only be implemented through the intervention of an active subject or the action from one or several States – called resolutions with a mediate effect (opposite of immediate effect) – are largely dependent on political will.

In reality, the strength of a resolution lies in the name and number of States supporting it and the will to implement, according to the same logic as the relative strength of a treaty. The development and the implementation of a resolution are highly depending on power relations. There is no accountability mechanism to ensure the implementation of resolutions by the States.

3. Declaration

An international declaration does not have any legal value in essence but is rather an instrument through which a State or multiple States declare their commitment to take action for/against something. Nonetheless, a declaration can have a legal value if the declaring States specify it within the document. Some declarations gain strong moral value over time, such as the Universal Declaration on Human Rights. Such declarations, or at least certain provisions within them, may over time reach a status as international customary law. A State can also decide to give legal value to a Declaration through its domestic legal framework.

Handout 2

Development of the Women, Peace and Security Agenda

UN Charter, 1945:

- Ensuring and protecting equal rights for men and women
- Non-discrimination against women and girls
- Promotion of gender equality, balance, and equity.

Commission on the Status of Women (CSW), established in 1946:
This is a functional commission of the ECOSOC, dedicated exclusively to the promotion of gender equality and the advancement of women's rights. The CSW is meeting each year in March to evaluate and debate progress on achieving gender equality and the empowerment of women.

International Bill of Human Rights:
Their mandates are often criticized for not taking women's and girls' human rights seriously by excluding certain issues such as those that occur in the private realm:

- Universal Declaration of Human Rights (1948)
- International Covenant on Economic, Social and Cultural Rights (1966)
- International Covenant on Civil and Political Rights (1966).

1st World Conference on Women, Mexico City, 1975:

- Discrimination against women and girls continues to be a persistent problem in much of the world,
- Need to develop goals, effective strategies, and plans of action for the advancement of women and girls,
- Identification of three key objectives: 1. Full gender equality and the elimination of gender discrimination; 2. The integration and full participation of women in development; and 3. An increased contribution by women in the strengthening of world peace.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979:
It is the first international human rights instrument to define explicitly all forms of discrimination against women as fundamental human rights violations. The following countries have not ratified CEDAW: the United States, Iran, Somalia, Sudan and two small Pacific island nations, Palau and Tonga.

2nd World Conference on Women, Copenhagen, 1980:
The UN began to frame women's rights and gender equality as important components of their peace and security work.

3rd World Conference on Women, Nairobi, 1985:
The conference adopted the Nairobi Forward-Looking Strategies for the Advancement of Women, with the goals of equality, development, and peace as a blueprint for action until 2000. This document clearly linked the promotion and maintenance of peace to the eradication of violence against women at all levels of society.

Special Rapporteur on Violence Against Women, 1994:
This special rapporteur has a mandate to seek and receive information from state parties, treaty bodies, other special rapporteurs, and civil society and to respond to this information with recommendations to eliminate all forms of violence against women in comprehensive ways.

4th World Conference on Women, 1995, Beijing and the Beijing Declaration and Platform for Action:
The Declaration committed governments to implement the strategies agreed to in Nairobi in 1985

before the end of the 20th century and to mobilize resources for the implementation of the Platform for Action. The Beijing Platform for Action identified women and armed conflict as one of 12 critical areas of concern. Within this area, six strategic objectives were identified:

1. Increase the participation of women in conflict resolution at decision-making levels and protect women living in situations of armed and other conflicts or under foreign occupation;
2. Reduce excessive military expenditures and control the availability of armaments;
3. Promote non-violent forms of conflict resolution and reduce the incidence of human rights abuse in conflict situations;
4. Promote women's contributions to fostering a culture of peace;
5. Provide protection, assistance, and training to refugee women, internally displaced women, and other displaced women in need of international protection; and
6. Provide assistance to the women of colonies and non-self-governing territories.

CSW meeting, 1998:

The Commission took up the WPS theme and discussed the obstacles to implementing this critical area of concern from the Beijing Platform for Action. The NGO network for WPS began to take shape, and the idea of advocating for a Security Council resolution was first raised. After the Commission on the Status of Women, the NGO Working Group on Women, Peace and Security officially formed and agreed to pursue two recommendations that came from the CSW Women and Armed Conflict Caucus: to encourage women's participation in peace agreements and to push for the convening of a special session of the Security Council on WPS.

Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women, 2000:

Further enhanced the gender equality regime by putting procedures and mechanisms in place that hold states accountable to the Convention. By ratifying the Optional Protocol, a State recognizes the competence of the Committee on the Elimination of Discrimination against Women – the body that monitors states parties' compliance with the Convention – to receive and consider complaints from individuals or groups within its jurisdiction.

Anwarul Chowdhury speech, 8th March 2000:

On International Women's Day 2000, Anwarul Chowdhury (Bangladesh), then Security Council President delivered a critical speech:

- First time that a President of the Security Council (SC) addressed the International Women's Day proceedings,
- Women's rights and gender equality are part of the security framework, thus issues to be addressed by the SC, no longer just under the jurisdiction of the General Assembly

"Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations", UN seminar, May 2000:

- Windhoek Declaration: "The principles of gender equality must permeate the entire mission [peace operations], at all levels, thus ensuring the participation of women and men as equal partners and beneficiaries in all aspects of the peace process (...)"
- Namibia Plan of Action: establishes several objectives for gender mainstreaming in UN peace missions, as well as the need for leadership on gender mainstreaming from UN Headquarters.

[1]Arria formula meeting and adoption of UNSCR 1325, October 2000:

The resolution 1325 was passed the day after the Arria formula meeting.

[1]The "Arria-formula meetings" are very informal, confidential gatherings which enable Security Council members to have a frank and private exchange of views, within a flexible procedural framework, with persons whom the inviting member or members of the Council (who also act as the facilitators or convenors) believe it would be beneficial to hear and/or to whom they may wish to convey a message. They provide interested Council members an opportunity to engage in a direct dialogue with high representatives of Governments and international organizations — often at the latter's request — as well as non-State parties, on matters with which they are concerned and which fall within the purview of responsibility of the Security Council.

Handout 3

WPS: United Nations Security Council Resolution 1325 & following resolutions

Summary- The United Nations Security Council Resolution 1325 (2000) et seq[1]

Women, Peace and Security (WPS)

The resolution 1325adopted and passed) in 2000 by the United Nations Security Council is based on the first framework of the United Nations 'Agenda on Peace, Women and Security that recognizes the crucial role of women's participation in all efforts of establishing a lasting peace and the disproportionate impact of armed conflicts on women. This framework has been enhanced over the years, comprises **4 pillars: prevention, protection, participation and rehabilitation.**

Resolution 1325 recognizes that peace is inextricably linked with equality between men and women. **Only women's participation on an equal basis with men in all efforts to maintain and promote peace and security is a guarantee of a lasting peace.** Women's participation and representation must be increased in all political and economic decision-making levels in all national, regional and international mechanisms and institutions, including in peacekeeping operations. Women must also participate throughout the decision-making and setting up procedures related to DDR, not only in the reforms of the justice sector and security forces, but also in electoral preparations, the political processes and the recovery systems of the country. On the other hand the mobilization of men and boys must contribute to women's political, social and economic empowerment and proves to be particularly important with regard to prevention and fighting against sexual and/or gender-based violence.

The normative framework emphasizes that **women and children- particularly little girls- are a group that is particularly vulnerable in conflict and post-conflict contexts.** They must be protected (in particular against acts of sexual or gender-based violence), their rights must be respected and their special needs must be addressed. Sexual violence can significantly exacerbate any armed conflict and impede the restoration of peace and international security. The analysis and the evaluation of women and children specific needs must precede the development of prevention and protection practical strategies that include physical security, better socio-economic conditions, education, income-generating activities and an access to basic services (physical and mental health services, knowledge of their rights, police and judicial services).

Women must be involved in all prevention and protection measures and the issues of sexual violence must be included from the beginning of the peace and mediation process, and within all the consecutive processes. The United Nations have adopted a zero-tolerance policy regarding sexual exploitation and abuse; and a series of measures to address the challenge, urging all States to do the same. The civil society organizations and networks are committed to assist victims of sexual violence and to influence armed groups not to perpetrate sexual violence. Local and national leaders including religious and **traditional leaders are also encouraged to play a more active role in raising awareness to avoid marginalization and stigma of victims, to facilitate their social reintegration and to combat impunity.** Everyone should be mobilized in the fight against impunity and misconceptions of sexual violence as a cultural phenomenon, an inevitable consequence of war, as well as a trivial offense.

Finally, emphasis is put on gender as a cross-cutting issue that is reflected by putting in place gender advisors and experts within various agencies and/or deployed in various missions, by the multiplication of analyses and assessments and the need for all the contributions to assistance in order to reflect an interest in this issue. **Gender as a cross-cutting issue** should be reflected in all the processes and all sectors contributing to peace building, including in initiatives related to small arms and light weapons and more recently in the fight against terrorism.

[1]UNSCR 1820, 1888, 1889, 1960, 2106, 2122, 2242

Resolution	Content/responsabilities per actors
1325 (2000)	UNSG : ➢ Increase the number of women employed in UN in the decision making bodies on peace and security ➢ Ensure women participate in peace ➢ Provide information on women and conflict country reports presented to the SC States: ➢ Provide a training on gender and conflict ➢ Address gender s in DDR Parties to an armed conflict: ➢ Protect women against sexual violence ➢ Respect the civilian nature/character of refugee camps and IDPs ➢ Prevent impunity for the perpetrators of gender based violence and avoid amnesty for war crimes against women UNSC: ➢ Consider the impact of its actions on women and girls. ➢ During its missions should have consultation with the local women groups.
1820 (2008) Sexual violence	UNSG: ➢ Make sure sexual violence is addressed during conflict settlement as well as during post-conflict recovery efforts ➢ Raise the issue of sexual violence during interactions with parties to armed conflict ➢ Make sure sexual violence is addressed during the processes of DDR and reforming of justice and security sectors supported by the UNO

	Parties to an armed conflict: ➢ Put an end to SV, make senior managers accountable in the chain of command and protect civilians against sexual violence, by vetting armed forces that are suspected perpetrators and by evacuating vulnerable civilians. ➢ Prohibit amnesty for war crimes of cases of sexual violence against women States: ➢ Raise awareness about sexual abuse (SV) and take measures to prevent violence, including contributing female peacekeepers ➢ Provide armed forces with a specialized training in SV prevention ➢ Apply a zero-tolerance policy to acts of sexual exploitation and abuses committed by peace keeping forces. ➢ Develop measures to improve protection and assistance, in particular regarding justice and health systems. UNSC: ➢ Address the root causes of SV in order to denounce the myth according to which SV during war would be unavoidable ➢ Include, if possible, SV as a criteria in the sanctions regime targeting a particular country Peace building commission: ➢ Make recommendations on how to address e sexual violence
1888 (2009) Sexual violence	UNSG: ➢ Appoint a UNSG in charge of responding to SV in armed conflicts ➢ Appoint advisors for women protection in peace keeping mission contexts with high levels of SV ➢ Establish a rapid response team composed of judicial experts ➢ Make sure Sexual Violence is addressed during peace talks ➢ Nominate more women as mediators ➢ Suggest to the SC means of improving follow-up and notification on SV during times of conflict ➢ Improve data quality on the trends and forms of SV Submit information to the SC on parties to an armed conflict that are credibly suspected of any involvement in SV UN Action- UN Action against SV in times of conflict [2] : ➢ Ensure coherence of the UN intervention STATES:

