



TRAINING OF TRAINERS' MANUAL ON

# **GENDER AND SECURITY FOR THE MEDIA AND CIVIL SOCIETY IN NEPAL**

MAY 2011



# Acknowledgements

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IHRICON is a Nepali non-governmental organisation (NGO) established by a group of media professionals working in the field of human rights advocacy for more than a decade.

Saferworld is an international non-governmental organisation that works to prevent and reduce violent conflict and to promote co-operative approaches to security. Saferworld works with a wide range of stakeholders including governments, security and justice providers, civil society and the international community (including donors) at local, national, regional and international levels. Our thematic priorities include security and justice sector development; small arms control; international arms transfer controls; conflict sensitivity; advocacy; and international institutions.

Saferworld has been working in Nepal for four years, focusing on security and justice. The three-pronged country strategy, implemented with partner organisations, consists of research into public perceptions of security and justice, a high-level security policy dialogue and a bottom-up civil society initiative on security and justice. Saferworld supports capacity-development of partners and civil society organisations (CSOs).

Shevolution is an international gender consultancy working in countries recovering from conflict, including Nepal. Working in partnership with local and international organisations, governments, NGOs and the private and public sector, Shevolution has helped develop policy and corporate strategy and conducts training for political systems, organisations, media and communities where women and men work in equal partnership.

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# Acronyms

<b>APF</b>	Armed Police Force
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination Against Women
<b>CSO</b>	Civil society organisation
<b>DAC</b>	Development Assistance Committee
<b>DCAF</b>	Geneva Centre for the Democratic Control of Armed Forces
<b>DDR</b>	Disarmament, demobilisation and reintegration
<b>DFID</b>	United Kingdom Department for International Development
<b>GoN</b>	Government of Nepal
<b>FWLD</b>	Forum for Women's Law and Development
<b>IASC</b>	Inter-Agency Standing Committee
<b>IDA</b>	Inter Disciplinary Analysts
<b>IHRICON</b>	Institute of Human Rights Communication
<b>MoHA</b>	Ministry of Home Affairs
<b>MoPR</b>	Ministry of Peace and Reconstruction
<b>NA</b>	Nepal Army
<b>NAP</b>	National Action Plan
<b>NGO</b>	Non-governmental organisation
<b>NP</b>	Nepal Police
<b>Nrs</b>	Nepalese rupees
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>SGBV</b>	Sexual and gender-based violence
<b>SSR</b>	Security system reform or security sector reform
<b>ToT</b>	Training of trainers
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNFPA</b>	United Nations Population Fund
<b>UNIFEM</b>	United Nations Development Fund for Women (now part of UN Women)
<b>UNSC</b>	United Nations Security Council
<b>UNSCR</b>	United Nations Security Council Resolution
<b>VAW</b>	Violence against women

# Introduction

## 1. Purpose and background

The manual has been designed for the training of trainers (ToT) programme for media and civil society on gender and security in Nepal. This activity is part of a broader project by the Institute of Human Rights Communication (IHRICON) and Saferworld, with support from the Swiss Development Corporation, which strengthens the development and implementation of gender-sensitive policy and programming on security in Nepal.

The manual is designed for a three-day workshop. It is accompanied by two sets of PowerPoint slides: Gender and security and Security and security sector reform (SSR) and a Companion workbook. The workbook contains tools, hand-outs, briefing information sheets and selected reading materials. It has been designed to be as helpful as possible to trainers. It also contains daily learning diaries and lists of resources on gender and security issues for journalists and civil society. The workbook can be given to participants for use during the workshop and for future reference.

### Workshop methodology

To reflect a range of different learning styles, the modules in this manual include a balance of doing, analysing, discussing, thinking, listening and reading. The training package allows scope for participants to contribute and share their knowledge with each other.

The methodology includes

- Plenary discussions
- Group work
- Syndicate work
- Pair work
- Information briefing presentation sessions
- Energisers and ice-breakers
- Daily learning and reflection diaries

## 2. Preparation

Preparation is vital for a successful workshop. Organisers should go through the manual and companion workbook with trainers, resource people and note-takers a few days in advance, to clarify roles and instructions and to prepare materials. Trainers should be provided with information about participants and know the time for each session and the equipment needed.

### Time and venue

When setting the time and venue for the workshop it is important to consult with female and male participants. In some communities women might not be able to attend after dark, due to safety or social reasons. If necessary, plan to end the training to allow participants to return home before dark. Journalists and editors who participate may need to go to their offices before or after the workshops; the workshop schedule must take this into account.



## Seminar room layout

The layout of the seminar room is critical in this type of workshop. Arrange tables around the room ‘bistro/cafe-style’ with five or six people at each table. Make sure no one has their back to the speaker and that participants can comfortably view the projector screen and flip chart. This seating arrangement allows participants to work in small groups without moving from one room to another.

## Check-list for seminar room

- Quiet surroundings and good acoustics
- Table to display literature and information
- Test equipment, such as projector or microphones, in advance
- Create a welcoming atmosphere with pictures on the walls, flowers and music at the start of the day to create the right mood

## Name identification

In addition to name-tags for participants, arrange for (A4 size) folded cards with participants’ names in large letters at the front of the tables.

## Materials needed

- Flip chart paper and flip chart stand(s) with plenty of marker pens and tape to stick flip chart paper on walls
- Laptop for note-takers to record session discussions
- Laptop and projector (if there is electricity), for use during sessions
- PowerPoint presentation on a USB stick/flash drive
- Sunglasses or reading spectacles for trainers to use in Session 2. The trainer can also invite participants to bring sunglasses or spectacles
- Sufficient copies of a range of up-to-date Nepali newspapers for each participant, to use in the ‘Planet Mars’ exercise
- Television and video/DVD player or a laptop and projector for showing documentaries:
- Folke Bernadotte Academy, Security sector reform (SSR) – An introduction, 2009 <[www.youtube.com/watch?v=SMSt6LYqynE](http://www.youtube.com/watch?v=SMSt6LYqynE)>, (6 min, 30s)
- Fiona Melville, United Nations Development Fund for Women (UNIFEM), Women on the frontline, 2008 <[http://www.youtube.com/watch?v=zm0H\\_MGPczc](http://www.youtube.com/watch?v=zm0H_MGPczc)>, (21 min, 21s)
- Good internet access, if sourcing documentaries directly from the internet

## Preparing for a power cut

Print the PowerPoint presentation in advance, in a format of three slides to each A4 sheet of paper to give to participants in the event of a power cut. Alternatively, write the text from the slides on to flip chart paper ahead of time and use in place of slides to structure the session.

## Note-takers

Nominate two note-takers to record discussions during the workshop and compile a final

report. Brief them in advance on their task: to record key issues of interest discussed by presenters/trainers, as well as topics and questions raised by participants.

### **Trainers' profile**

The training team should comprise two trainers and one or two facilitators. There should be one trainer/facilitator for each group of participants. Trainers can also act as facilitators.

The trainers will take it in turns to lead training sessions, depending on their specific skills and experiences. Ideally, one trainer should have experience as a gender trainer and the other should have experience in training on security and SSR. Both trainers should have a background in media and/or civil society. Throughout the workshop trainers can include their own case examples and exercises. It may be preferable to bring in additional trainers for particular sessions if the workshop trainers do not have adequate knowledge or experience in that area.

### **Facilitators' profile**

The facilitators should have good communication skills, experience of gender and/or security issues and experience in the media or civil society.

### **Participants' profile**

The participants should be experienced civil society representatives and journalists (particularly print, broadcast and news reporters, editors, feature writers, programme producers and bloggers who focus on relevant topics). The journalists will be a mixture of mid-level experienced reporters and higher-level decision makers.

Civil society representatives chosen to participate will be working on gender and/or security-related issues (not necessarily on gender and security explicitly). The aim of the workshop is to strengthen their capacity to advocate for change at policy level rather than providing a basic introduction to the issues.

All participants will be literate in Nepali and some may also be literate in English.

# WORKSHOP DAY ONE



## Session 1

# Introductions and expectations

### SESSION OVERVIEW



**Session A:** Welcome and opening (*15 minutes*)

**Session B:** Participants introductions (*40 minutes*)

**Session C:** Setting our agenda (*40 minutes*)

**Session D:** Group agree a code of conduct (*15 minutes*)

**Session E:** Logistics (*10 minutes*)



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#### Objectives

- Participants and trainers/facilitators get to know other's work and experience.
- Trainers/facilitators find out more about the needs and expectations of participants.
- Participants have the opportunity to discuss issues important to them.
- Group agrees a shared code of conduct.

#### Session leader

- Trainers and facilitators
- Facilitators should support trainers in writing notes on flip charts

## SESSION A

### Welcome and opening



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- The trainer/facilitator can include the following points in their welcome and introduction to the workshop:
  - This three-day workshop aims to provide journalists, editors and civil society activists with practical knowledge and information about gender and security.
  - Media and civil society have different but complementary roles to play in public scrutiny and holding people in positions of responsibility to account; journalists need well-informed contacts and civil society activists need a good understanding of the way the media functions.
  - By the end of the workshop participants will have a working understanding of gender and security in Nepal and how to address current gender-related security challenges, to build a more democratic state.
  - Our intention is for the workshop to spark ideas from editors and journalists for new angles, new stories and new ways of covering gender and security-related topics and linking them to national and international policies applicable in Nepal.
  - In a democracy, security is viewed as a public policy and governance an issue in which both media and civil society have important monitoring and accountability roles to play. Without specific gender training, editors and journalists may not look at security from a gender perspective, which will be reflected in their reporting.
  - The workshop will strengthen civil society's ability to advocate for gender-responsive security provision and for changes at policy level. This entails knowledge of relevant national/international policies and who is accountable for addressing these issues.
- The trainer invites the participants to look at their workshop agenda and summarises the design of the workshop as follows:
  - During the first half, the emphasis is on gaining information and knowledge that will be useful to media and civil society. The format will be presentations, mini-lectures, discussions and exercises.
  - The second half of the workshop provides opportunities to apply knowledge learned during the first half.

## SESSION B

### Participants introductions



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- The trainer explains that one of the themes of the workshop is communication; each participant's introduction is their personal 30-second advertisement.
- The trainer asks each participant to say their name, title, organisation, occupation, town/district and to share two interesting points about themselves.
- The trainer invites participants to introduce themselves using the format on the flip chart.