[2] Coordinating mechanism composed of 13 UN entities

	➢ Improve the national legal frameworks and the functioning of the judicial system to put an end to impunity ➢ The principle of command responsibility and taking disciplinary sanctions in the armed and security forces. Dismiss individuals who committed SV from armed and security forces. ➢ Improve support services to victims of SV: health care services, psychosocial support, legal assistance and socio-economic reintegration ➢ Ensure that the local/national leaders, traditional/religious leaders contribute to the awareness: fight against stigma and marginalization of victims, facilitation of social reintegration, fight against impunity ➢ Support the joint comprehensive strategies agreed between the government and the UN aimed at ending SV UNSC: ➢ To draw the attention of the sanctions committees on SV with regard to the appointment criteria
1889 (2009) Women participation in peace processes	UNSC : ➢ Develop a strategy to increase the number of women decision makers in peace keeping ➢ Make sure that all the country reports include issues related to gender, peace building and conflict resolution ➢ Produce a report on women's participation in peacebuilding ➢ Assist the UN agencies to collect data on the situation of women after a conflict ➢ Include in peacekeeping missions, the advisers on gender issues and/or on the protection of women ➢ Produce a set of global indicators on the implementation of 1325 resolution ➢ Propose a mechanism enabling the SC to monitor the implementation of 1325 resolution States: ➢ Encourage women participation in political and economic decision making in the early stages of peace building (also applies to IO and RO) ➢ Follow up the expenditure made on women in post-conflict situation and in recovery operations and invest, to their benefit, in the physical and economic security, health, education, justice and political participation UNSC: ➢ Include provisions that aim to empower women when renewing the mandates of UN missions Peace Building Commission: ➢ Address the issue of women's engagement in peacebuilding
1960 (2010) Sexual Violence	UNSC : ➢ Provided as an annex to its annual reports, a list of parties suspected of having committed forms of SV or of being responsible in situations of armed conflict which the SC has been engaged in. ➢ Adopt monitoring, analysis and reporting measures on SV related to a conflict

	➢ Appoint advisers for the protection of women in peacekeeping missions in situations of high levels SV (see 1888) ➢ Submit annual reports, including a strategic and coordinated plan for data collection in the short term and complying with the ethics of information SRSG/VS ➢ Provide reports to the SC ➢ Inform the sanctions committees and the expert groups States: ➢ Establish a dialogue with the parties to the armed conflict in order to follow and monitor the fulfilment of their commitments in the matter of protection ➢ Provide all the military and police personnel with an adequate training in sexual and gender-based violence, exploitation and sexual abuse ➢ Deploy more women among the military and the police officers in peacekeeping operations Parties to an armed conflict: ➢ Keep their commitments with adequate deadlines against SV, including dissemination through hierarchical channels of clear orders prohibiting SV, the prohibition of sexual violence in codes of conduct, military campaign manuals or other similar documents and the launch in the short term of investigations on alleged violations. UNSC : ➢ Take account of SV when establishing or renewing mandates ➢ Envisage the imposition of sanctions against the parties
2106 (2013) Sexual Violence	The UNSG & other relevant UN institutions: ➢ Accelerate the establishment and the implementation of follow-up, analysis and information communication procedures regarding SV ➢ Systematically evaluate the need for the deployment of advisers in protection, provide an adequate training and a rapid deployment ➢ Provide all the peacekeeping staff with a thorough training on gender issues and SV ➢ Help the national authorities to fight against SV in the process of DDR, reform of security and justice sectors ➢ Allocate more resources to the fight against SV ➢ Support the national health systems and the CS networks to assist HIV-infected women States: ➢ Take measures to tackle the root causes of SV and the misconceptions of SVas a cultural phenomenon, an inevitable

	consequence of war, or a minor offence ➢ Take effective measures to prevent and punish the acts of SV, fight against impunity, conduct investigations and prosecute, bring nationals that have committed sexual exploitation and sexual assaults before courts ➢ Include all crimes of SV in national criminal laws ➢ Involve women in all prevention and protection measures ➢ Ensure that the trade of major conventional weapons is not used to commit or to facilitate the acts of violence (Arms Trade Treaty) ➢ Support the committees of inquiry ➢ Call on the skills of the UN experts team to strengthen the fight against SV ➢ Recruit and deploy a larger number of women in peace operations Parties to an armed conflict: ➢ Nominate a high-level representative to fulfil the commitments made to address sexual violence ➢ Identify and release women and children that have been enrolled in armed groups UNSC: ➢ Ensure women's participation in all processes of peace and fight against SV in all the mandatory activities (mandates of peace-keeping missions, public statements, visits in the country, etc.) ➢ Adopt targeted sanctions against anyone who commits or gets to commit SV Women & SC: ➢ Influence all parties in armed conflict to fight against SV ➢ Participate in dialogue on the issue of SV ➢ Assist victims of SV to access to justice and to obtain redress
2122 (2013) Participation	UN & State institutions: ➢ Make sure that humanitarian funding and aid cover the full range of medical, legal and psychosocial services and the subsistence allowance that women need ➢ Ensure non-discriminatory access to sexual and reproductive health services, including in cases of pregnancy resulting from rape ➢ Make sure women participate in the initiatives to combat and eliminate illicit transfer and misuse of small arms and light weapons

	UNSG & SRSG: ➢ Present updated information on the implementation of 1325 resolution in the periodic presentations to the UNSC and suggest recommendations ➢ Enhance the knowledge of mediation and negotiation teams about the issue of gender ➢ Support the appointment of women as UN mediators ➢ Develop or carry out a global study on the implementation of 1325 resolution Officials in peacekeeping missions: ➢ Assess violations of women's rights ➢ Address the issues of security and protection of women and girls ➢ Organize consultations with women's organizations, leaders and marginalized women's groups The States: ➢ Develop funding mechanisms to support the organizations that help in the strengthening of women's leadership skills and their participation in the decision-making process; increase the contributions to local CSOs ➢ Assess the progress made, be prepared to set new targets before the high-level review of the implementation of 1325 resolution expected for 2015 UNSC: ➢ Put much emphasis on WPS in its thematic work ➢ Include in the peacekeeping missions mandates, the provisions on gender equality and women empowerment; provide for the appointment of advisers on issues regarding women ➢ Establish provision to encourage the protection and participation of women in electoral, political, DDR reform of the security and justice sector, recovery systems ➢ Include dialogue session with women and women's organization during its visits in areas of conflict
2242 (2015)	➢ Member States: increase funding for activities related to WPS. Enhance international cooperation for women empowerment and gender equality. All the contributions in the aid must reflect an interest in issues of gender ➢ Peacekeeping Missions: additions of objectives relating to gender issue, analysis of gender based disparities and technical expertise in this field including in all the stages of planning, development, execution and review of mandates and the withdrawal of the missions. Establish a strategy to double the number of women in military contingents and the size (number) of police forces during the next 5 years. ➢ Better integrate 1325 resolution in the SC work: informal expert group & periodic consultations on the situation of a

	specific country (with the presentations of the CS). ➢ Include gender as a crosscutting issue in the work on terrorism ➢ Capacity building to enable women to participate in the design and implementation of initiatives related to small arms and light weapons.

Handout 4

WPS: United Nations Security Council Resolution 1325 & following resolutions

Summary - The United Nations Security Council Resolution 1325 (2000) et seq[1]

Women, Peace and Security (WPS)

The resolution 1325adopted and passed) in 2000 by the United Nations Security Council is based on the first framework of the United Nations 'Agenda on Peace, Women and Security that recognizes the crucial role of women's participation in all efforts of establishing a lasting peace and the disproportionate impact of armed conflicts on women. This framework has been enhanced over the years, comprises **4 pillars: prevention, protection, participation and rehabilitation.**

Resolution 1325 recognizes that peace is inextricably linked with equality between men and women. **Only women's participation on an equal basis with men in all efforts to maintain and promote peace and security is a guarantee of a lasting peace.** Women's participation and representation must be increased in all political and economic decision-making levels in all national, regional and international mechanisms and institutions, including in peacekeeping operations. Women must also participate throughout the decision-making and setting up procedures related to DDR, not only in the reforms of the justice sector and security forces, but also in electoral preparations, the political processes and the recovery systems of the country. On the other hand the mobilization of men and boys must contribute to women's political, social and economic empowerment and proves to be particularly important with regard to prevention and fighting against sexual and/or gender-based violence.

The normative framework emphasizes that **women and children- particularly little girls- are a group that is predominantly vulnerable in conflict and post-conflict contexts.** They must be protected (in particular against acts of sexual or gender-based violence), their rights must be respected and their special needs must be addressed. Sexual violence can significantly exacerbate any armed conflict and impede the restoration of peace and international security. The analysis and the evaluation of women and children specific needs must precede the development of prevention and protection practical strategies that include physical security, better socio-economic conditions, education, income-generating activities and access to basic services (physical and mental health services, knowledge of their rights, police and judicial services).

Women must be involved in all prevention and protection measures and the issues of sexual violence must be included from the beginning of the peace and mediation process, and within all the consecutive processes. The United Nations have adopted a zero-tolerance policy regarding sexual exploitation and abuse; and a series of measures to address the challenge, urging all States to do the same. The civil society organizations and networks are committed to assist victims of sexual violence and to influence armed groups not to perpetrate sexual violence. **Local and national leaders including religious and traditional leaders are also encouraged to play a more active role in raising awareness to avoid marginalization and stigma of victims, to facilitate their social reintegration and to combat impunity.** Everyone should be mobilized in the fight against impunity and misconceptions of sexual violence as a cultural phenomenon, an inevitable consequence of war, as well as a trivial offense.

Finally, emphasis is put on **gender as a cross-cutting issue** that is reflected by putting in place gender advisors and experts within various agencies and/or deployed in various missions, by the multiplication of analyses and assessments and the need for all the contributions to assistance in order to reflect an interest in this issue. Gender as a cross-cutting issue should be reflected in all the processes and all sectors contributing to peace building, including in initiatives related to small arms and light weapons and more recently in the fight against terrorism.

[1]UNSCR 1820, 1888, 1889, 1960, 2106, 2122, 2242

Resolution 1325 (2000): acknowledges that peace cannot be achieved without women's participation and that women and girls are more affected by conflicts than men. It include four pillars: prevention, protection, women's participation and recovery.

Resolution 1820 (2008): acknowledges that SV in conflict is used as a war tactic. Calls for GBV prevention and response training for military troops, for more women deployed in peace operations and for implementation of 'zero tolerance' policies for peacekeeping troops.

Resolution 1888 (2009): reinforces the implementation of UNSCR 1820 by calling for more leadership to address SV in conflict, deployment of militaries and gender experts units in critical conflict zones and improvement of monitoring and reporting on conflict tendencies and SV perpetrators.

Resolution 1889 (2009): addresses obstacles to women's participation in peace processes. Calls for development of global indicators to monitor the implementation of UNSCR 1325 and improvement of international and national responses to women's specific needs in conflict and post-conflict settings.

Resolution 1960 (2010): calls for an end to SV in armed conflicts, especially SV against women and girls. Establishes measures aiming at ending impunity for SV perpetrators, through sanctions and reporting measures.

Resolution 2106 (2013): ensures the centrality of gender equality and women political, social and economic empowerment in efforts to prevent SV in armed conflicts and post-conflict settings.

Resolution 2122 (2013): establishes strong measures to enable women's participation in conflict resolution and recovery. Hold the Security Council, the UN, regional organizations and Member States accountable to dismantle barriers, create space and gives seats to women at the negotiation table.

Resolution 2242 (2015): integrates gender analysis of the driving forces and impacts of violent extremism. Notes the necessity to train mediators on inclusive processes impact and how to achieve them. Acknowledges the new Global Acceleration Instrument for Women Peace and Security (GAI-WPS) and creates an informal WPS experts group for the Security Council.

Handout 5

Biblical texts promoting gender equality

Genesis 1:27
"God created man in His own image; in the image of God He created him; male and female He created them."

Galatians 3:28
"There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus."

1 Corinthians 11:11-12
"Nevertheless, in the Lord woman is not independent of man, nor is man independent of woman. For as woman came from man, so also man is born of woman. But everything comes from God."

Ephesians 5:21
"Submit to one another out of reverence for Christ."