## SESSION C

### Setting our agenda



- The trainer explains that the aim is to make the workshop as useful as possible, so that participants feel it was worth three days of their time. Each participant should imagine they are having a cup of tea with the workshop organiser, who asks them what one or two points about gender and security they would most like to learn.
- The trainer asks participants to take three minutes to write down what they would like to learn from the workshop. Participants should be as specific as possible.
- The trainer asks participants on each table to work as a group of six or seven people and record their wish lists on a sheet of flip chart paper.
- After ten minutes one participant from each table presents their table's list to the plenary group and posts it on the wall, as a reminder for the trainer/facilitator to incorporate these topics into the sessions. If there are a number of repetitions, the trainer may organise two volunteers to consolidate the lists into one. This should be done at break-time.

## SESSION D

### Group agree a code of conduct



- The trainer tells participants that they will try to ensure the topics requested are covered during the workshop.
- The trainer invites one of the civil society leaders to facilitate a quick session in which participants decide the rules for the workshop. Examples include silencing mobile phones and returning from breaks on time. He/she writes the rules on flip chart paper and puts it in a highly visible position in the seminar room.
- The trainer asks for two volunteers each day (a male and a female for gender balance) to act as time-managers.

## SESSION E

### Logistics



- The trainer informs participants about the bathroom facilities, tea breaks and lunch, evening events, transport facilities, check-out from the hotel and how to reclaim per diems and transport costs etc.

## COFFEE BREAK



## Session 2

# What do we mean by ‘gender’?

### SESSION OVERVIEW



**Session A:** Energiser on evolution of cultures (5 minutes)

**Session B:** Quick assessment of participants’ gender knowledge (5 minutes)

**Session C:** What do we mean by ‘gender’? (25 minutes)

**Session D:** Gender–sex quiz (15 minutes)

**Session E:** What influences gender roles? (25 minutes)

**Session F:** Changes in gender roles as a result of conflict (15 minutes)

#### Objectives

- Energise participants and demonstrate how cultures and traditions are dynamic and change over decades.
- Understand participants’ knowledge of gender issues.
- Strengthen understanding of ‘gender’ and how it differs to ‘sex’.
- Strengthen understanding of current gender roles in Nepal and changes as a result of the conflict.

#### Additional materials

- PowerPoint presentation Gender and security

#### Tools and hand-outs

- **Tool 1:** The gender – sex quiz
- **Tool 2:** The impact of the conflict on gender roles in Nepal

#### Session leader

- The trainer with the most training experience in gender issues should lead Sessions C, D, E and F
- Facilitators should lead Sessions A and B
- Facilitators should support trainers in writing notes on flip charts

## SESSION A

### Energiser on evolution of cultures



- The trainer explains she/he will ask six questions to demonstrate how culture has changed in Nepal. After each question the trainer counts the number of people who have raised their hands:
  - Raise one hand if your grandparents used a mobile phone when they were your age.
  - Now raise both hands if you have ever used a mobile phone.
  - Raise one hand if your grandparents used a computer when they were the same age as you are now.
  - Raise both hands if you have ever used a computer.
  - Raise one hand if your great grandparents watched TV when they were the same age as you are now.
  - Raise both hands if you ever watch TV.
- The trainer summarises by saying that these are examples of how the culture has changed in Nepal. Computers, television and mobile phones have made a huge impact on people's lives within a few generations.

## SESSION B

### Quick assessment of participants' gender knowledge



- The trainer explains that before beginning a discussion on gender and how it relates to security it is important that everyone has a shared understanding of what the concept 'gender' means.
- The trainer explains he/she is aware some participants may know a great deal about gender whilst for others it may be a totally new topic; it doesn't matter into which of these categories participants fit.
- The trainer counts hands raised in response to the following questions:
  - Raise your hand if you think you know a lot about gender.
  - Raise your hand if you know a bit about gender.
  - Raise your hand if gender is a new issue for you.

## SESSION C

### What do we mean by 'gender'?



- The trainer begins the PowerPoint presentation Gender and security.
- The trainer presents Slide 2 and asks participants: "What do we mean by gender?" The trainer allows time for four or five participants to state answers verbally, before writing up the answers on flip charts for all participants to see.
- The trainer presents Slide 3 and explains the following:
  - 'Gender' is defined by cultural customs and can be changed.
  - 'Sex' is biological: people are born male or female (examples include breast-feeding, giving birth, a man's voice changing at puberty).
  - 'Gender' refers to the roles and relationships, attitudes, behaviours and values that society ascribes to men and women and to relationships between women and men.



- Women and men learn their gender roles from the people around them, including from family, friends, community, school and the media.

## SESSION D

### Gender – sex quiz



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- The trainer reminds everyone that ‘gender’ refers to cultural roles, which can change, whereas ‘sex’ is biological and does not change.
- The trainer presents Slide 4: The gender – sex quiz and invites participants to refer to Tool 1: The gender – sex quiz in the companion workbook.
- The trainer asks one participant to read out each statement and say ‘G’ for ‘gender’ if they think the statement is referring to cultural differences or ‘S’ for ‘sex’ if it is referring to biological differences.
- This is repeated with different individuals until all nine statements have been read out.

## SESSION E

### What influences gender roles?



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- The trainer explains that gender roles vary widely within and across cultures and can change over time.
- The trainer presents Slide 5 and asks participants to suggest factors that influence the roles of women and the roles of men.
- The trainer presents Slide 6 and explains that gender roles are influenced by the following factors:
  - Disasters (e.g. floods, earthquakes) and conflict
  - Economic situation, age, generation, class, religion
- The trainer presents Slide 7 and explains that within each caste and ethnic group in Nepal, women are entrenched at the lowest end socially, politically and economically.
- The trainer asks participants to suggest factors that have influenced gender roles in Nepal and asks them to draw on their own experiences. The trainer makes sure that both women and men participate in the discussion. The trainer records responses on flip charts.
- After a few responses, the trainer provides a summary of what has influenced gender roles in Nepal, drawing on the following points where relevant :
  - Nepal has a complicated caste system. A complex intermingling of traditions, ethnic groups, faiths and doctrines permeates all strata of Nepali society. The central element is the belief in the inherited superiority of some castes and the inferiority of others. The Muluki Ain (1854) first formalised the caste system in law and also reproduced the patriarchal view of women as subordinate to men and economically dependent on them. Women, Dalits, Muslims and indigenous peoples were treated as second-class citizens under the caste hierarchy in a Hindu state. Within caste hierarchies, strict codes of conduct, including purdah reproductive rituals continue to impact gender roles.
  - In some Hindu communities Chhaupadi traditions are still practised, which can exclude women and increase their vulnerability. As in many other countries, many Nepalese women experience rape, abuse, property dispossession and even accusations of witchcraft.
  - Although a new provision prohibiting discrimination on the basis of caste and ethnicity was included in the new Country Code, in reality it still occurs.

- Despite being party to 16 international human rights instruments, including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), in 2008 Nepal still had 118 discriminatory legal provisions in 54 different laws, in the areas of citizenship, property, education, employment, health, sexual offences, marriage and family relations, court proceedings and identity. Law enforcement agencies lack gender-sensitivity, often making matters worse.
- Even when laws emphasise equal rights in the inheritance of land and property, in practice these are seldom implemented. Legal and judicial systems have failed to address the high incidence of violence against women (VAW) in both private and public domains. Legislation protecting the physical integrity of Nepalese women exists in theory, but women's rights are poorly enforced.
- Although crimes of murder and attempted murder may be brought to court, physical assault is not considered a crime for which the State can initiate prosecution. In physical assault cases the female victim must bring a private suit through a hired attorney. This distinction prevents the police from investigating many forms of domestic violence.
- Boys continue to outnumber girls in school enrolment and drop-out rates for girls are higher than for boys. Many secondary schools do not have adequate separate toilet facilities for girls, who are then unable to attend school during menstruation; this is also due to caste tradition. Gender disparity in education is also influenced by caste and remains highest for Madeshi middle castes and Madeshi janajatis.
- Women generally receive lower wages than men for the same labour activities. Women living in male-headed households have significantly lower access to household income and resources and their inheritance rights to parental property are still limited. Women constitute 62 percent of the total unpaid family labour force.

## SESSION F

### Changes in gender roles as result of conflict



- The trainer explains that perceptions of traditional gender roles in Nepal no longer reflect reality. Years of conflict have resulted in women and men finding new roles to cope with the day-to-day practicalities of survival. Traditional gender roles have broken down as households have had to adapt. This has resulted in new opportunities for women.
- The trainer presents Slide 8 and asks participants to refer to Tool 2: The impact of the conflict on gender roles in Nepal in the companion workbook. Trainer asks participants on each table to discuss how women's and men's roles have changed as a result of the conflict.
- After ten minutes, the trainer asks one person from each table to give an example of how gender roles have changed as a result of the conflict. It is important to ask both women and men.
- The trainer summarises the points made by participants through presenting Slide 9 and referring Tool 2.

## LUNCH





## Session 3

# What do we mean by ‘security’, ‘sexual and gender-based violence’, ‘security sector’ and ‘SSR’?

### SESSION OVERVIEW



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**Session A:** What do we mean by ‘security’? (30 minutes)

**Session B:** What do we mean by ‘sexual and gender-based violence’? (30 minutes)

**Session C:** What do we mean by ‘security sector’? (30 minutes)

**Session D:** Video and discussion on SSR (20 minutes)

**Session E:** What do we mean by ‘SSR’? (30 minutes)

**Session F:** Why is SSR Important? (20 minutes)

**Conclusions** - day one (15 minutes)

#### Objectives

- Participants gain an understanding of security and sexual and gender-based violence (SGBV), the security sector, and definitions of ‘security’ and ‘security system reform’
- Participants apply what they have learned about gender and SSR during a case example exercise

#### Additional materials

- Folke Bernadotte Academy, Security sector reform – an introduction, 2009, <[www.youtube.com/watch?v=SMSt6LYqynE](http://www.youtube.com/watch?v=SMSt6LYqynE)>, (6 min, 30s)
- Television and video/DVD player and a laptop and projector
- **PowerPoint presentation:** Security and SSR
- **PowerPoint presentation:** Gender and security

#### Tools and hand-outs

- **Tool 3:** Who’s who in the security sector in Nepal?
- **Tool 4:** Legislative frameworks – the security sector legislation of the Federal Democratic Republic of Nepal
- **Tool 5:** Types of violence commonly experienced by women

#### Session leader

- The trainer with the most training experience in gender issues should lead Session B
- The trainer with the most training experience in security and SSR should lead Sessions A, C, D and E
- The facilitators should lead Session F and the concluding session
- Both trainers and facilitators should facilitate group work in Session F
- The facilitators should support trainers in writing notes on flip charts

## SESSION A

### What do we mean by 'security'?



- The trainer starts PowerPoint presentation on Security and SSR.
- The trainer presents Slide 2: What do we mean by security?
- The trainer asks participants what 'security' means. The trainer should encourage answers from both men and women.
- After a few answers the trainer (or a guest speaker from an organisation with knowledge of security issues) gives a brief presentation including the following points:
  - There is no single definition of 'security'.
  - Until the 1990s, the concept of security was associated with the security of the nation state from invasion by another country, or from a rebellion from within the state.
  - Since the mid-1990s there has been a new focus within the concept of security to include the safety and security of individuals and communities, as well as the security of the nation state. This reflects a change in the nature of conflict from inter-state and national-level conflict to intra-community and local-level conflict.
  - 'Security' also refers to people's access to social services and political processes.
- The trainer presents Slide 3 and explains the following:
  - The new focus on the individual and community is referred to as the 'freedom from fear' aspect of the human security concept. This refers to an environment in which individual citizens and communities feel safe and secure, the rule of law is respected, sustainable development can flourish and citizens have security of property and access to justice.
  - The United Nations Development Programme (UNDP) in its 1994 Human Development Report was one of the first organisations to promote the new concept of human security. The UNDP report identified seven broad categories of security: economic, food, health, environmental, personal, community and political<sup>2</sup>.
  - This workshop focuses on exploring the linkages between gender and the freedom from fear aspect of human security.
- The trainer sums up points from the presentation and asks participants what they think are the key security issues in Nepal. The trainer should make sure both women and men participate in the discussion.
- The trainer presents Slide 4 – What are the key security issues in Nepal?
- The trainer appoints a volunteer to record suggestions on the flip chart. The sheets of paper should be stuck on the wall for reference throughout the workshop. The discussion can be conducted as a plenary session. The trainer summarises the points raised and adds missing points.
- The trainer closes session by explaining that a democratically run, accountable and efficient security and justice sector is essential for addressing these issues, strengthening security and creating an enabling environment for development, by reducing the risk of conflict<sup>3</sup>.
- The trainer states that security sector and SSR will be discussed in more detail in the next session.

<sup>2</sup> UNDP, Human Development Report, (1994). <[http://hdr.undp.org/en/media/hdr\\_1994\\_en\\_contents.pdf](http://hdr.undp.org/en/media/hdr_1994_en_contents.pdf)>.

<sup>3</sup> Organisation of Economic Co-operation and Development (OECD) Development Assistance Committee (DAC), Handbook on Security System Reform, (2007). <<http://www.oecd.org/dataoecd/43/25/38406485.pdf>>

## SESSION B

### What do we mean by ‘sexual and gender-based violence’?



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- The trainer explains that sexual and gender-based violence (SGBV) is a key aspect of insecurity faced by women.
- The trainer asks participants about the meaning of SGBV and records responses on a flip chart.
- The trainer presents Slide 10 in the PowerPoint presentation on Gender and security and states that SGBV includes the following:
  - Rape
  - Slavery, trafficking and prostitution
  - Forced pregnancy or abortion
  - Enforced sterilisation
  - Ill treatment /torture
  - VAW in prison and detention
  - Dowry murders
- The trainer explains that domestic violence is heightened in post-conflict contexts, as men return to the household and may feel threatened by women having replaced their traditional gender role as breadwinners. In addition, former combatants returning home may still be traumatised and suffering from post-combat stress. Alcoholism among men exacerbates rates of domestic violence.
- The trainer presents Slide 12 and explains that domestic violence, or the physical or mental abuse, to/by wife/partner or other members of the household is a form of SGBV and includes the following:
  - Marital rape
  - Domestic violence
  - Incest
  - Dowry deaths
  - So-called ‘honour killings’
- The trainer explains that domestic violence is heightened in post-conflict contexts as men return to the household and may feel threatened by women having replaced their traditional gender role as breadwinners. Excessive alcohol use and abuse by the male partner also often exacerbates rates of domestic violence
- The trainer presents Slide 13 and explains that harmful cultural and traditional practices can perpetuate SGBV, including the following:
  - Harmful caste practices e.g. Chhaupadi
  - Cruel rituals practised against widows
  - Forced marriage and under-age marriage
  - Virginity-testing
  - Homophobic violence
  - Female genital mutilation (circumcision)

- The trainer asks participants to think about examples of SGBV in Nepal and records their responses on a flip chart. The trainer outlines the following points:
  - SGBV is prevalent in Nepal in various forms such as inflicting physical, sexual and psycho-social damage, domestic violence, human trafficking, forced early marriage (involving minors), dowry-related homicides, female infanticide, rape and menstrual confinement.
  - A number of crimes such as polygamy, marital rape, sexual abuse by relatives, torture and trafficking are directly related to domestic violence.
  - Research by the non-governmental organisation (NGO) Saathi, on SGBV suggests that up to 93 percent of women interviewed were exposed to mental and emotional ill-treatment 82 percent were beaten, 30 percent were raped and 28 percent were forced into prostitution.
  - Women and girls are often afraid to report rape and other forms of violence, not only because of hostility and stigma from their community, but also due to the State's failure to ensure adequate investigation, prosecution and punishment of the perpetrators, through the justice system.
  - There is a high prevalence of SGBV. A culture of silence, a lack of community trust in justice systems and a lack of systematic collection of data are the main challenges to effective SGBV prevention and response programming. According to experts, despite campaigns against SGBV over several decades, beating, slapping, kicking, hair-pulling and verbal abuse, as well as the use of sticks, knives and acid, remain common forms of domestic violence in Nepal<sup>4</sup>.
- The trainer presents Slides 14 and 15 and explains that SGBV is a violation of human rights and is a criminal offence rather than a cultural issue.
- The trainer informs participants that Tool 5: Types of violence commonly experienced by women provides more information on types of SGBV.

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<sup>4</sup> UNFPA Nepal, Domestic violence still common – activists, (UN OCHA/IRIN, 25 November 2008). <<http://nepal.unfpa.org/en/news/news.php?ID=56>>

## SESSION C

### What do we mean by ‘security sector’?



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- The trainer explains that the security sector is defined as “all those state agencies responsible for protecting the state and communities”<sup>5</sup>.
- The trainer presents Slide 5 of the Security and SSR PowerPoint presentation and explains that the security sector involves the following:
  - Groups with the authority and instruments to use force (e.g. military units and paramilitaries, police, Armed Police Force (APF), intelligence services and border police).
  - Institutions that monitor and manage the sector (e.g. government ministries, parliament, civil society).
  - Structures responsible for maintaining the rule of law (e.g. the judiciary, the Ministry of Justice, Ministry of Home Affairs (MoHA), prisons, human rights commissions, local and traditional justice mechanisms).
  - In states affected by armed conflict the security sector also includes non-state actors such as armed opposition movements, militias and private security firms.
  - The media, academia and civil society can also play an important role in monitoring activities and promoting accountability.
- The trainer explains that the security sector comprises the following three systems<sup>6</sup>:
  - Criminal justice system (police services, judiciary, prosecution service, lawyers, probation workers, oversight institutions, community justice providers).
  - Intelligence system (police, intelligence collection agencies, strategic analysis organisations, military, oversight institutions).
  - State security system (police services, security and intelligence services, military, border guards, oversight institutions).
- The trainer asks participants to name the key security actors in Nepal and records answers on a flip chart. The trainer presents Slide 6 on the security sector in Nepal:
  - National Security Council
  - Nepal Army (NA)
  - Nepal Police (NP) and APF
  - National Investigation Department
  - Special Committee Secretariat on the Supervision, Integration and Rehabilitation of Maoist Army Combatants
  - Judiciary and courts
  - Immigration and customs authorities
  - Oversight bodies: Ministry of Defence, Ministry of Peace and Reconstruction (MoPR), MoHA, parliament, Human Rights Commission, Women’s Commission, civil society organisations (CSOs) and financial management bodies
  - Non-state armed groups, political parties and youth groups, criminal armed groups, private security companies

<sup>5</sup> OECD DAC, DAC guidelines and reference series: Security system reform and governance, (2005). <<http://www.oecd.org/dataoecd/8/39/31785288.pdf>>

<sup>6</sup> op cit OECD DAC.

- The trainer advises participants to refer to Tool 3: Who's who in the security sector in Nepal? for more information.
- The trainer asks participants to refer to Tool 4: Legislative frameworks – the security sector legislation of the Federal Democratic Republic of Nepal. The trainer provides a summary of the policies that relate to the security sector in Nepal, drawing on the information outlined in the tool. The trainer explains that there is not enough time to provide a detailed analysis of each policy but these issues can be investigated further if relevant to participant's work.

## SESSION D

### Video and discussion on SSR



- The trainer presents Slide 7 and asks what is meant by SSR. After three or four answers from participants, the trainer or a guest speaker shows Folke Bernadotte Academy's, Security sector reform – an introduction, 2009, <[www.youtube.com/watch?v=SMSt6LYqynE](http://www.youtube.com/watch?v=SMSt6LYqynE)>, (6 min, 30s)

## COFFEE BREAK



## SESSION E

### What do we mean by 'security sector reform'?



- The trainer presents Slide 7 in the Security and SSR PowerPoint presentation and explains the following points:
  - SSR is a concept developed by international actors pressing for democratic, civilian control of the military and other security agencies – including control of their budget – and a judiciary independent from political interference.
  - The purpose of SSR is to improve the security of the state and its people, the justice system and the governance of security institutions, on a path to restoring peace and security in a post-conflict situation.
  - A joined-up approach linking security and justice is an important part of ensuring effective SSR as security impacts on justice and vice versa.
- The trainer presents Slide 8 and states the following:
  - Demilitarisation of state and non-state armed forces and peacebuilding.
  - Establishing civilian control and oversight of the army, police and other security agencies.
  - Professionalising the security agencies through defence reform, police reform, intelligence and security service reform and integrated border management.
  - Strengthening the rule of law through prison reform and justice reform<sup>7</sup>.
  - Strengthening the capacity of civil society to play an oversight role and have technical input into reforms.