Handout 6

Biblical texts promoting participation of women in power structures

1. Women's Political Involvement in the Old Testament

Women played key roles in the political arena in the Old Testament. One of the outstanding women in political development was **Deborah.** Deborah was a prophetess, a judge, military advisor and ruler. She was capable in what she did as recorded in Judges 4:5 that "the people of Israel came up to her for judgment." She was a good military advisor as recorded in Judges 4:14, where she advised Israel to go to war with Canaan, because God had given victory to the Israelite over the latter. Israel won the battle.

Part of women's political involvement also included defying political orders to affirm their integrity and the integrity of their own people. Women such as **Jochebed** (Exo 6), **Shiprah** and **Puah** (Exo 1) defied King Pharaoh's order to kill all boys born in Israel's community when they hid Moses. This act saved not only Moses but sustained the nation of Israel later to be delivered from the hands of Pharaoh by Moses.

Abigail (2 Sam 25); **Bath-Sheba** (1 Kings 2); **Esther** and **Vasti** in the Book of Esther defied their husbands when they felt the latter's will conflicted God's will, even if they were kings. Esther also saved the Jews from annihilation when she single-handedly conquered Haman, the man who hated the Jews with passion. She fought for the freedom of the Jews.

2. Women's Participation in Public Roles in the New Testament

Several passages in the New Testament and especially in Acts and Pauline letters reveal women playing key leadership roles in the church. Women for example participated in opening their homes for fellowships. In those days, the church was meeting in the homes of Christians. This role developed the young Christian community both spiritually and socially. Examples of women patronesses include **Mary, the mother of John Mark** (Acts 12:12-27); **Lydia the Thyatiran purple dealer in Philippi**, (Acts 16:14-15, 40); **Nympha in Colossae** (Col. 4:15); and **Priscilla and Aquila** (Acts 18:2-3, I Cor. 16:19), (Rom 16:3-5). Other women in leadership positions were: **Phoebe** (Rom 16:1-2) who was principal leader of the assembly (church) at Cenchreae as a deacon, **Euodia and Syntyche** who were probably leaders in the church in Philippi given that Paul saw their quarrels as a threat to the unity of the Church. They were Paul's co-workers (Phil 4:2-3). In 1 Timothy 5:16 the author encourages women to play the role of patronage to widows. Paul also expected women to pray and prophesy (1 Corinthians 11:3-16) in church, which are public roles.

3. Women As Promoters of Peace Message in the New Testament

Jesus recognized that women were an untapped resource in public service in the Jewish society. He called them to serve him in specific ways in his ministry. In particular, Jesus called women to proclaim the message of PEACE. This is for example when **Jesus revealed himself to the women who had visited his tomb** on the third day after his crucifixion and burial (Mark 16). These women became the first witnesses of the resurrection. Although the witness of women was not believed in the Jewish culture because women were said to be liars, Jesus sent these women to go to the 11 disciples who were in hiding in Jerusalem, to witness about the message of his resurrection. The message of Jesus' resurrection is a message of peace. This is first and foremost because Jesus is the Prince of peace (Isaiah 9:6). His death and resurrection is sorely meant to bring reconciliation between human beings with God and with one another. Therefore, when people believe in Jesus, they are expected to proclaim this message of reconciliation with God and with one another, and live to the expectations of it. In this way, peace can be promoted in the world.

Jesus also sent the Samaritan woman to proclaim the message about him. She had already found peace with God in her conversation with Jesus, when she discovered that Jesus was the promised Messiah. By going to proclaim the message about Jesus in her village, she was promoting peace with self, with God, and with one another (John 4: 4-26).

Mary the mother of Jesus was the bearer of the Prince of Peace in her womb. Besides, John 2 shows that women have positive influence to their children which they can use to advise them to change situations for better. This is exemplified by Mary who spoke to her son to act in a situation where wine had run-out in a wedding feast. Jesus saved the situation by changing water into wine.

However, women can also serve as promoters of violence. An example is Queen Jezebel who was the wife of King Ahab. She ill advised her husband to Kill Naboath in order to grab Naboath's vineyard (1 Kings 21).

Handout 7

Biblical texts that protect women from GBV

The Bible categorically condemns sexual immorality:
1 Corinthians 6:18 "Flee from sexual immorality. Every other sin[a] a person commits is outside the body, but the sexually immoral person sins against his own body."

Paul in 1 Corinthians 7: 4-7 instructs both the husband and the wife to satisfy each other's sexual needs (verses 3-5). Paul indicates that neither the husband nor the wife should dominate the other in sex, but both should experience sexual satisfaction equally. In this case, the wife is not to be used as a mere sexual object for the man's sexual satisfaction.

1 Corinthians 7: 4-7 "The wife does not have authority over her own body but yields it to her husband. In the same way, the husband does not have authority over his own body but yields it to his wife. Do not deprive each other except perhaps by mutual consent and for a time, so that you may devote yourselves to prayer. Then come together again so that Satan will not tempt you because of your lack of self-control. I say this as a concession, not as a command. I wish that all of you were as I am. But each of you has your own gift from God; one has this gift, another has that."

The story of Dinah and the Shechemites in the Old Testament is the story of the rape of Dinah by Shechem and the terrible revenge of Dinah's brothers who killed all Shechemites males. The two rulers, Dinah's father and Shechem's father, agreed to settle the issue by marrying Dinah to Shechem under the condition that all Shechemites circumcise. Despite the agreement, Dinah's brothers led an attack to kill all Shechemites males telling their father about Shechem: "Should he have treated our sister like a prostitute?" The settlement agreed on by both rulers did not bring justice to Dinah and would probably see her trapped in an unhappy marriage, in a position to suffer more gender based violence from her husband.

Genesis 34 Dinah and the Shechemites "1 Now Dinah, the daughter Leah had borne to Jacob, went out to visit the women of the land. 2 When Shechem son of Hamor the Hivite, the ruler of that area, saw her, he took her and raped her. 3 His heart was drawn to Dinah daughter of Jacob; he loved the young woman and spoke tenderly to her. 4 And Shechem said to his father Hamor, "Get me this girl as my wife." 5 When Jacob heard that his daughter Dinah had been defiled, his sons were in the fields with his livestock; so he did nothing about it until they came home. 6 Then Shechem's father Hamor went out to talk with Jacob. 7 Meanwhile, Jacob's sons had come in from the fields as soon as they heard what had happened. They were shocked and furious, because Shechem had done an outrageous thing in[a] Israel by sleeping with Jacob's daughter—a thing that should not be done. 8 But Hamor said to them, "My son Shechem has his heart set on your daughter. Please give her to him as his wife. 9 Intermarry with us; give us your daughters and take our daughters for yourselves. 10 You can settle among us; the land is open to you. Live in it, trade[b] in it, and acquire property in it." 11 Then Shechem said to Dinah's father and brothers, "Let me find favor in your eyes, and I will give you whatever you ask. 12 Make the price for the bride and the gift I am to bring as great as you like, and I'll pay whatever you ask me. Only give me the young woman as my wife." 13 Because their sister Dinah had been defiled, Jacob's sons replied deceitfully as they spoke to Shechem and his father Hamor. 14 They said to them, "We can't do such a thing; we can't give our sister to a man who is not circumcised. That would be a disgrace to us. 15 We will enter into an agreement with you on one condition only: that you become like us by circumcising all your males. 16 Then we will give you our daughters and take your daughters for ourselves. We'll settle among you and become one people with you. 17 But if you will not agree to be circumcised, we'll take our sister and go." 18 Their proposal seemed good to Hamor and his son Shechem. 19 The young man, who was the most honored of all his father's family, lost no time in doing what they said, because he was delighted with Jacob's daughter. 20 So Hamor and his son Shechem went to the gate of their city to speak to the men of their city. 21 "These men are friendly toward us," they said. "Let them live in our land and trade in it; the land has plenty of room

for them. We can marry their daughters and they can marry ours. 22 But the men will agree to live with us as one people only on the condition that our males be circumcised, as they themselves are. 23 Won't their livestock, their property and all their other animals become ours? So let us agree to their terms, and they will settle among us." 24 All the men who went out of the city gate agreed with Hamor and his son Shechem, and every male in the city was circumcised. 25 Three days later, while all of them were still in pain, two of Jacob's sons, Simeon and Levi, Dinah's brothers, took their swords and attacked the unsuspecting city, killing every male. 26 They put Hamor and his son Shechem to the sword and took Dinah from Shechem's house and left. 27 The sons of Jacob came upon the dead bodies and looted the city where[c] their sister had been defiled. 28 They seized their flocks and herds and donkeys and everything else of theirs in the city and out in the fields. 29 They carried off all their wealth and all their women and children, taking as plunder everything in the houses. 30 Then Jacob said to Simeon and Levi, "You have brought trouble on me by making me obnoxious to the Canaanites and Perizzites, the people living in this land. We are few in number, and if they join forces against me and attack me, I and my household will be destroyed." 31 But they replied, "Should he have treated our sister like a prostitute?""

When GBV takes place, especially through rape, the woman is the one who is blamed while the man is set free. A similar case happened in the Bible in John 8:1-11. The teachers of the law and the Pharisees (who were all men) brought a woman caught in adultery to Jesus to hear Jesus' judgement but did not bring the male perpetrator. Jesus, perhaps identifying a case of GBV, accused the victimizers of having committed (similar) sin. By holding the victimizers accountable for sin and setting the woman free from being stoned to death, Jesus protected the woman from further GBV.

John 8:1-11 "but Jesus went to the Mount of Olives. At dawn he appeared again in the temple courts, where all the people gathered around him, and he sat down to teach them. The teachers of the law and the Pharisees brought in a woman caught in adultery. They made her stand before the group and said to Jesus, "Teacher, this woman was caught in the act of adultery. In the Law Moses commanded us to stone such women. Now what do you say?" They were using this question as a trap, in order to have a basis for accusing him. But Jesus bent down and started to write on the ground with his finger. When they kept on questioning him, he straightened up and said to them, "Let any one of you who is without sin be the first to throw a stone at her." Again he stooped down and wrote on the ground. At this, those who heard began to go away one at a time, the older ones first, until only Jesus was left, with the woman still standing there. Jesus straightened up and asked her, "Woman, where are they? Has no one condemned you?" "No one, sir," she said. "Then neither do I condemn you," Jesus declared. "Go now and leave your life of sin."

Other stories from the Bible regarding GBV:

- 2 Samuel 13:1-22 "Amnon and Tamar"
- 2 Samuel 11:1-27 "David and Bathsheba"
- Genesis 16:1-16 "Hagar and Ishmael"
- Genesis 19:1-11 "Sodom and Gomorrah Destroyed"

Handout 8

Quranic texts promoting gender equality

I. **Surah Al-nisa verse 57(4:57):** "Verily! Allah Commands that when you judge humankind, judge justice between them."

II. **Surah Al-Hujurat verse 13 (49:13):** "O Mankind! We have created you from male and female and you into nations and tribes, that you may know one another. Verily the most honorable of you with Allah is that pious. Verily Allah is All-knowing, All-Aware."

III. **Surah Al-Isra verse 70 (17:70):** "And indeed we have honored the children of Adam, and we have carried them on land and sea, and have provided them with lawful good things and have preferred them above many of those whom we created with and marked preference."

IV. **Surah Al-Nisa verse 35 (4:35):** "if you fear a beach between twain (the man and his wife) a point (two) arbitrators, one from his family and the other from hers: if they both wish for peace, Allah will cause their reconciliation. Indeed Allah is Ever Allknower, well Acquainted with all things"

V. **Surah Al Nisa verse 19 (4:19):** "O you who believe! You are forbidden women against their will."

VI. **Surah Al nisa verse 1(4:1):** "O Mankind, keep your duty to your Lord who created you from a single soul and from it created its mate (of same kind) and from them twain has spread a multitude of men and women..." (A scholar who pondered about this verse states: "It is believed that there is no text, old or new, that deals with the humanity of the woman from all aspects with such amazing brevity, eloquence, depth, and originality as this divine decree.")

VII. Surah Al Nisa verse 10 (4:10): "Verily, those who unjustly eat up the property of orphans, they eat up only fire into their bellies and they will be burnt in the blazing fire."