<sup>7</sup> UN Women, Security sector reform, <[http://www.unifem.org/gender\\_issues/women\\_war\\_peace/security\\_sector\\_reform.php](http://www.unifem.org/gender_issues/women_war_peace/security_sector_reform.php)>, April 2011

- Strengthening government and civil society oversight of private security and military companies.
- The trainer presents Slide 9 on rehabilitation and integration and states:
  - Linked to the provision outlined in Article 146 of the Interim Constitution<sup>8</sup>, in 2007 a Special Committee was established on the Supervision, Integration and Rehabilitation of Maoist Army Combatants to support the rehabilitation of Maoist Army combatants into civilian life and/or integration of Maoist Army combatants into state security agencies. In January 2011 the management of the Maoist Army was transferred to the Special Committee.
  - In a post-conflict context, disarmament, demobilisation and reintegration (DDR) paves the way for SSR and sustainable development in the longer-term.
  - Integration and rehabilitation of former male and female combatants helps a society to transition from conflict to peace.
  - Rehabilitation and integration involves the removal of arms, the disbanding of military and easing ex-combatants back into their communities.
- The trainer presents Slides 10 and 11 on the accountability of security and justice providers responsible for delivering SSR and states the following:
  - Security and justice providers should operate within a framework of democratic governance, without discrimination and with full respect for human rights and the rule of law.
  - They should be accountable to the State and its people.
  - They should deliver effective security and justice services which meet the needs of the people.
- The trainer presents Slide 12 on transitional justice mechanisms and states:
  - Transitional justice mechanisms are (or should be) established in the post-conflict era to deal with and resolve injustices committed during the conflict, including cases of SGBV.
  - Mechanisms can include ad hoc criminal tribunals, formal truth and reconciliation commissions, reparations programmes established by government and local transitional justice mechanisms<sup>9</sup>.
  - Transitional justice is a key aspect of building peace and security in the post-conflict era. The Dealing with the past framework that transitional justice is built upon contributes to reconciliation and the rule of law by addressing impunity and gross human rights violations committed during the conflict<sup>10</sup>.

<sup>8</sup> Article 146 states that “the Council of Ministers shall form a special committee to supervise, integrate and rehabilitate the combatants of the Maoists army, and the functions, duties and powers of the committee shall be as determined by the Council of Ministers.”

<sup>9</sup> United Nations General Assembly (UNGA), Basic principles and guidelines on the right to a remedy and reparation for victims of violations of gross violations of international human rights law and serious violations of international humanitarian law, (A/RES/60/147, 21 March 2006). <<http://www.undemocracy.com/A-RES-60-147.pdf>>

<sup>10</sup> ECOSOC Commission on Human Rights, Joinet L, Question of the impunity of perpetrators of human rights violations, (UN Doc. E/CN.4/Sub.2/1997/20.Rev.1, 2 October 1997). <<http://www.unhchr.ch/huridocda/huridoca.nsf/%28Symbol%29/E.CN.4.sub.2.1997.20.Rev.1.En>>



- The trainer presents Slide 13 on Swisspeace's holistic approach<sup>11</sup> for dealing with the past and lists the following:
  - The right to know
  - The right to reparation
  - The right to justice
  - The guarantee of non-recurrence
- The trainer presents Slide 14 on the roles for civil society and the media in SSR and states:
  - Transforming the security system in the post-conflict era should be informed by input from civil society, public and parliamentary debate and media coverage.
  - Civil society and the media can play a key oversight role in SSR and holding security and justice agencies to account if they are in violation of international human rights standards, fail to operate in accordance with national and international law, or do not respond to the security and justice needs of people. Civil society can address this through advocacy to policy-makers and with press statements. The media can encourage accountability through their reporting.
  - The involvement of civil society in security only emerged in the post-conflict era. During the time of armed conflict anyone found to be discussing SSR issues was viewed as anti-state by security agencies.
- The trainer presents Slide 15 on civil society's influence in SSR processes, using South Africa as an example and explains:
  - The active involvement of women's organisations in South Africa in widespread public consultations on SSR changed the focus of defence reform, from a predominantly male, military, technical debate (on issues of size, budget and types of weapons), to the larger issue of human security, the militarised state and its political and social costs.
  - South Africa held widespread public consultations on SSR. Discussions about the meaning of security and identification of threats to the nation resulted in a shift from traditional military notions of security to a political framework that placed human security – including development, the alleviation of poverty, access to food and water, education and public safety – at the epicentre of the national security framework<sup>12</sup>.

## SESSION F

### Why is SSR important?



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- The trainer facilitates a five-minute plenary discussion. The trainer presents Slide 16 in the Security and SSR PowerPoint presentation and asks participants for reasons why SSR is important in Nepal.
- The trainer presents Slides 17, 18 and 19 on why SSR is important and states:
  - It is the first step to building long-term peace.
  - Development and security are intrinsically linked. A basic level of security is a



<sup>11</sup> Swisspeace /Federal Department for Foreign Affairs, Dealing with the past: Conceptual framework, (2006). <<http://www.swisspeace.ch/typo3/topics/dealing-with-the-past/about.html>>

<sup>12</sup> Anderlini, S N, Negotiating the transition to democracy and reforming the security sector: The vital contributions of South African women, (Hunt Alternatives Fund, Washington DC. USA, August 2004). <[http://www.huntalternatives.org/download/9\\_negotiating\\_the\\_transition\\_to\\_democracy\\_and\\_reforming\\_the\\_security\\_sector\\_the\\_vital\\_contributions\\_of\\_south\\_african\\_women.pdf](http://www.huntalternatives.org/download/9_negotiating_the_transition_to_democracy_and_reforming_the_security_sector_the_vital_contributions_of_south_african_women.pdf)>

prerequisite for sustainable development. Security is fundamental to people's livelihoods, reducing poverty and achieving the Millennium Development Goals. This is especially true in post-conflict situations where insecurity, criminalisation and under-development are mutually reinforcing in a downward spiral.

- An illustration of the link between security and development in the Nepali context: Three out of ten of Nepal's population of approximately 27 million people (31 percent) live on less than US\$1.0 a day. The poorest areas are also those affected by the conflict, such as the rural Mid-Western region.
- Caste, ethnic and gender-based discrimination, a rich/poor divide, structural poverty and inequitable distribution of resources underlie the armed conflict, which left more than 14,000 people dead and up to 200,000 people displaced.
- According to the Organisation for Economic Co-operation and Development (OECD), inappropriate security structures and mechanisms can contribute to weak governance, instability and violent conflict which impact negatively on poverty reduction. This obliges security agencies to act as legitimate protection for all civilians. The provision of security is a government responsibility, necessary for economic and social development, addressing corruption and vital for the protection of human rights.
- Security enables personal and state safety, access to social services and free and fair political processes.
- Security matters to the poor and other vulnerable groups, especially women and children, because bad policing, weak justice and penal systems and corrupt militaries mean that these groups suffer disproportionately from crime, insecurity and fear. They are consequently less likely to be able to access government services, invest in improving their own futures and escape from poverty<sup>13</sup>.

## CONCLUSIONS DAY ONE



15

- The facilitator asks three or four participants to tell the group the most interesting points from the day. This will reinforce learning.
- The trainer asks participants to read the following documents overnight: Tool 12: Strengthening the gender responsiveness of security agencies in Nepal, policy briefing, 2 March 2011 and Tool 13: Interview with Deputy Superintendent from the NP stationed in Gorkha.
- The facilitator sets learning diary homework: Tool 6: Your personal learning diary and explains the following:
  - It is important to complete this personal learning diary to capture the most interesting points from the day, particularly those issues of most use to your future work as a journalist, editor or civil society activist.
  - The exercise takes 10 – 15 minutes. Tomorrow morning one or two participants will read out their entries.
- The trainer explains the learning diary exercise involves answering the following questions:
  - What do think were the most significant elements of the day for you?
  - What insights have you gained?
  - How will you apply what you learned to your work and activities in the future?

<sup>13</sup> op cit OECD DAC.women.pdf



# WORKSHOP DAY TWO

## Session 4

# What do we mean by 'mainstreaming gender'?

### SESSION OVERVIEW



**Session A:** What do we mean by 'mainstreaming gender'? (30 minutes)



30

#### Objectives

- Participants gain a basic understanding of how to mainstream gender and outcomes of gender analysis.

#### Additional materials

- Sunglasses or reading spectacles for trainers in Session 2. The trainer can also invite participants to bring sunglasses or spectacles
- PowerPoint presentation: Gender and security

#### Session leader

- Both trainers should lead this session
- Facilitators should support the trainers in writing notes on flip charts

### Recap of day one



15

#### Objectives

- To reinforce learning points from previous day
- Trainer can commence the workshop on time without waiting for late arrivals

#### Trainer/facilitator notes

- The trainer starts by asking which participants completed their learning diary, if necessary allowing five minutes for those who have not completed the exercise
- The facilitator invites two or three participants to share their learning points and asks if there are questions arising from yesterday's sessions



## SESSION A

### What do we mean by ‘mainstreaming gender’?



- The trainer puts on sunglasses or spectacles and asks participants to do the same. (The trainer assures participants not to worry if they don't have sunglasses.) The trainer explains that mainstreaming gender means looking at everything as though filtered through ‘gender spectacles’.
- The trainer begins the PowerPoint presentation Gender and security.
- The trainer presents Slide 16 on gender-mainstreaming and explains the following:
  - Gender mainstreaming means understanding the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels; then taking steps to ensure that they impact equally on men and women and girls and boys.
  - Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality. It is not about the promotion of women's or men's needs over the other, but seeks to be inclusive of the needs and priorities of both groups.
- The trainer presents Slides 16 and Slide 17 on steps towards gender mainstreaming and explains that a gender analysis is the first step in gender mainstreaming. It involves analysing how a particular service, project, process, policy, activity or decision may impact differently on men and women, girls and boys. Doing a gender analysis involves analysing the following components:
  - Who has access to money, power and resources?
  - Who has control over money, power, property and resources?
  - Do women experience different constraints in accessing money, power, justice and resources compared with men?
- Based on the outcome of the analysis gender mainstreaming entails designing or re-designing the particular action, policy, programme or legislation to equally meet the needs of women and men. This includes ensuring the following:
  - Equal access to services, projects and programmes for women/girls and men/boys.
  - Equal participation of men and women.
  - Equal training for women and men as part of action, policies and programming.
- The trainer presents Slide 18 on the Inter-Agency Standing Committee (IASC) gender-mainstreaming framework<sup>14</sup>.
- The trainer presents Slide 19 on the gender mainstream checklist<sup>15</sup> and expands on the points listed in the slide as follows:
  - Visible and invisible discrimination: Women's views, priorities and needs remain invisible at the top tables in peace processes (this is also the case in Nepal). In a

<sup>14</sup> IASC, Gender handbook: Women, girls, boys and men – different needs, equal opportunities, (2006). <  
<http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-products-products&productcatid=3>>

<sup>15</sup> Shevolution, Key words for gender mainstreaming, (2010).

sample of 21 major peace processes since 1992 only 2.4 percent of signatories to peace agreements and fewer than 10 percent of all participants in peace negotiations were women<sup>16</sup>.

- Participation: Participation of women and men in planning and in decision making.
- Access and distribution (of money, power, justice, opportunities, resources): Who has freedom from fear and freedom from want? Who has access to justice? Who benefits from resources such as property, information, money, political power, economic power, education, training? For example in Nepal widows often experience violations of property rights.
- Human rights: Elimination of direct and indirect sex discrimination, equal access to justice in the legal, political and socio-economic environment and freedom from sexual violence, degradation and intimidation.
- Stereotypes, assumptions and perceptions: The media is a powerful conveyor of stereotypes as well as a potentially potent force for change. Gender stereotypes and assumptions should be avoided when reporting. The media has the potential to exacerbate stereotypes if reporting in a biased way. For example, when covering gender-specific crimes such as rape, sexual harassment or domestic violence, the principles of basic crime reporting apply. There should be no implication of blame on the victim in the report. The reporter should ask themselves if they would ask the same questions of a hijack victim or someone whose house had been burgled.

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<sup>16</sup> UNIFEM, Women's participation in peace negotiations: Connections between presence and influence, (2009).  
<[http://www.unifem.org/attachments/products/0302\\_WomensParticipationInPeaceNegotiations\\_en.pdf](http://www.unifem.org/attachments/products/0302_WomensParticipationInPeaceNegotiations_en.pdf)



## Session 5

# Mainstreaming gender into security policy and programming

### SESSION OVERVIEW



**Session A:** Mainstreaming gender into security sector reform (30 minutes)

**Session B:** Gender analysis of security-related policies and programmes (30 minutes)



**Session C:** Documentary and discussion on trafficking in Nepal (40 minutes)

100

#### Objectives

- Participants gain an understanding of how to undertake a gender analysis of a particular security-related action/policy/programme and mainstream gender into SSR.
- Participants will be able to identify gender issues and challenges in SSR.

#### Additional materials

- **PowerPoint presentation:** Gender and security
- Fiona Melville, UNIFEM, Women on the frontline, 2008, <[http://www.youtube.com/watch?v=zm0H\\_MGPczc](http://www.youtube.com/watch?v=zm0H_MGPczc)>, (21 min, 21s)
- Television and video/DVD player and a laptop and projector

#### Tools and handouts

- **Tool 8:** Questions to ask in a gender analysis
- **Tool 9:** How can civil society help make security policy gender-friendly?
- **Tool 10:** Media checklist and guidelines for gender and security

#### Session leader

- Both trainers should lead Sessions A and B
- The facilitators should lead Session C
- The facilitators should support the trainers by writing notes on flip charts

## SESSION A

### Mainstreaming gender into SSR



- The trainer asks participants why gender is important to SSR with reference to Tool 7: Mainstreaming gender into SSR and records responses on a flip chart. After five minutes the trainer summarises why gender is important to SSR, filling gaps from Section A in Tool 7.
- The trainer asks participants what they think mainstreaming gender into SSR programmes involves. The trainer asks participants to refer to Tool 7: Mainstreaming gender into SSR. The trainer records responses from participants on a flip chart for five minutes.
- The trainer presents Slides 20 and 21 in the Gender and security PowerPoint presentation and summarises what mainstreaming gender into SSR programmes involves, filling gaps and drawing on Section B in Tool 7.
- The trainer presents Slide 22 and shares case studies of mainstreaming gender into SSR programmes in Sweden and South Africa, drawing on Section C in Tool 7.
- The trainer presents Slide 23 and explains that for gender to be mainstreamed it is sometimes necessary to implement specific actions targeted at men or women in order to address their particular security needs. The trainer provides examples of these types of actions from Section D in Tool 7.
- The trainer asks participants for suggestions on how the media and civil society can contribute to the process of mainstreaming gender into SSR. The trainer records responses from participants on a flip chart for five minutes. After a few answers the trainer gives participants Tool 9: How can civil society help make security policy gender-friendly? The trainer asks different participants to read out each of the bullet points in the tool and then facilitates a brief discussion.
- The trainer asks participants to refer to Tool 10: Media checklist and guidelines for gender and security. The trainer asks participants to each read out one point from the checklist for media coverage on gender and security in Section A of Tool 10 and then facilitates a discussion by asking participants to identify points missing from the list of questions.
- The trainer asks participants to each read out one point from the guidelines for journalists on gender-sensitive media coverage outlined in Section B of Tool 10. The trainer then facilitates a discussion about the points made and asks participants to identify missing points. The trainer explains that Tool 15: Summary of relevant gender and security-related international resolutions and conventions provides more information on national and international gender and security-related policies applicable in Nepal.
- The trainer then asks participants to each read out of the common challenges in reporting on gender and security from Section C in Tool 10. The trainer facilitates a discussion and asks participants to identify missing points, sharing examples they have from their own experience.



## SESSION B

### Gender analysis of security-related policies and programmes



30

- The trainer reminds participants that mainstreaming gender into SSR always starts with a gender analysis of the impact of the particular security-related action/policy/programme.
- The trainer asks participants to refer to Tool 8: Questions to ask in a gender analysis and each read out one of the questions which could form the basis of a gender analysis of security-related actions/policies/programmes in Nepal, taken from the Geneva Centre for the Democratic Control of Armed Forces' (DCAF) Gender and SSR toolkit<sup>17</sup>. The trainer explains that these questions are detailed: a gender analysis could be less detailed as long as questions under the different key categories are included.

## SESSION C

### Documentary and discussion on trafficking in Nepal



40

- The facilitator introduces the BBC documentary and explains that the film combines some of the issues they have been discussing on gender and SSR. The documentary tells the story of Sushma, a courageous Nepali woman sold to traffickers in India. Sushma escapes back to Nepal and is determined to bring those responsible to justice.
- The facilitator plays the documentary: Fiona Melville, UNIFEM, Women on the frontline, 2008, <[http://www.youtube.com/watch?v=zm0H\\_MGPczc](http://www.youtube.com/watch?v=zm0H_MGPczc)>, (21 min, 21s)
- After the documentary, the facilitator co-ordinates a discussion covering the following points:
  - What SSR issues are highlighted in the documentary?
  - What were the root causes of the main character being trafficked?
  - How does sex trafficking relate to SSR?
  - What is the role of civil society activists in the film?
  - How do participants feel the topic was covered by the film-maker? What was good? Were there any aspects they would cover in a different way? How would they do it differently?
- The discussion should end with a summary of points on the links between SSR and sex trafficking. The facilitator should point out that sex trafficking is just one of many aspects of gender and SSR.

## COFFEE BREAK



20

<sup>17</sup> Bastick M and Valasek K (eds), Gender and security sector reform toolkit, (DCAF, OSCE/ODIHR, United Nations International Research and Training Institute for the Advancement of Women, (UN-INSTRAW), 2008) <<http://www.dcaf.ch/Publications/Publication-Detail?lng=en&id=47789>>

## Session 6

# Dialogue media and civil society – ‘getting to know you’

### SESSION OVERVIEW



**Session A:** Exercise on dialogue between the media and civil society (90 minutes)



90

#### Objectives

- To build a better understanding of the roles media and civil society can play in supporting gender and SSR.
- Media and civil society gain a better understanding of each other's roles and how they can complement each other.
- Media
  - To spark ideas from editors and journalists for new angles, stories and ways of covering topics on gender and security and linking this to relevant national and international policies.
  - With gender training, editors and journalists may look at gender and security issues from a fresh perspective resulting in better reporting.
  - To gain a better understanding of CSOs and their activities, areas of knowledge and expertise; and gender and security issues in Nepal.
  - To gain contacts for future SSR and gender stories.
  - To overcome common, real-life excuses including the following: There was no time to find a woman; no woman could be persuaded to speak; no suitable gender expert could be found; a story highlighting the gender dimensions of a particular news topic was deemed un-newsworthy by the editor.
- Civil society
  - To get to know and understand the needs of people working in the media.
  - To provide a unique networking opportunity to learn more about the role of the media; how best to access the media; to put questions to the media; and to ask advice on ways to improve the coverage of their work. Better understanding of the media will assist civil society with their advocacy work.
  - To address perceptions that journalists are ‘the enemy’.
  - To learn what makes a topic interesting to the press and what types of events attract media coverage.
  - To learn when and how the media like to be contacted.
  - To increase contacts in the press and media.

#### Tools and handouts

- **Tool 11:** Media/civil society dialogue session

#### Session leader

- The facilitators should lead in this session
- The facilitators and trainers should facilitate group work

## SESSION A

### Exercise on dialogue between the media and civil society



90

- The facilitator hands out cards or sheets of paper, asks participants to write their name and organises two boxes or empty bags.
- The facilitator explains that in Nepal there has been a certain amount of distrust between the media and civil society, but that this session is an opportunity for networking and a cross-fertilisation of ideas. Editors and journalists always need well-informed civil society contacts and civil society activists need a good understanding of how the media works.
- The facilitator summarises the objectives of the session as outlined above.
- The facilitator asks all media participants to put their names into one bag and all civil society participants to put their names into the other bag. The facilitator explains that participants will be working in groups of four and divides them into groups of four using the following method:
  - Invite two of the media participants to draw a name from the 'civil society' bag. Those four people will be working together for this exercise. Repeat the process until everyone is divided into groups of four people (if necessary there can be five people in some groups).
- The facilitator summarises the exercise instructions:
  - Participants have 50 minutes to discuss in their groups.
  - The two representatives from civil society should briefly introduce themselves and describe key issues connected to gender and SSR on which they are working or have an interest in. The two journalists should also briefly introduce themselves and describe the issues they have been working on. If they are happy to do so, participants in each group could exchange contact details for the future.
  - Participants will be given scripts with suggested questions, but do not have to stick to these questions.
  - After 50 minutes, there is a plenary session and participants will be asked at random to share what they found most useful/interesting about the small group discussions.
- The trainer hands out copies of Tool 11: Media/civil society dialogue session. After 50 minutes, the facilitator invites a volunteer from each group to highlight the most interesting points of discussion from their group.
- The facilitator sums up the key learning points:
  - Civil society and media should make issues interesting.
  - Civil society should be proactive; avoid being invisible to journalists.
  - All journalists should get a good list of spokespeople from your NGO.
  - Civil society should provide media with ideas for features and programmes.
  - Civil society should build a list of press contacts and get to know their media.