Economic aspect

Islam decreed a right of which woman was deprived both before Islam and after it (even as late as this century), the right of independent ownership. According to Islamic Law, woman's right to her money, real estate, or other properties is fully acknowledged. This right undergoes no change whether she is single or married. She retains her full rights to buy, sell, mortgage or lease any or all her properties. It is nowhere suggested in the Law that a woman is a minor simply because she is a female. It is also noteworthy that such right applies to her properties before marriage as well as to whatever she acquires thereafter.

There is no decree in Islam which forbids woman from seeking employment. Moreover, there is no restriction on benefiting from woman's exceptional talent in any field. Even for the position of a judge, we find early Muslim scholars such as Abu-Hanifah and At-Tabari holding there is nothing wrong with it. In addition, Islam restored to woman the right of inheritance, after she herself was an object of inheritance in some cultures. Her share is completely hers and no one can make any claim on it, including her father and her husband.

"Unto men (of the family) belongs a share of that which Parents and near kindred leave, and unto women a share of that which parents and near kindred leave, whether it be a little or much - a determinate share." [Noble Quran 4:7]

Her share in most cases is one-half the man's share, with no implication that she is worth half a man!

It would seem grossly inconsistent after the overwhelming evidence of woman's equitable treatment in Islam, which was discussed in the preceding pages, to make such an inference. This variation in inheritance rights is only consistent with the variations in financial responsibilities of man and woman according to the Islamic Law. Man in Islam is fully responsible for the maintenance of his wife, his children, and in some cases of his needy relatives, especially the females. This responsibility is neither waived nor reduced because of his wife's wealth or because of her access to any personal income gained from work, rent, profit, or any other legal means.

Woman, on the other hand, is far more secure financially and is far less burdened with any claims on her possessions. Her possessions before marriage do not transfer to her husband and she even keeps her maiden name. She has no obligation to spend on her family out of such properties or out of her income after marriage. She is entitled to the "Mahr" which she takes from her husband at the time of marriage. If she is divorced, she may get an alimony from her ex-husband.

An examination of the inheritance law within the overall framework of the Islamic Law reveals not only justice but also an abundance of compassion for woman.

Handout 9

Quranic texts promoting participation of women in power structures

I. **Surah Al-Ahqaf verse 15 (46:15):** "And we have enjoined on man to be dutiful and kind to his parents : his mother bears with hardship and she brings him forth with hardship, and bearing of him the weaning of him is 30 Months, till when he attains full strength and reaches 40 years."

Any fair investigation of the teachings of Islam into the history of the Islamic civilization will surely find a clear evidence of woman's equality with man in what we call today "political rights".

This includes the right of election as well as the nomination to political offices. It also includes woman's right to participate in public affairs. Both in the Quran and in Islamic history we find examples of women who participated in serious discussions and argued even with the Prophet (peace and blessings be upon him) himself (see the Noble Quran 58:14 and 60:10-12).

During the Caliphate of 'Umar Ibn al-Khattab, a woman argued with him in the mosque, proved her point, and caused him to declare in the presence of people: "A woman is right and 'Umar is wrong."

II. **Khadīja b. Khuwaylid (d. 620):** Even before her marriage to the Prophet Muhammad, she was an important figure in her own right, being a successful merchant and one of the elite figures of Mecca. She played a central role in supporting and propagating the new faith of Islam and has the distinction of being the first Muslim. As the Prophet Muhammad himself is believed to have said in a hadith preserved in Sahih Muslim: "God Almighty never granted me anyone better in this life than her. She accepted me when people rejected me; she believed in me when people doubted me; she shared her wealth with me when people deprived me; and God granted me children only through her." Indeed, another of the most important women of early Islam, Fāṭima al-Zahrā', was the daughter of the Prophet by Khadīja and it is only through Fāṭima (especially through her two sons, al-Hasan and al-Husayn) that the lineage of the Prophet Muhammad is preserved. These facts make Fāṭima and her mother Khadīja among the most revered female personages in Islamic history.

III. **Ā'isha b. Abī Bakr (d. 678):** A figure that requires almost no introduction, 'Ā'isha was the wife of the Prophet Muhammad who had perhaps the most influence on the Muslim community after his death. She played a central role in the political opposition to the third and fourth caliphs Uthmān ibn 'Affān and 'Alī ibn Abī Ṭālib, even leading an army against the latter at Basra in 656. Although she retired from political life after her defeat, she continued to play a major role as a transmitter of Islamic teachings. She is one of the major narrators of hadith in the Sunni tradition. In many ways, she is among the most interesting (and controversial) figures in early Islam, especially since the implications of her actions for women's participation in scholarship, political life, and the public sphere.

IV. **Al Shikhah Zainab Abi Al Barakat :** In Egypt for example, during the Mamlook period, (684H) Al Shikhah worked with the daughter of Al-Zahir Bibars (The Sultan of Egypt at that time) to establish "Ribat," which is today equivalent to a shelter for women. The "Ribat" was established to promote educational, spiritual, and social services for women. Women who sought peace and safety from a troubled family environment where they were abused and threatened were always welcome at the "Ribat". The Shikhah and her assistants helped them overcome their problems through intensive sessions of counseling, with a focus on and increase in spirituality and worship. They offered training programs by teaching women about their rights, roles, and responsibilities established for them in the Qur'an and Sunnah. They also taught them effective techniques and gave them practical steps to overcome their difficulties.

Handout 10

Quranic text protecting women from GBV

It is impossible for anyone to justify any mistreatment of woman by any decree of rule embodied in the Islamic Law, nor could anyone dare to cancel, reduce, or distort the clear-cut legal rights of women given in Islamic Law.

Ibn Faris says that the word violence in arabic (ounf) is the opposite to clemency. Ibn Manzhour defines violence as violation, lack of compassion, and as the opposite to gentleness and clemency.

I. **Surah Al-Hujurat verse 11(49:11):** "O your who believe! Let not a group scoff at another group, it may be that the later are better than the former; nor let (some) women scoff at other women. It may be that the later are better than the former, nor defame one another nor insult one another by nicknames. How bad is it to insult one's brother after having faith (faithful believer) as "O sinner" or "O wicked ",etc And whoever doesn't repent, then such as indeed Zalimun (wrong-doers)"

II. **Surah Al-Mulki verse 3 (67:3):** "Who has created the seven heavens one above another, you can see no faults in the creations of the most beneficent. Then look again: can you see any rifts?"

III. **Surah Al Takwir verse 8-9 (81:8-9):** "And when the female (infant) buried alive - is questioned, for what crime she was killed."

IV. **Surah Al-Imran verse 228 (2:228):** "And they (women) have rights similar to those (of men) over them, and men are a degree above them." (Such degree is Quiwama (maintenance and protection). This refers to that natural difference between the sexes which entitles the weaker sex to protection. It implies no superiority or advantage before the law. Yet, man's role of leadership in relation to his family does not mean the husband's dictatorship over his wife. Islam emphasizes the importance of taking counsel and mutual agreement in family decisions. The Quran gives us an example)

V. **Surah Al-Imran verse 233 (2:233):** "If they (husband wife) desire to wean the child by mutual consent and (after) consultation, there is no blame on them." Over and above her basic rights as a wife comes the right which is emphasized by the Quran and is strongly recommended by the Prophet (peace and blessings be upon him); kind treatment and companionship.

VI. Prophet Muhammad (peace and blessings be upon him) said: "The best of you is the best to his family and I am the best among you to my family. The most perfect believers are the best in conduct and best of you are those who are best to their wives." [Ibn-Hanbal, No. 7396]

Handout 11

Implementing UNSCR 1325

Implementation by public authorities:

By signing the UNSCR 1325, States are taking a commitment to implement the resolution. There are various ways to do so:

- The most popular are **National Action Plans.** UN Women can provide assistance and has developed tools for States to develop National Action Plans (NAP). A good NAP must involve powerful ministries, have a budget and availability of funds.

- **Localization of National Action Plan:** to have an impact at community level, a NAP must be brought to the communities at local level. The localization is part of the implementation of the NAP and should be integrated in the implementation plan. The localization can be done in collaboration with civil society organizations through the organization of workshops, conferences, awareness raising activities etc. towards the communities and the local authorities – including security forces, administrative authorities, judicial authorities, etc.

- **Regional Action Plans** (RAP) are developed by regional organizations. RAPs implement UNSCR 1325 at regional level and assist States in implementing it at national level.

The role of civil society organizations in implementing UNSCR 1325:

The civil society and its key role are mentioned several times by UNSCR 1325 and following resolutions in regard to their implementation. They are untitled to disseminate and raise awareness on UNSCR 1325, participate in development of national and regional action plans and participate in monitoring and reporting on implementation of 1325.

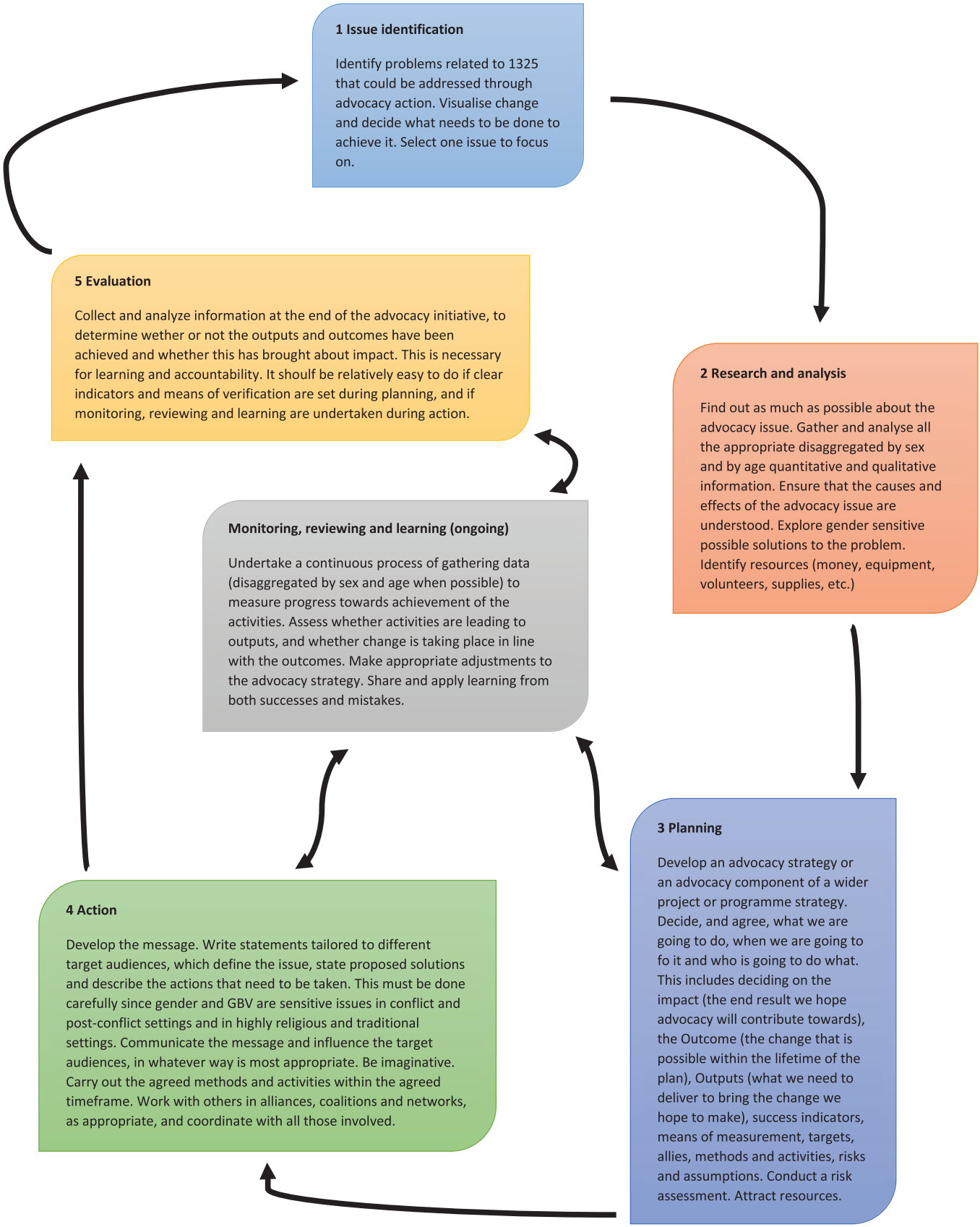
Resources online:

- ‘Operation1325.se’: Operation 1325 is a Swedish umbrella organization specialized in training and advocacy on UNSCR 1325. The website offers a couple of resources, including a toolkit on implementation of UNSCR 1325 called “You make the difference”.
- ‘Peacewomen.org’: initiative from WILF, it is a resource space to engage with the Women, Peace and Security agenda, including UNSCR 1325.

Handout 12

The Advocacy Cycle

(Adapted from Tear Fund toolkit)



Handout 13

For and against joint advocacy

(Tear Fund toolkit)

Benefits	Drawbacks
Creates a powerful united voice with which to influence decision-makers Reduces vulnerability and risk, and increases protection against any potential backlash, through "safety in numbers" Different members bring together a variety of experience and expertise Greater credibility, legitimacy and representation, because of the combination of communities with which the members work Strength in diversity Unity and solidarity around a common advocacy issue Builds shared values and affinity	Raised expectations, which are not always met Competing agendas A tendency towards domination by large organisations, with small organisations left feeling sidelined Lack of common goal and/or strategic focus Dependent on good leadership, which may not always be present Poor coordination and/or lack of direction can lead to disillusionment and discontent amonf members Loss of organizational identitu, which can lead to compromising values, attitudes, methods etc. Decision-making can be slow when a consensus is required Potential for damage to reputation through public association with other members of a joint initiative
Sharing of information Forges and develops relationships Pooling of skills, abilities and contacts Minimises duplication and competition Increases financial efficiency from mobilizing and pooling resources Ensures coordinated logistics	Relationships require a strong commitment, and the right people have to be identified to establish, build and maintain them Time-consuming, even well managed Can be expensive May cause people and resources to be diverted from other work Potential for too many meetings and not enough action Requires capacity (financial and human) that small organizations may not have
Creates opportunities to observe and learn from others with more advocacy experience Provides a safe space to try out advocacy skills Helps members overcome fear and other factors that hold them back in advocacy Encourages collaborative ways of working	Difficulties when people will not work with others who do not share their faith/religious beliefs and/or political viewpoints Lack of time and/or inclination among experienced members to accompany and mentor those with less experience

STRATEGIC

PRACTICAL

COLLABORATIVE

Handout 14

Successful coalition checklist

NCA Advocacy Handbook

When coalitions succeed they are built on trust, respect and commitment, including:

- ✓ Clear goals and objectives
- ✓ Diverse membership
- ✓ Participatory processes in planning
- ✓ Shared understanding of terms
- ✓ Skulled leadership and fair decision making
- ✓ Trusting relationship
- ✓ Reliable systems of communication and conflict resolution
- ✓ Balance of campaign identity and organisational autonomy

Handout 15

LOBBY MEETING STEP BY STEP

1. Make an agreement with the decision maker. You could call the secretary or send an e-mail. Make sure the correspondence is polite, but insisting; you have an important message to give! After having made an appointment, it can be useful to send an email with confirmation on time, place and the topic to be discussed. This will help the decision maker to remember and prepare.

2. Usually it is enough to send 1-3 persons to the meeting. If we outnumber the side of the decision maker, it can make an unbalanced situation. Make sure that all our participants are well prepared and agree on who will be the main and who will give supplement comments. It is useful to make a short brief of your main message (no more than one sheet), where you present your goal and the most important arguments.

3. Make sure that you arrive in due time and agree on the time frame. The brief you have prepared can both be used as an outline for yourselves and it can be given to the decision maker. You can also show photos or films, if the quality is good and you are sure that technical fuzz will not consume too much of the time. Used well, photos or even films can give you convincing support. In general, during the meeting you should try to establish a sense of mutual trust, and you should act with confidence. Although he or she might disagree, the decision maker should understand that you are a serious working actor

4. You should further try to present a win-win-situation; demonstrate what the decision maker will gain from realizing our policy goal. During the meeting you should let the decision maker understand what he or she will gain on the change. Make sure that you also use this opportunity to listen to what the decision maker says; what consideration he or she finds the most important. Knowledge on his or her position facilitates the fine-tuning of our argumentation for later occasions. It is also important to pick up positive signals or promises given during the meeting, so that they can later be used to hold him or her to account for what he or she said.

5. At the end you should try to agree on follow up action points and to keep in touch. You can also invite to an exposure trip.

6. After the meeting; send a brief email with thanks.

Handout 16

Principles for mobilisation

(Source NCA Advocacy Handbook)

- Include those who are affected by the problem. The most powerful advocates are those experiencing the consequences.
- Clarify what you want to achieve by mobilising people, making it a strategic action.
- Choose your methods carefully. It should be effective, appropriate and realistic.
- Have a clear message, use slogans if appropriate.
- Encourage easy actions, so that people involve and take action.
- Make events fun. Inspiring activities will build solidarity and support.
- Avoid violence, as it will discredit your message and not be in line with peaceful advocacy.

Handout 17

Difficult political contexts preparation and action checklist

Source TearFund

Preparing for advocacy in a difficult political context

- Are you building intentional and strategic relationships with appropriate government officials, ahead of time, without any pre-conceived agenda?
- What potential advocacy opportunities do you need to recognise and seize, if timing allows? Is it possible to link advocacy into your existing activities?
- Are you aware of the cultural norms and worldviews that are common in your context? If so, what are they, and how will they impact your ability to do advocacy on 1325?
- To what extent are you fearful about advocacy? How will you acknowledge, confront and mitigate your fear?
- Have you been wise and selective in your choice of advocacy issue? Does it align with your organisation's vision? Do you have legitimacy to speak about it? Is it of interest to the government? How controversial is it?
- Do you know what you want to say and how you want to say it? Are you going to be able to communicate it clearly and concisely?
- Do you understand how the government makes decisions and how to influence the decision making process?

Doing advocacy in a difficult political context

- Have you decided what words and phrases are the most contextually appropriate for describing 'advocacy' and other related words, and are you using them?
- Are you being collaborative, rather than confrontational, and finding common ground, rather than differences, in your advocacy work?
- Are you being transparent and doing everything possible to avoid bribery?
- Have you used all possible routes and contacts, both direct and indirect, in order to access your advocacy targets?
- Is there widespread respect for your programmatic work on the issue, so as to give credibility to your advocacy work? Are you willing and able to invite government officials to see for themselves the extent of the problem?
- Are you clear about what you want to see changed and are you communicating it in such a way that the government officials think it is their idea?
- Are you marking international days that highlight the advocacy issue?
- Is it appropriate to ask your contacts outside the country to speak out on your behalf?
- Is it appropriate to seek change using civil resistance and non-violent actions?

Risk analysis table

Threats identified	Estimate risks			Management	
	Likelihood/Probability (low, medium, high)	Impact (low, medium, high)	Risk level	Risk mitigation method (accept, avoid, manage)	Contingency plan

Handout 19

Tips for managing risks when influencing and supporting change in complex contexts[1]

Tip 1: Find the cracks in the edifice (you nearly always can)

Tip 2: Monitor and analyse the external context – constantly! Understand the interests of your opponents

Tip 3: Develop alliances – locally, nationally and internationally.

Tip 4: Use international mechanisms and donor leverage: international law, policies and laws determining the relations of powerful governments with third parties, etc.

Tip 5: Respond to attacks in a way that will reduce risk of future attacks

Tip 6: Develop close and transparent relations with partner organisations, based on trust

Tip 7: Develop internal policies and procedures to reduce physical risks to staff and partners and for rapid response

Tip 8: Develop adequate policies for use of communication channels and handling of information

Tip 9: Plan for a long haul. Change in complex contexts will be slow.

[1]Adapted from Intrac presentation on "Managing risks when influencing and supporting change in complex contexts"

Handout 20

Handling resistance[1]

Key words: LISTEN, LEARN, DIALOGUE, RESPECT

	Forms of resistance	Countering resistance
Denial	Stating that gender equality or other rights issues are **not a concern** for the country (or region, or community), or that a particular program does not discriminate. Denying the presence of women's rights violations.	**Present sound empirical evidence** (statistics, oral histories, research) that documents gender disparities and discriminatory practices or specific rights violations in the context where you are working.
Ridiculing	**Make fun of the issue** or saying that you do not understand the situation. It is a Western concept etc.	**Present sound empirical evidence** (statistics, oral histories, research) that documents gender disparities and discriminatory practices or specific rights violations in the context where you are working.
Cultural relativism	**Minimizing the issue** saying that it is how it is dealt with in the culture.	**Present sound empirical evidence** based on anthropology that shows that culture is not static but evolves and changes to be best adapted to the evolving society.
Religious relativism	**Minimizing the issue** saying that it is based on religious teachings.	**Explain that religious interpretations show otherwise.** You can refer to instruments such as the Tamar campaign. More on this in Module 1 Sessions 3 and 4.
Token action	Acknowledging that something should be done, but **selecting an action with limited impact** (a small add-on project or project component) or focusing on women's participation in a project activity (not on the project's impact on gender equality or human rights).	**Shift attention to the results of the initiative**. Ask questions about how the project will change the way in which the partner serves its public – is there an opportunity in the project to improve impacts on gender equality or improving the rights situation?
Lip service	Acknowledging the issues at the level of rhetoric, **but failing to take meaningful action.**	Build gender equality and rights perspective into the planning cycle and monitoring actions and result.
Shelving	Developing a policy paper or a similar document **without any plan for actual implementation.**	**Build a gender-inclusive rights perspective into the planning cycle,** especially the organizational strategic plan, and the monitoring of actions and results.
Confrontation	**Disagreeing and providing arguments.**	**Listen carefully and try to understand, maybe change is happening too quickly** or there are specific barriers or situations that need to be dealt with. Engage in dialogue and look for solutions
Anger	**Expressing clear arguments against the issue in an aggressive way.**	**Listen carefully and try to understand**, maybe change is happening too quickly or there are specific barriers that need to be dealt with. Engage in dialogue and look for solutions. **If aggression continues, talk to others to get assistance in resolving the situation.**
Compartmen-talisations	**Referring all matters concerning rights-based perspectives and gender equality to the persons officially responsible** for these areas without any organizational commitment.	**Make a concrete case about the relevance** of a gender-inclusive rights-based perspective issue to the mainstream of the agency's work or to this specific project.
Appointing a token person	Resolving the need to act by **appointing a person** to a committee or a decision-making process	If you encounter a "token person" in a meeting, join her/him in identifying and pursuing rights and gender issues and encouraging others to participate. If you are the token person, look for allies and networks.

[1]Adapted from the Gender Inclusive Rights based manual developed by ACT Alliance and from DAC (Development Assistance Committee) book on concepts and approaches linked to gender equality Paris: OECD/DAC 1998

Handling resistance[1]

NORWEGIAN CHURCH AID

ADVOCACY TRAINING MANUAL ON UNSCR 1325
FEEDBACK FORM

1. In general, how far has the workshop met your expectations and needs?

2. What did you learn or feel that is new to you?

3. What do see yourself doing differently in your work as a result of what you have learned?

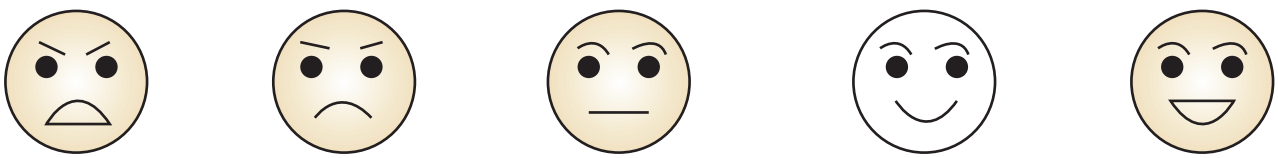
4. What is your overall assessment of the work of the facilitating team? What were the strengths and weaknesses of the facilitating team? Please be as specific as possible.