## LUNCH



60

## Session 7

# Gaps and progress in gender and security in Nepal

### SESSION OVERVIEW



**Session A:** Gender gaps in the security sector and peace process in Nepal (25 minutes)

**Session B:** Gender gaps in rehabilitation and integration (40 minutes)

**Session C:** Exercise on gender gaps in security agencies (60 minutes)



125

#### Objectives

- To update participants on gaps and progress on gender and SSR in Nepal and to make the media and civil society aware of the links between SSR and gender.
- To raise awareness of civil society and media efforts currently being made in security agencies to strengthen gender, the existing gender gaps in security agencies and what needs to be done to address these gaps. This will help civil society and the media to make links between the existing gaps and the efforts required to address them when conducting advocacy (civil society), or reporting on gender and security issues (media).

#### Tools and handouts

- **Tool 3:** Who's who in the security sector in Nepal?
- **Tool 12:** Strengthening the gender responsiveness of security agencies in Nepal, policy briefing, 2 March 2011
- **Tool 13:** Interview with Deputy Superintendent from the NP stationed in Gorkha
- **Tool 14:** The inclusion of women in rehabilitation and integration

#### Session leader

- Both trainers should lead Session A, B and C.
- A resource person can be brought into lead on sessions B and C, if they have more technical knowledge on these specific issues than the trainers.
- The facilitators should support the trainers in writing notes on flip charts.

## SESSION A

### Gender gaps in the security sector and peace process in Nepal



- Women's representation in the security sector: The trainer asks participants to refer to Tool 3: Who's who in the security sector in Nepal. The trainer asks participants to brainstorm on the key positions in security agencies and government responsible for addressing security issues in Nepal. The trainer ensures that all actors listed in Tool 3 are discussed. The trainer lists responses from participants on a flip chart.
- The trainer asks participants to shout out 'male' or 'female' for each position listed on the flip chart, to denote whether the position is held by a man or a woman. The trainer concludes by stating that in conflict and post-conflict situations, as a result of culturally defined patriarchal gender roles, it is mainly men who have access to formal political and economic power and who occupy posts such as political party leaders, high-ranking military officers, government ministers, business leaders, diplomats and senior police personnel. These hierarchies prevent women's meaningful participation in the security sector, especially poor socially excluded women.
- Women's participation in the peace process<sup>18</sup>: The trainer now asks if women's participation was equal to men's in the formal peace talks in Nepal. After a few responses from participants, the trainer explains that Nepal's formal peace talks were mostly male-centred and top-down:
  - The Nepal peace talk teams and facilitators were composed of ninety nine people, of which seven percent were women.
  - Women were on only three of the 15 committees that were established between 2003 and 2006.
  - Women and women's CSOs were excluded as mediators, participants, observers or signatories, despite women playing a key role in protests to end the conflict.
- The trainer informs participants that Tool 17: UNSCR 1325 indicators in relation to Nepal provides more information on progress in implementing United Nations Security Council Resolution (UNSCR) 1325, including a summary of progress in promoting women's participation in the peace process.
- The trainer reminds participants that when peace talks were taking place the Government of Nepal (GoN) was accountable for implementing UNSCR 1325, which calls for the inclusion of women in peace processes. National and international policies on gender and security, which the GoN is responsible for implementing, will be discussed in more detail in Session 8.
- The trainer gives participants the list of organisations and women leaders working on gender in Nepal who could be participating in security-related planning, decision-making and implementation and who are also key contacts for the media on this issue.
- Role of civil society and the media in strengthening the role of women in the security sector and the peace process: The trainer shares the following case studies to illustrate the role that civil society can play:
- **Case Study 1: Empowering women at grassroots level to participate in SSR**
  - Over recent years, CARE Nepal has been working in partnership with local

<sup>18</sup> Statistics from: Guring S M and Lama S, UNSCR 1325 and 1820: Implementation and monitoring status in Nepal, (Shantimalika, 2010).



partners to engage women and communities outside Kathmandu in peace-building activities. For example, in their Women and Youth as Pillars for Sustainable Peace programme, CARE has established over 90 peace committees in Rupandehi district, where members are trained in mediation and peacebuilding advocacy initiatives.

- **Case Study 2: Shantimalika<sup>19</sup> gives voices to women in the peace process**
  - Over recent years, the Kathmandu-based women's network Shantimalika, which works explicitly on women and peacebuilding, has organised national radio broadcasts to establish a public platform where the voices and priorities of poor and marginalised women can be heard and incorporated into the peace process.
- **Case Study 3: Input of civil society into the development of a National Action Plan (NAP) on UNSCR 1325 and UNSCR 1820**
  - In February 2011, Nepal became the first country in South Asia to take important steps towards endorsing UNSCRs 1325 and 1820 on women, peace and security and endorse a NAP for implementing these resolutions in Nepal. Nepali civil society played a key role in developing the NAP and participated in the high-level technical committee responsible for drafting it, which included representatives from the Ministry of Foreign Affairs (chair), MoPR (co-chair), the Royal Norwegian Embassy in Nepal, Joint Secretary from the MoPR, the Women's Alliance for Peace, Power, Democracy and the Constituent Assembly, IHRICON, Saathi, the European Union, the Finnish Embassy; the United Nations Population Fund (UNFPA) and UNIFEM. Civil society also played a key role in co-ordinating consultations with women in a number of districts to ensure that the voices of women in communities fed into the finalisation of the NAP.
- **Case Study 4: Training by CSOs on relevant international resolutions for security agencies**
  - IHRICON and the Directorate of Human Rights of the NA jointly organised a four-day ToT programme on UNSCRs 1325 and 1820 in 2004/2005. The training was conducted for 21 trainers who have been working in different training departments within the NA. Approximately 45 percent of the participants were women and included women at the rank of major, captain and lieutenant.
- The trainer explains that civil society has an instrumental role to play in changing societal attitudes towards women's participation in peacebuilding, the security sector and in challenging patriarchal societal norms, in order to foster long-term change. Civil society can also play a key role in changing men's attitudes towards women's participation in these sectors and challenging attitudes that VAW is culturally acceptable between a husband and wife.



<sup>19</sup> Shantimalika is a network, established in 2003, which focuses specifically on gender and peacebuilding and promoting the development of NAPs for UNSCR 1325. Members comprise key organisations working on gender and peacebuilding, including Saathi, IHRICON, FEDO, Jagaran Nepal, Nagarik Aawaaz, ABC Nepal, FWLD, Didi Bahini, INSEC and Sancharika Samuha.

## SESSION B

### Gender gaps in rehabilitation and integration



- Exclusion of gender from the rehabilitation and integration processes: The trainer asks participants how gender has been excluded in the rehabilitation and integration processes to date (if they know). The trainer records responses on a flip chart.
- After a few responses, the trainer explains that to date, women have largely been excluded from the rehabilitation and integration processes in Nepal. Given that approximately one-third of Maoist Army combatants were women<sup>20</sup> a gender-sensitive rehabilitation and integration process is critical to its success.
- The trainer summarises the ways that women have been excluded from the rehabilitation and integration processes to date, with reference to Section A in Tool 14: The inclusion of women in rehabilitation and integration.
- The trainer shares a case study on how women's needs were excluded in a DDR programme, (referred to as 'integration and rehabilitation' in Nepal), in Liberia, with reference to Tool 14.
- Rationale for mainstreaming gender into rehabilitation and integration: The trainer asks participants why it is important to include gender in rehabilitation and integration and records responses on a flip chart. After a few responses, the trainer summarises the rationale for including women in rehabilitation and integration processes, drawing on the points made in Section B in Tool 14.
- Steps for ensuring the inclusion of gender considerations in rehabilitation and integration: The trainer asks participants what steps should be taken to ensure that gender is mainstreamed into rehabilitation and integration and records responses on a flip chart. After a few responses, the trainer summarises steps that could be taken, drawing upon the points made in Section C in Tool 14.
- The trainer shares a case study on how women have played a positive role in a DDR programme in Eritrea, with reference to Tool 14.

## SESSION C

### Exercise on gender gaps in security agencies



- The facilitator asks all the media participants to put their names into one bag and all civil society participants to put their names into another bag. The facilitator explains that participants will be working in groups of six and divides them into these groups using the following method:
  - Invite three of the media participants to draw a name from the 'civil society' bag. Those six people will be working together for this exercise. Make sure the groups are different to previous exercises.
  - Repeat the process until everyone is divided into small groups of at least six people (odd numbers may mean that some groups have seven people).
- The facilitator informs participants that they have 40 minutes to discuss answers to the

<sup>20</sup> According to internal UN documents and verbal information provided by staff from the UN Integrated Rehabilitation Programme on outcomes of UNMIN Verification Data (undertaken in 2007), women constituted 20 percent (3,846) of the People's Liberation Army, but the Unified Communist Party of Nepal – Maoist (UCPN–M) estimate the figure to be closer to between 40–50 percent.

following questions in their groups, with reference to Tool 12: Strengthening the gender responsiveness of security agencies in Nepal, policy briefing, 2 March 2011 and Tool 13: Interview with Deputy Superintendent from the NP stationed in Gorkha (which they were asked to read as homework last night):

- What are the three security agencies currently doing to strengthen gender mainstreaming? How does this compare with Section B of Tool 7: Mainstreaming gender into SSR?
- What gaps exist in security agencies from a gender perspective?
- Who is responsible for the reform of different security agencies? Participants can refer to Tool 3: Who is who in the security sector in Nepal?
- How is life for women in security agencies?
- What steps should be taken to address the existing gender gaps in the three security agencies?
- What actions can the media and civil society take in their various roles, to help strengthen the mainstreaming of gender into security agencies?
- The facilitator informs participants that one person in each group should write up the responses to each question on flip chart paper and one person will make a ten-minute presentation to the plenary group. The facilitator sums up the key points made.
- The facilitator hands out a list of organisations and women's leaders currently working on gender and security-related issues.
- The facilitator informs participants that Tool 17: UNSCR 1325 indicators in relation to Nepal provides more information on Nepal's progress in implementing UNSCR 1325.