5. What is the most important lesson you learned from other participants?

6. What do you think of the organizational aspects (advance information, documentation, materials, handouts)?

7. Please give your assessment of content and methodology for every session where applicable.

1 = VERY BAD | 2 = BAD | 3 = OK | 4 = GOOD | 5 = VERY GOOD



Session title[1]	Content						Method					Suggestions
	1	2	3	4	5		1	2	3	4	5	
M1S1: Understanding the international normative system												
M1S2: What is UNSCR 1325												
M1S3: UNSCR 1325 reflecting Christian teachings												
M1S4: UNSCR 1325 reflecting Islamic teachings												
M2S1: What is Advocacy												
M2S2: Why advocating for UNSCR 1325												
M3S1: What is a policy assessment												
M3S2: Implementation of UNSCR 1325												
M3S3: Stakeholders and power analysis												
M4S1: Linking the different levels of advocacy												

[1] The sessions in the 'Sample workshop programme' are used here as illustration.

M4S2: Network and coalition building												
M4S3: Identifying a common goal related to UNSCR 1325												
M4S4: Identifying targets												
M4S5: Messaging												
M5S1: Advocacy activities												
M5S2: Monitoring advocacy												
M6S1: Advocacy in difficult political contexts												
M6S2: Risk analysis												
M6S3: Handling resistance towards gender issues												

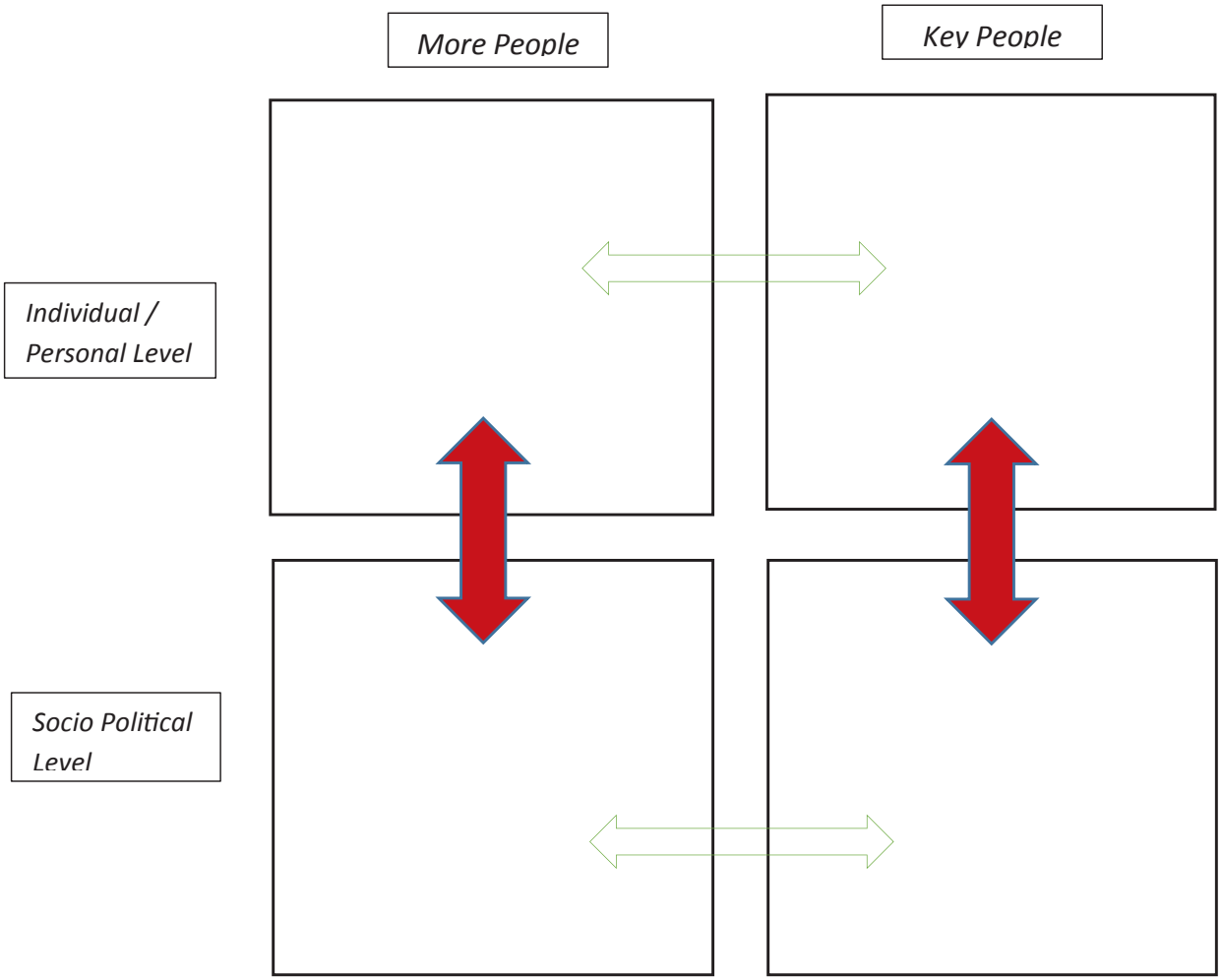
8. Any other suggestions?

ANEXXES

Tools

Tool 1

Reflecting on Peace Practices tool



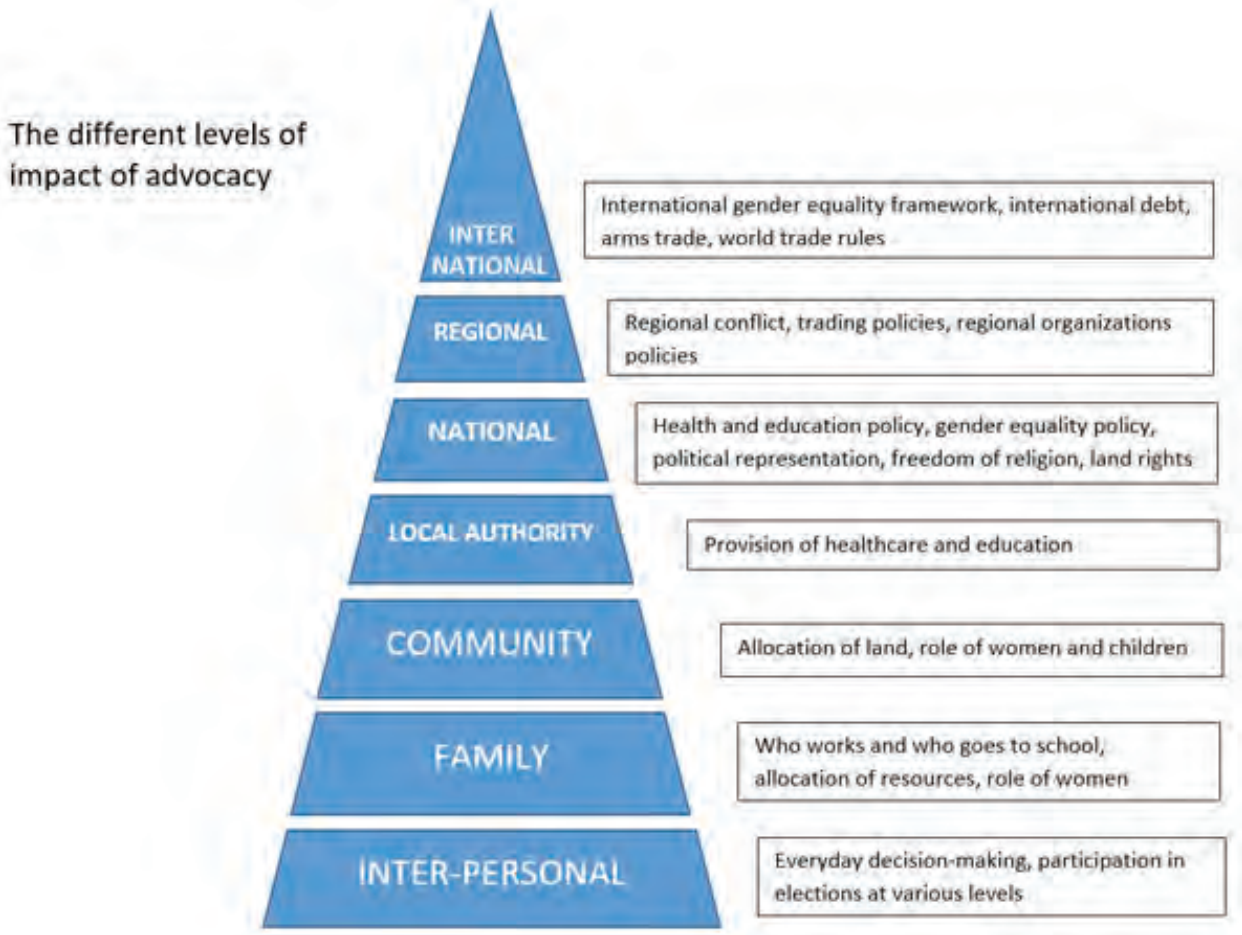
Notes:
More people approaches aim to engage large numbers of people in actions.

Key people approaches focus on involving particular people, or groups of people, deemed critical to the issue targeted.

Individual/Personal level seek to change the attitudes, values, perceptions or circumstances of individuals on the belief that women's rights and women's participation are possible only if the hearts, minds and behaviour of individuals are changed.

Socio-political level pursues socio-political or institutional changes. Such activities aim to support the creation or reform of institutions that address women's rights and participation.

The different levels of Advocacy



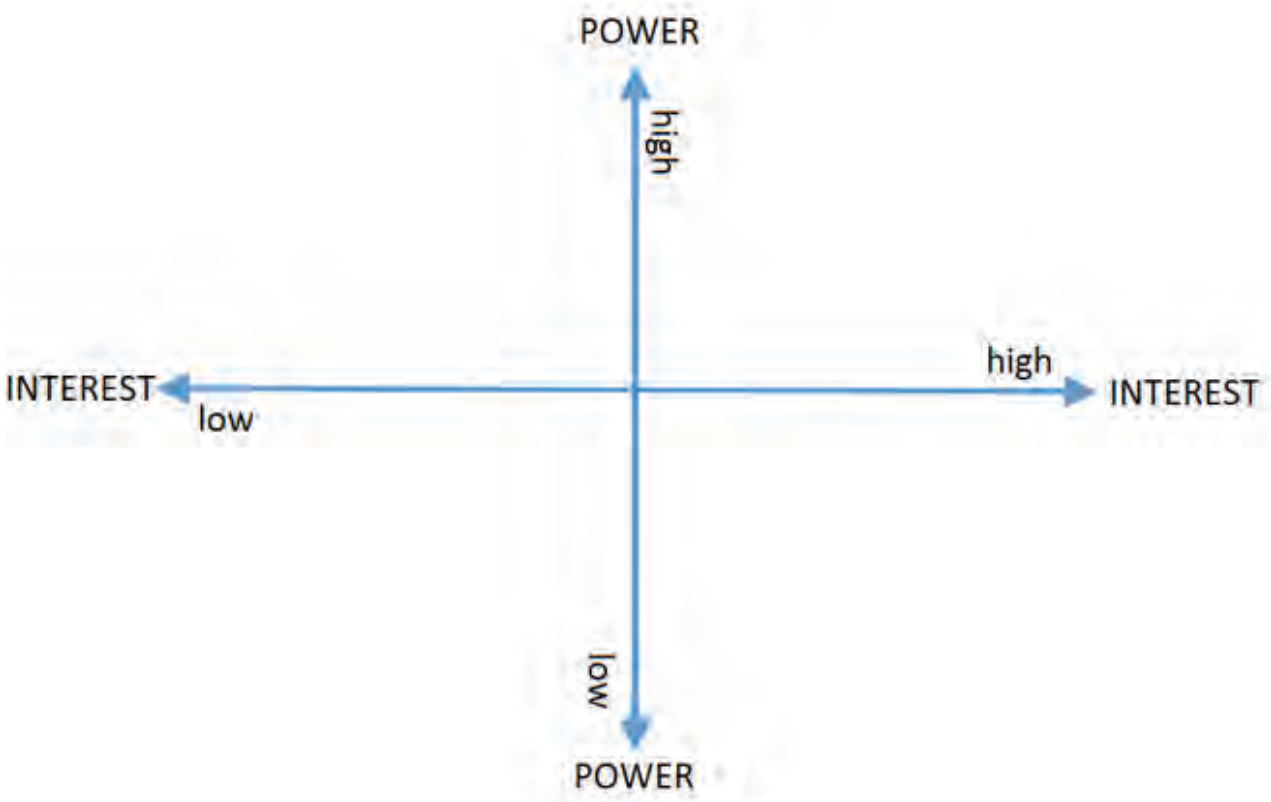
Stakeholders and power analysis

Table

Power	High		
	Low		
		Low	High
		Interest	

Stakeholders and power analysis

Diagram



Tool 5

Capability, accountability and responsiveness

(TearFund)

CAPABILITY

Key questions to consider	Answers
What international commitments has the government made on the issue?	
Does the government have a national policy and implementation strategy for the issue?	
Is the issue included in other government strategy documents?	
What targets has your government set for the issue, and what progress is it making in achieving them?	
How adequate are the systems for recording and monitoring the issue, and to what extent is data accurate and publicly available?	
Which government ministries, departments and businesses are involved in the issue at national and local levels, and how are responsibilities divided between them? Which is the lead ministry for the issue?	
Is there a sector coordination mechanism for the issue?	
What role do other sectors play in relation to the issue?	
Does the government have adequate human resources available to address the issue?	
Is a decentralisation agenda being pursued and, if so, how is it impacting the issue?	
How much of the government's overall budget is allocated to the issue? How has this changed over time?	
Where is most of this money channelled? Are projects targeted towards people living in poverty?	
Who else is addressing the issue, in addition to the government? What is the relationship between them and the government as far as the issue is concerned?	

Tool 6

ACCOUNTABILITY

Key questions to consider	Answers
Does civil society have freedom of information and association?	
Is civil society able to participate in planning, budgeting, monitoring and evaluating government performance in relation to the issue?	
How useful is the media in achieving government accountability?	
Are there mechanisms for complaints and redress in relation to the issue? If so, are they effective?	
Has the government discussed the issue within the past year?	
What information is available on citizens" entitlements in relation to the issue?	
What mechanisms are in place to track financial flows relating to the issue?	
Which, if any, other actors are undertaking activities to stimulate accountability in connection with the issue?	

RESPONSIVENESS

Key questions to consider	Answers
Does the government promote pro-poor policies in relation to the issue?	
Is the government using an approach that increases demand from poor people for adequate and affordable government services?	
What laws or regulations are in place to safeguard and regulate government service delivery?	
How willing is the government to learn from others?	
Are government policies on the issue gender-sensitive and child-sensitive?	
Do government officials attend NGO events that relate to the issue?	
Are any processes in place to try to tackle misallocation and diversion of resources intended for government services?	
Is the government prioritising an anti-corruption agenda?	

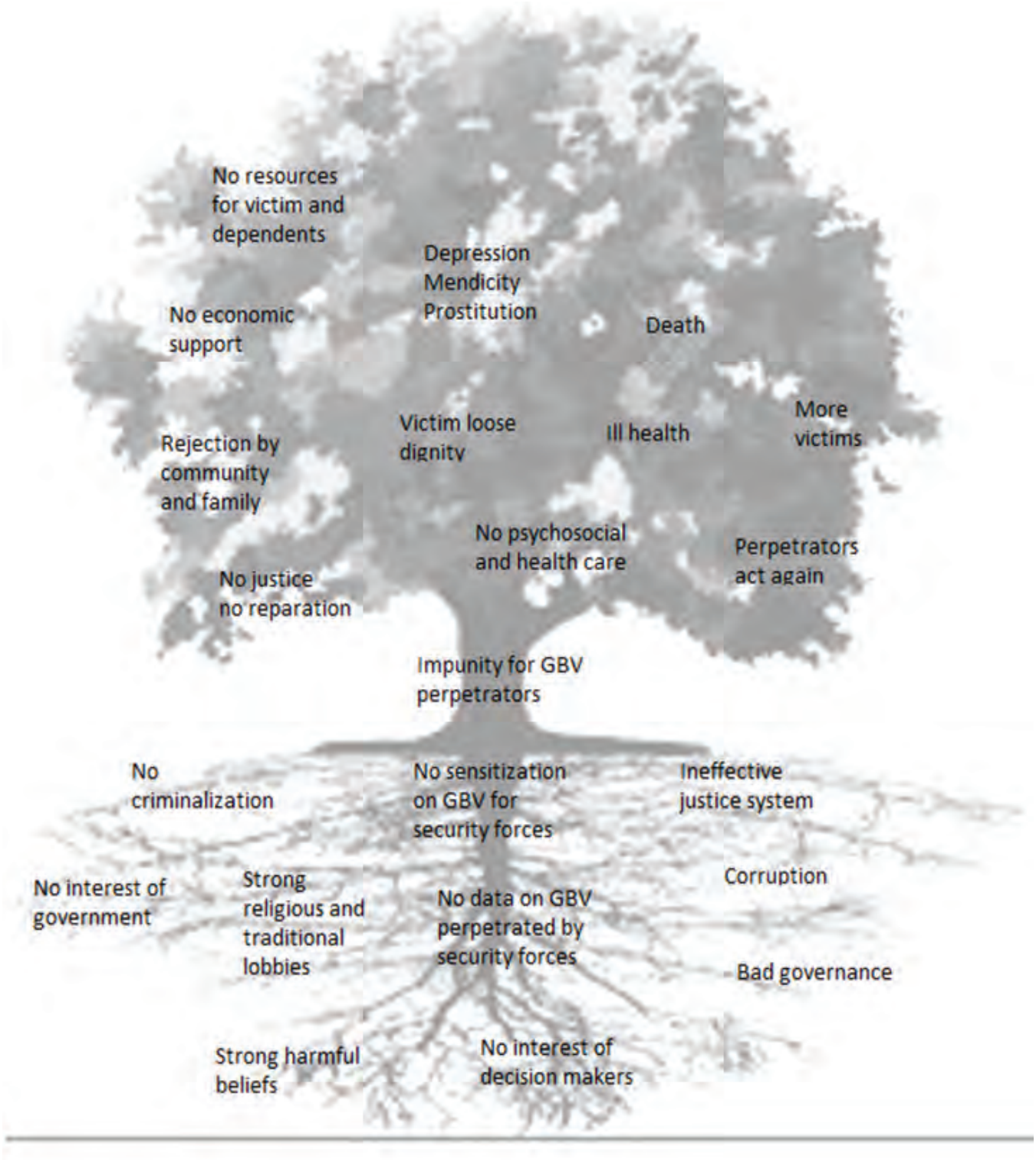
Tool 7

Solution table

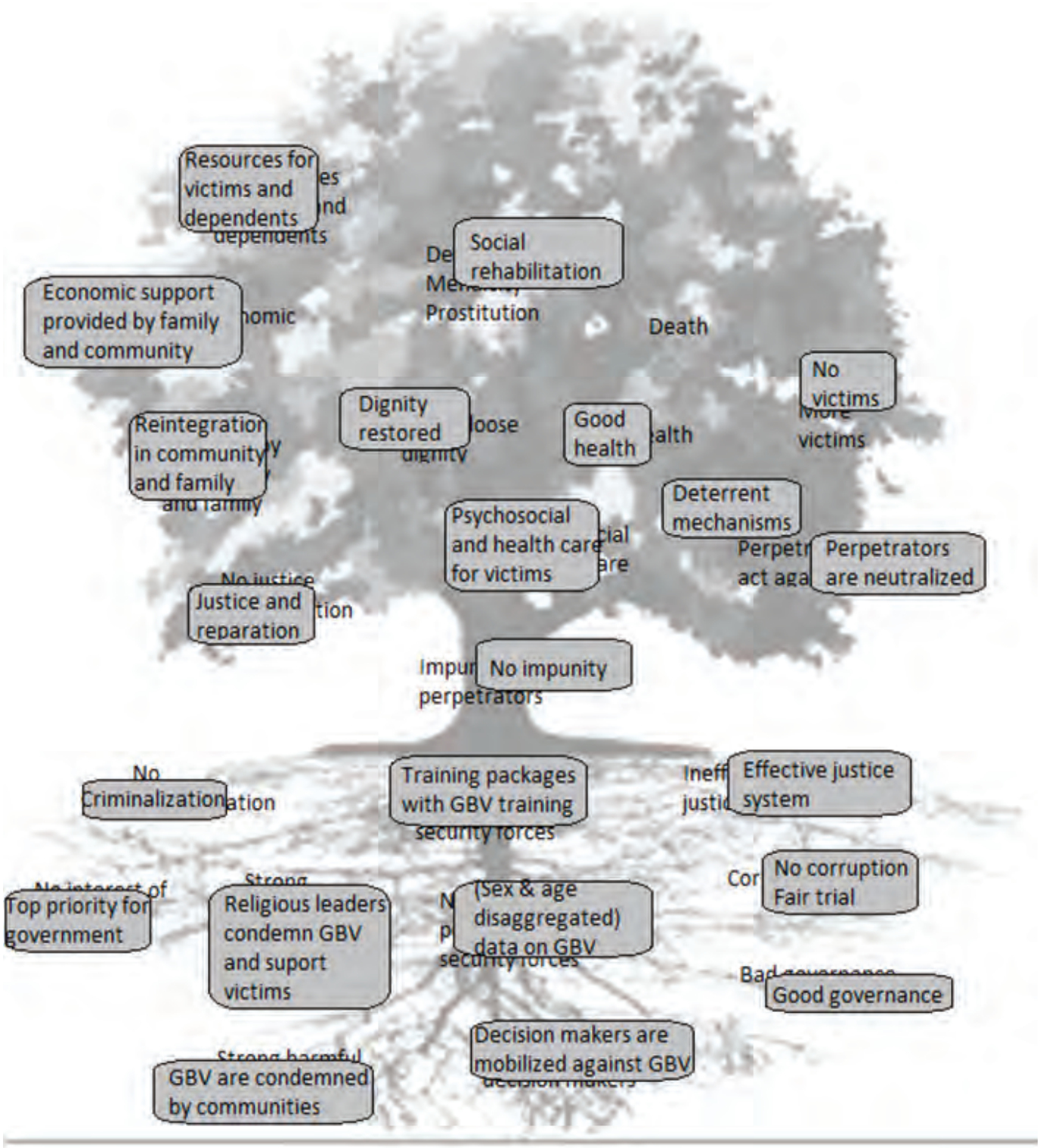
Source conciliation resources

	At the local level	At the national level	At the regional and international levels
What are the problems, their causes and consequences? *(related to UNSCR 1325)*			
What kind of change(s) do you want to see?			
Who needs to change?			