## COFFEE BREAK



## Session 8

# Gender and security-related international and national policies

### SESSION OVERVIEW



60

**Session A:** International and national policies and resolutions (30 minutes)

**Session B:** The role of civil society and the media in supporting the GoN to implement national and international policies (15 minutes)

Conclusions of day two (15 minutes)

#### Objectives

- Participants become familiar with international and national resolutions and policies on gender and security.

#### Additional materials

- **PowerPoint presentation:** Security and SSR

#### Tools and handouts

- **Tool 15:** Summary of relevant gender and security-related international resolutions and conventions
- **Tool 16:** DRAFT copy of relevant parts of the Nepal NAP on UNSCRs 1325 and 1820
- **Tool 17:** UNSCR 1325 indicators in relation to Nepal

#### Session leader

- The trainer with more experience of training in gender issues should lead Session A
- Both trainers should lead Session B
- A resource person can be brought into lead Session B and Session C, if they have more technical knowledge on these issues than the trainers
- The facilitators should lead the concluding session for day two
- The facilitators should support trainers in writing notes on flip charts

## SESSION A

### International and national policies and resolutions



#### 1. International resolutions

##### 1.1 UNSCR 1325

- The trainer asks participants what UNSCR 1325 is.
- After a few responses from participants the trainer presents Slide 21 in the PowerPoint presentation Security and SSR and gives background to UNSCR 1325:
  - In October 2000 the United Nations Security Council (UNSC) unanimously passed Resolution 1325, addressing the impact of war on women and women's contribution to conflict resolution, sustainable peace and security.
  - Resolution 1325 was the first UNSC Resolution to focus specifically on women and security.
- The trainer presents Slides 22 and 23 and summarises UNSCR 1325 recommendations as follows:
  - Ensuring the participation of women and men at all levels of decision-making in the prevention, management and resolution of conflict.
  - Including civil society groups in peace processes and SSR and in the implementation of peace agreements.
  - Supporting women's local peace initiatives.
  - Increasing the participation of women in all levels of decision-making around the formation and implementation of national, regional and international institutions, policies and mechanisms for the prevention, management and resolution of conflict, peacebuilding and security.
  - Implementing international humanitarian law and human rights law protecting the rights of women and girls during and after conflict.
  - Mainstreaming a gender perspective into all peace and security policies and practices, including support for displaced people and Peace Support Operations.
  - Improving the protection of women in conflict zones.

##### 1.2 UNSCRs 1820, 1888 and 1889

- The trainer explains that UNSCRs 1820, 1888 and 1889 are sister resolutions to UNSCR 1325, complementing and building on the provisions in UNSCR 1325.
- The trainer presents Slides 24 – 26 and summarises information on UNSCR 1820, 1889 and 1889 as follows:
  - UNSCR 1820 condemns the use of rape and other forms of sexual violence in conflict situations, stating that rape can constitute a war crime, a crime against humanity or a constitutive act with respect to genocide. The Resolution calls on Member States to comply with their obligations; to prosecute the perpetrators of sexual violence, to ensure that all victims of sexual violence have equal protection under the law and equal access to justice and to end impunity for sexual violence.



- UNSCR 1888 builds on UNSCR 1820 and requests the United Nations (UN) Secretary-General to rapidly deploy a team of experts to situations of particular concern regarding sexual violence. The resolution further calls for the appointment of a special representative to lead efforts to end conflict-related sexual violence against women and children and to include information about the prevalence of sexual violence in a report by UN peacekeeping missions to the Security Council.
- UNSCR 1889 reaffirms the provisions of UNSCR 1325, stressing the need for Member States to effectively implement it. UNSCR 1889 also calls on the Secretary-General to develop a strategy to increase the number of women appointed to pursue good offices on his behalf and to submit, within six months, a set of indicators to track implementation of the resolution.
- The trainer informs participants that more detailed information on these relevant international resolutions is included in Tool 15: Summary of relevant gender and security-related international resolutions and conventions.
- The trainer informs participants that an analysis of Nepal's progress in implementing the different aspects of UNSCR 1325 is summarised in Tool 17: UNSCR 1325 indicators in relation to Nepal. The trainer explains that although there is no time to discuss the information contained in this tool in detail during this training, the information provided will be useful to civil society's future advocacy work and to journalists reporting on the issue.

## 2. National gender and security policies

### 2.1 Nepal Action Plan on UNSCR 1325 and 1820

- The trainer explains that in February 2011 Nepal became the 24th country in the world to have a NAP on UNSCR 1325 and 1820 and the first country in South Asia.
- Trainer presents Slide 27 in the Security and SSR PowerPoint presentation and explains that Nepal's NAP includes the four pillars in the UN system-wide action plan and has added a fifth pillar:
  - Participation
  - Prevention and Promotion
  - Prosecution
  - Relief and Recovery
  - Nepal's fifth pillar: Management of Human and Financial Resources
- The trainer explains that the Gender Unit in the MoPR is responsible for implementing the NAP. The Joint Secretary in the MoPR is the head of this unit. The cross-ministerial Implementation Committee, set up through the NAP and chaired by the Joint Secretary in the MoPR, is also responsible for the implementation of the NAP.
- The trainer refers to Tool 16: DRAFT Copy of relevant parts of the Nepal NAP on UNSCRs 1325 and 1820. The trainer informs participants that Tool 16 and Tool 15: Summary of relevant gender and security-related international resolutions and conventions are included in the companion handbook for further information on NAP and for future reference.

## 2.2 Domestic Violence Act

- The trainer presents Slide 28 and explains the following:
  - The Nepal Domestic Violence Bill was enacted in May 2009.
  - The Domestic Violence (offence and punishment) Act was enacted in 2009. It defines domestic violence as physical, mental, sexual and financial, as well as behavioural violence.
  - The Act provides for up to four months imprisonment and a fine of 6,000 Nepalese Rupees (Nrs) for perpetrators and a 3,000 Nrs fine for accomplices. In the case of physical or psychological injuries to the victim, the perpetrator will have to bear all treatment costs.
  - The Act makes provisions for the NP to play a greater role in mediating domestic violence cases.
- The trainer explains that all government agencies have responsibility for implementing the Act, including security agencies, particularly the Women, Children and Social Welfare Ministry's Women and Children Cells and the NP.
- The trainer informs participants that Sections 1 and 2 of Tool 15: Summary of relevant gender and security-related international resolutions and conventions provide further information.
- Trainer informs participants that examples of steps taken in other countries to criminalise VAW are outlined in Section 3 of Tool 15: Summary of relevant gender and security-related international resolutions and conventions.

## SESSION B

### Role of civil society and the media in supporting the GoN to implement national and international policies



- Role of civil society in supporting implementation of policies: The trainer asks participants to explain the role of civil society in supporting the implementation of these international and national policies and resolutions.
- After a few responses the trainer explains that civil society can carry out the following actions:
  - Undertake research on the implementation of these policies at grassroots level and consult with communities regarding gaps that need to be addressed. Inform policy makers of these gaps through targeted advocacy and suggest ways to address them.
  - Play a role in planning and implementation of these policies – particularly the recently-enacted NAP on UNSCR 1325.
  - Monitor and evaluate the implementation of these policies and resolutions.
  - Document progress and conduct advocacy with key decision makers on the outcome of these activities.
  - Link progress reports on UNSCR 1325 to the four-year reporting cycle for CEDAW.



- The trainer provides an example of the role of civil society in Cambodia in implementing similar domestic violence-related policies:
  - In Cambodia women's organisations and human rights groups are co-operating with government oversight agencies to investigate allegations of abuse and to monitor compliance with Cambodia's recently adopted Law on the Prevention of Domestic Violence and the Protection of Victims.
  - This law gives police greater powers to intervene in domestic violence cases and strengthens the legal recourse available to victims. In addition to monitoring, the CSOs provide legal aid and safe houses for victims<sup>21</sup>.
- The trainer presents Slide 29 and explains that the following assessments have been written about implementation of UNSCR 1325 in Nepal:
  - Gurung S. M. and Lama S, UNSCR 1325 and 1820: Implementation and monitoring status in Nepal, (Shantimalika, May 2010)
  - Abdela L, United Nations Security Council Resolution 1325: Women's meaningful participation in peacebuilding and governance, (CARE Nepal, September 2010)
  - Saathi, 'Nepal in-country monitoring report' for Women count – UN Security Council Resolution 1325: Civil society monitoring report, (2010)
- Role of the media in supporting implementation of policies: The trainer asks participants what the role of the media is in supporting the implementation of these policies and writes their answers on flip charts. After a few responses, the trainer summarises the role of the media as follows:
  - Reporting on progress in the implementation of policies using data gathered by civil society and holding government to account.
  - Raising public awareness of policies the government is responsible for implementing and what policies are in place.
  - Linking reporting on gender and security-related issues and incidents to relevant national and international policies.
- The trainer explains that there is not enough time to go into detail on the different ways that the media can support this, but it will be explored in more detail in Day Three of the workshop.
- The trainer writes down the internet link on a flip chart for Saathi's Media kit on UNSCR 1325 so participants can access the toolkit at a later date to get more information on the role of the media: <[http://saathi.org.np/uploads/images/reports/media\\_kit\\_english.pdf](http://saathi.org.np/uploads/images/reports/media_kit_english.pdf)>

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<sup>21</sup> Walsh M, Report on the status of Cambodian women: Domestic violence, sexual assaults and trafficking for sexual exploitation – Project on women's rights in Cambodia, (Cambodian League for the Promotion and Defense of Human Rights (LICADHO) and L'Université du Québec à Montréal (UQAM) Partnership, March 2007). <[http://www.ieim.uqam.ca/IMG/pdf/Walsh\\_Cambodia\\_women.pdf](http://www.ieim.uqam.ca/IMG/pdf/Walsh_Cambodia_women.pdf)>



## CONCLUSIONS OF DAY TWO



### Tools and hand-outs

- Tool 6: Your personal learning diary

### Trainer/facilitator notes

- The facilitator sets learning diary homework, referring to Tool 6: Your personal learning diary:
  - What do think were the most significant elements of the day for you?
  - What insights have you gained?
  - How will you apply what you learned to your work and activities in the future?
- The trainer asks media participants to read overnight Tool 10: Media checklist and guidelines for gender and security and civil society participants to read through Tool 20: Advocacy tools for civil society on gender and security, Tool 21: What makes a good press release? and Tool 24: How to give effective interviews to the media, in preparation for day three.