Problem tree



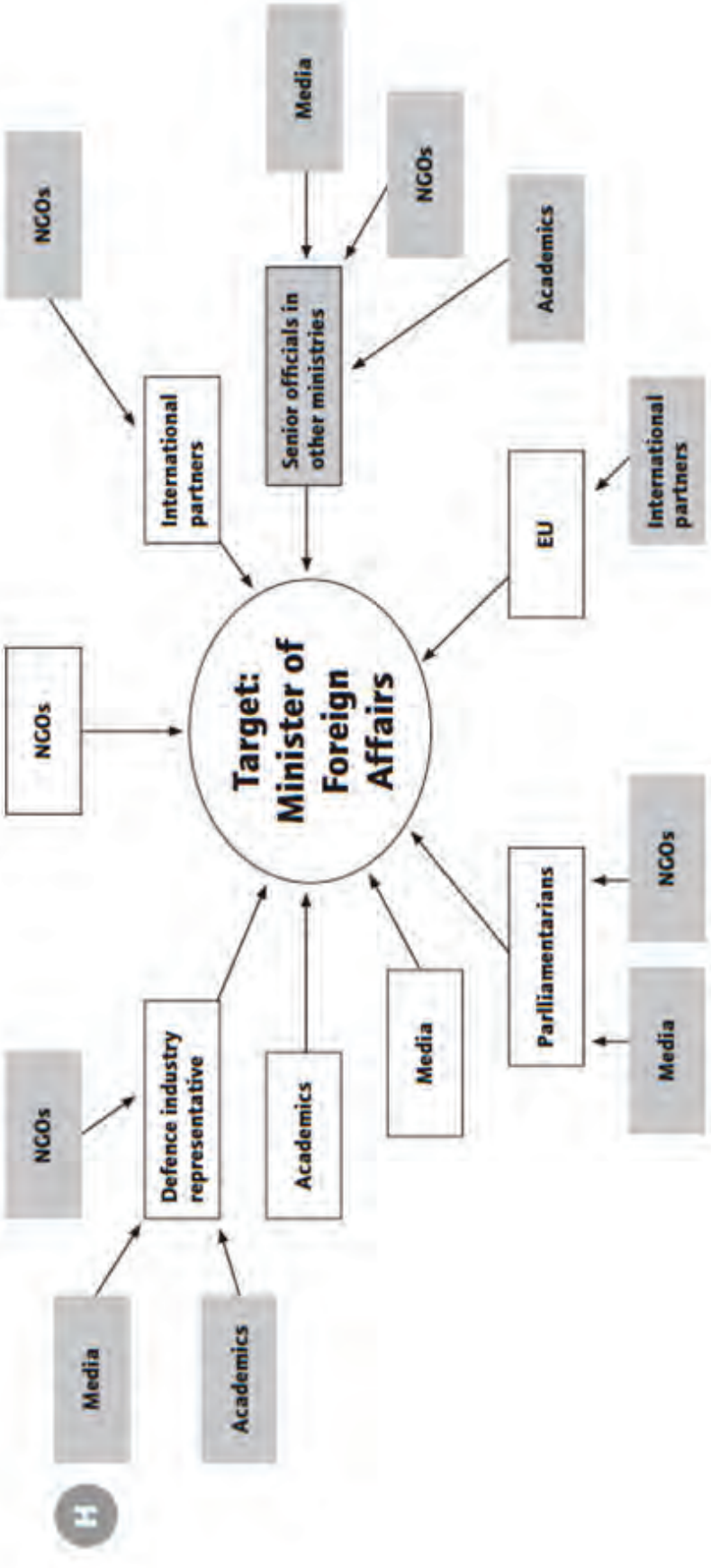
Solution tree



Tool 10

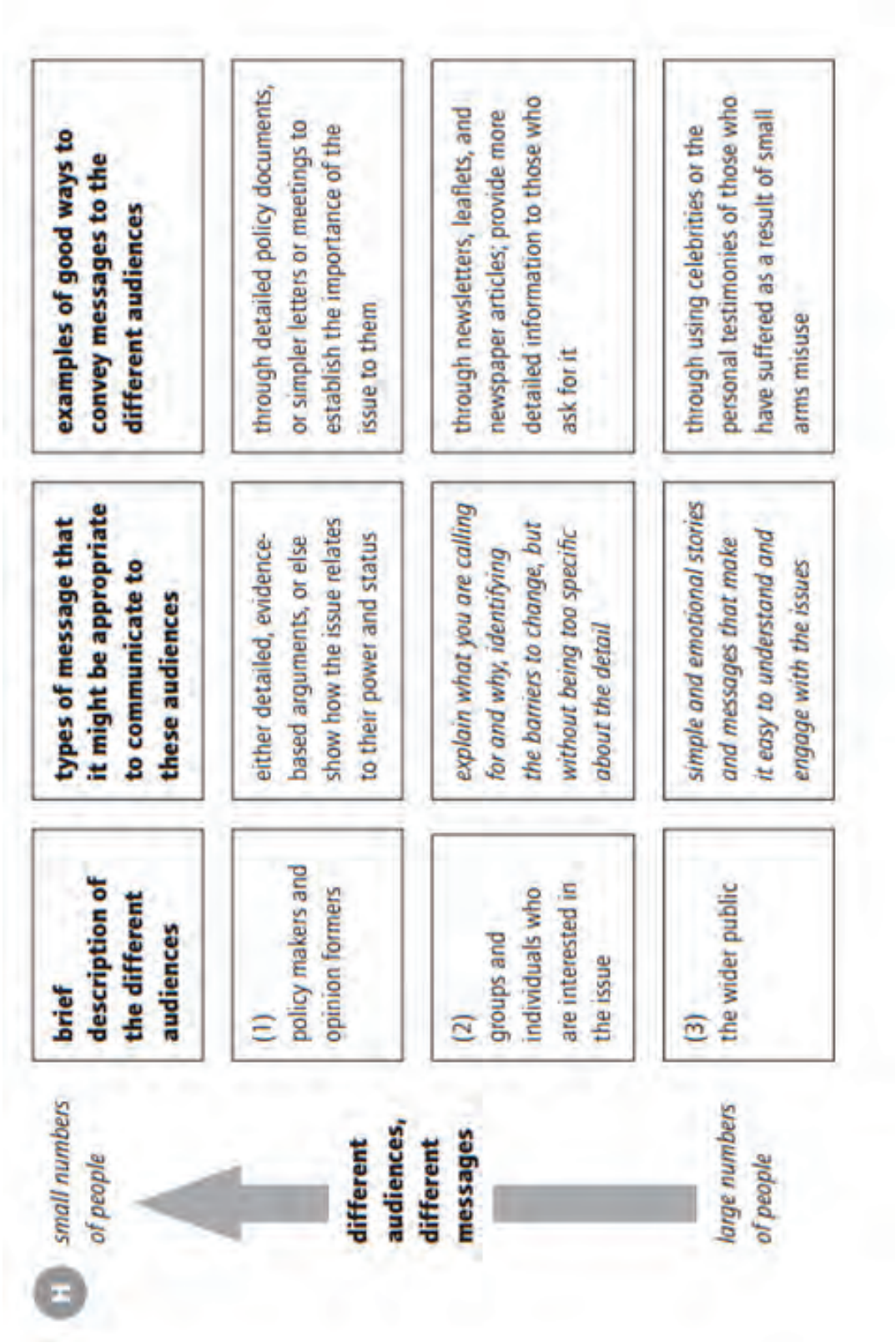
Influence Map

Conciliation resources & Saferworld



Communicating Effectively

Conciliation resources



Tool 12

Lobbying: adapting your discourse

The ABC's of Advocacy, Dann Church Aid

Type	Description	Strategy
Champion	Those that actively take part and work for the implementation of 1325.	Provide the champions with reliable information they can use to convince others.
Ally	Someone that agrees with the spirit of 1325, but has not (yet) taken action.	Try to convince allies to get more involved. Suggest specific actions they can take.
Fence sitter	A neutral part, not (yet) committed to any side. Fence sitters do not feel concerned by 1325 issues.	Often the main targets for our lobbying efforts. Challenge champions and friends sensitize the fence sitters to 1325 issues and to win them over to our side.
Moderate opponent	An opponent that disagree, but do not act. They are often driven by a traditional perspective of gender roles.	Try to prevent moderate opponents from becoming more active and vocal. In strongly patriarchal societies they could easily get support.
Strong opponent	Strong opponent that will work actively to defeat our advocacy goal. Mostly individuals with strongly anchored patriarchal vision.	Give clear reasons why other actors should not join the strong opponent. Find regional and international support if the opponent is successful.

Tool 13

Policy implementation, issues to monitor

Adapted from NCA Advocacy Handbook

- ✓ The wording of the law – before a law is passed, you should follow the draft all the way through the legislation process. Establish a good connection with the Gender commission of the parliament if there is one.
- ✓ Whether the law is being enforced or not. If a law that benefits the rights holders is not in use, it is of no value for the rights holders. This problem is recurrent for laws related to prevention, protection, participation and recovery pillars.
- ✓ How the law is implemented. Is the enforcement fair or unjust?
- ✓ Budget monitoring - is the budget sufficient. Several National Action Plans (NAPs) developed so far are policy documents without budget, therefore impossible to implement.
- ✓ Funding monitoring – are the funds available and rightfully used?

Tool 14

Make a monitoring plan

Adapted from NCA Advocacy Handbook

What will we monitor?	How are we going to do it?	When are we going to do it?	Who is going to make it happen?

Tool 15

Advocacy M&E specificities

Adapted from NCA Advocacy Handbook

- ✓ **Time frames can be unpredictable.** Achieving advocacy effort's goals, particularly for policy advocacy, often takes many years. It is particularly true for issues related to harmful traditional and/or religious practices in highly traditional and religious settings.

- ✓ **Strategies and milestones shift.** Advocacy strategy evolves over time, and activities and desired outcomes can shift quickly. Monitoring and evaluation tools and approaches might have to be to make it relevant and realistic within the advocacy context.

- ✓ **Demonstration of contribution is expected**, not attribution. When the purpose of evaluating advocacy is to determine impact, attribution is not possible. Therefore, evaluations that examine the link between advocacy efforts and their results have adopted a standard of contribution over attribution.

- ✓ **Assessing progress is important**, not just impact. Advocacy M&E typically focuses on the advocacy journey rather than just the destination. In addition to demonstrating progress, this approach reduces the risk that the evaluation will conclude that the whole advocacy effort was a failure if advocacy goals are not achieved within the evaluation's time frame.

- ✓ **Context should always be considered**. Context matters when choosing advocacy strategies. It also matters when choosing M&E approaches and interpreting evaluation data.

Tool 16

Monitoring and evaluation questions and options

Adapted from UNICEF

QUESTIONS	OPTIONS			
1 Who will use the monitoring and evaluation?	NCA country offices and/or head office Allies Partners External donors Other external users like media			
2 How will monitoring and evaluation be used?	Accountability Informing decision making National and global learning			
3 What evaluation design should be used?	For accountability	For informing decision making	For national and global learning	
	Single -or multiple- case studies General elimination method Contribution analysis Participatory performance story Reporting Cost-benefit analysis Performance monitoring	Developmental evaluation Real-time evaluation/rapid assessment	Success (or failure) case studies	
4 What should be measured?	Activities	Interim outcomes	Advocacy goals	Impacts
	Digital outreach Earned media Media partnerships Coalition building Organizing Rallies/marches Voter education Briefings Polling Pilot projects Policy analysis Policy development Policymaker education Relationship building Litigation Lobbying	Organizational advocacy capacity Partnerships New advocates New champions Organizational or issue visibility Awareness Salience Attitudes or beliefs Public will Political will Constituency growth Media coverage Issue reframing	Policy development Placement on the policy agenda Policy adoption Policy blocking Policy implementation Policy M&E Policy maintenance New donors More or diversified funding	Improved services and systems Positive social and physical conditions
5 What data collection tools should be used?	Pre-intervention assessment and mapping	Ongoing monitoring of advocacy activities	Interim effects for advocacy audiences	Policy or system change results
	Advocacy capacity assessment Network mapping (before advocacy) System mapping (before advocacy)	Media tracking Media scorecards Critical incident timelines Intense period debriefs 360-degree critical incident debriefs	Research panels Crowdsourcing Snapshot surveys Intercept interviews Bellwether methodology Policymaker ratings Champion tracking ECCO analysis Network mapping (during/after advocacy)	Policy tracking System mapping (after advocacy)

Tool 17

Advocacy Risk Analysis

Tear Fund

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