# WORKSHOP DAY THREE

## Session 9A: Planet Mars

# Larger group divides into two smaller groups: media and civil society

### SESSION OVERVIEW



**Session A:** Exercise Planet Mars (95 minutes)



95

#### Objectives

- To provide the opportunity for journalists and editors to view the Nepali press through 'gender spectacles' and to analyse how Nepali newspapers either reinforce or challenge gender stereotypes. This exercise is fun as well as useful.
- To highlight important gender issues and reinforce learning points on gender.

#### Additional materials

- A range of Nepali newspapers published in the past few days; enough copies to give one newspaper to each participant.

#### Tools and handouts

- **Tool 18:** Instructions for Martian journalists on a mission to Planet Earth!

#### Session leader

- The facilitator with more experience of media work can lead Session A, with input from the trainers.
- Facilitators and trainers should facilitate group work.

## Recap of day two



15

#### Objectives

- To reinforce learning points from previous day.
- The trainer can commence the workshop on time without waiting for late arrivals.

#### Trainer/facilitator notes

- The trainer starts by asking which participants completed their learning diary and allows participants five minutes to complete it, if necessary.
- The trainer invites two or three participants to share learning points and asks if there are questions arising from yesterday's sessions.

## SESSION A

### Exercise Planet Mars



- The facilitator divides the participants into three groups, with a maximum of five people in each group, by asking them to count out one, two or three. All those that called “one” are in one group, all those that called “two” are in another group and all those that called “three” are in a third group. Each group should sit at a separate table.
- The facilitator summarises the objectives of the session as outlined above and summarises the exercise instructions.
- The trainer gives each participant a copy of a different newspaper and asks them to refer to Tool 18: Instructions for Martian journalists on a mission to Planet Earth! The trainer asks one participant to be the group’s reporter and a different participant to read out the exercise instructions in full (listed in Tool 18).
- Before the participants start to study the newspapers, the trainer asks them to use what they have learned in previous sessions on mainstreaming gender.
- After 40 minutes, the facilitator invites the reporter from each group to present findings to the editors from the MARS Times and producers from Radio MARS FM.
- The facilitator records the following information on two flip charts according to participants’ responses:
  - What is said/shown about men?
  - What is said/shown about women?
- The facilitator summarises the key learning points. The trainer can point out that many of the aspects of the stereotyping gender images mentioned also apply to television and radio.
- The facilitator reminds participants to refer to Section C in Tool 10: Media checklist and guidelines for gender and security for more information on the challenges faced in gender-sensitive media reporting.

## Session 9B

# Civil society putting it all into action – Advocacy in Lapen

### SESSION OVERVIEW



**Session A:** Exercise on advocacy for civil society (*95 minutes*)



#### Objectives

- To support civil society in applying what they have learned about gender and security to an advocacy strategy on a contentious gender and security issue.
- Practice preparing an advocacy strategy, a press release for advocacy purposes and a clear, simple, one-page briefing fact sheet for the advocacy strategy.

#### Tools and handouts

- **Tool 19:** Lapen scenario
- **Tool 20:** Advocacy tools for civil society on gender and security
- **Tool 21:** What makes a good press release?

#### Session leader

- The facilitator with more experience of developing advocacy strategies can lead Session A, with input from the trainers.
- The facilitators should support the trainers in writing notes on flip charts.

## SESSION A

### Exercise on advocacy for civil society



- The facilitator divides participants into three groups, with a maximum of five people in each group, by asking them to count out one, two or three. All those that called “one” are in one group, all those that called “two” are in a second group and all those that called “three” are in a third group. Each group should sit at a separate table.
- The facilitator summarises the objectives of the session as outlined above and summarises the exercise instructions.
- The facilitator asks participants to read the Lapen scenario in Tool 19 and checks if participants have any questions. The facilitator responds to questions and clarifies any misunderstandings.
- The facilitator explains that each group should produce an advocacy strategy using the advocacy tools provided in Tool 20: Advocacy tools for civil society on gender and security. The facilitator explains that the guidelines and principles of advocacy, outlined in Tool 19, apply whether developing an advocacy strategy, speaking at a roundtable, preparing a written advocacy briefing, meeting decision makers, or giving a media interview.
- The facilitator reminds participants to bring in other points they have learned about gender and security from this workshop. Participants can use other tools such as: Tool 3: Who’s who in the security sector in Nepal? and Tool 9: How can civil society help make security policy gender-friendly?
- The facilitator outlines the objectives of developing an advocacy strategy as follows:
  - To get a fair trial for the victims in Moshi, without political interference or intimidation of witnesses, judiciary or lawyers for this specific case.
  - To get a firm commitment from the government and security agencies that procedures to prevent interference into police and judicial processes will be introduced and enforced.
- The facilitator asks participants to answer the following questions in order to develop an advocacy strategy and to write their answers on flip charts:
  - Who are the actors who can make this happen?
  - How will you convince them to act?
  - How will you monitor implementation and enforcement?
  - How will you liaise with the media?
  - How will civil society handle any intimidation or threats they may receive because they are conducting advocacy on this issue?
  - What facts and figures can you use to support your advocacy message and share with policy makers and the media?
- The facilitator informs the groups that they should appoint one or two press officers, who are responsible for drafting a press release for one aspect of the advocacy campaign. Guidelines for writing a press release can be found in Tool 21: What makes a good press release? The facilitator informs participants they have 50 minutes to complete the design of their advocacy strategies and draft press releases.
- The facilitator asks each group to appoint one person as a rapporteur, who will be responsible for reporting back the group’s advocacy strategy to the broader group. The

facilitator explains that the person appointed as press officer will be responsible for reading their press release to the broader group.

- After 50 minutes, the facilitator asks the groups come together for a plenary session at which each rapporteur reports back and each press officer reads their press release. The facilitator asks participants to give feedback and then summarises the key learning points. (30 minutes)

## COFFEE BREAK



20

## Session 10A

# Journalists work on media stories related to gender and security

### SESSION OVERVIEW



**Session A:** Exercise for journalists on gender and security (*95 minutes*)



#### Objectives

- To strengthen the capacity of journalists and editors to mainstream gender when covering security-related issues.
- To build on the gender awareness-raising undertaken in the Planet Mars exercise.

#### Tools and handouts

- **Tool 10:** Media checklist and guidelines for gender and security
- **Tool 22:** Possible topics for gender and security-related stories

#### Session leader

- The facilitator with more experience of media work can lead Session A, with input from the trainers.



## SESSION A

### Exercise for journalists on gender and security



95

- The facilitator asks participants to divide into pairs and summarises the objectives of the session and exercise instructions.
- The facilitator asks all participants to read the Lapen scenario in Tool 19 and to ask any questions. The facilitator responds to questions and clarifies any misunderstandings.
- The facilitator asks participants to spend 15 minutes reviewing the information contained in Tool 10: Media checklist and guidelines for gender and security that was discussed in more detail during Session 5.
- The facilitator asks the pairs to spend 40 minutes discussing how they might approach issues raised in the Lapen scenario and to record the outcomes of their discussions on flip charts.
- The facilitator informs participants that they can refer to Tool 22: Possible topics for gender and security-related stories for ideas to focus media coverage.
- After 40 minutes, the facilitator asks each pair to take five minutes to report the outcome of their discussion to the plenary group.

## Civil society session 10B

# Civil society meeting and persuading decision makers

### SESSION OVERVIEW



**Session A:** Exercise on persuading decision makers (*95 minutes*)



95

#### Objectives

- Participants develop skills to persuade decision makers to meet with them and support their gender and security-related advocacy objectives. Key decision makers include politicians, government ministers and representatives, civil servants, security agency personnel, international community representatives etc.

#### Additional material

- Three separate rooms will be needed for the final thirty minutes of this session

#### Tools and handouts

- **Tool 23:** Preparation for meeting with decision makers

#### Session leader

- The facilitator with more experience of media work can lead Session A, with input from the trainers.

## SESSION A

### Exercise on persuading decision makers



95

- The facilitator informs participants that one important part of advocacy is meeting the people civil society wants to influence, particularly decision makers. They are the people who can push through changes, but are not always sympathetic to a particular cause and may need influencing.
- The facilitator explains that this exercise seeks to strengthen the one-to-one advocacy skills of civil society participants, to be able to make the changes they want. The facilitator summarises the objectives of the session as outlined above.
- The facilitator informs participants that this session builds upon the advocacy strategy they developed as part of the last exercise on Lapen and they should continue to work in the same groups.
- The facilitator summarises the exercise instructions: participants should firstly discuss in their group any meetings with decision makers they may have attended in the past and whether it resulted in the action they wanted from the decision maker. The facilitator asks each group to make a list on a sheet of flip chart paper about what went well and what could have gone better. The facilitator explains that they should draw on these lessons when doing the role play exercise later in the session. Note: There is no need for a report to the plenary group. The facilitator informs participants that they have ten minutes for discussion.
- After 10 minutes, the facilitator asks each group to allocate one person as the key decision maker they have identified as their target audience from Lapen authorities (e.g. the Prime Minister, a government minister, the Inspector General of the Police, a political party leader). If there is a group member who has been a decision maker in the past ask them to play this role. The other group members will be members of a CSO in Lapen who have already arranged to meet the decision maker in their office. Participants do not need to prepare a letter, as it is assumed this has already been sent.
- The facilitator explains that the group should conduct a role play between the civil society representatives and the decision maker. The aim of the meeting from civil society's perspective, is to discuss what the decision maker needs to do to respond to the gender-related security issues in Lapen.
- The facilitator explains that the groups have 50 minutes to practise and prepare the role play, before they perform in front of the wider group. Each role play should be no longer than ten minutes.
- The facilitator informs participants that they can use Tool 23: Guidance on meeting with decision makers.
- After 50 minutes, the facilitator asks each group to present their role play, provides feedback and summarises key lessons learned from the process and tips for successful one-to-one advocacy towards decision makers.

## LUNCH



60

## Media & civil society session 11

# Giving radio interviews on gender and security topics

### SESSION OVERVIEW



**Session A:** Exercise on radio interviews (*120 minutes*)



120

#### Objectives

- Preparation for civil society participants in giving radio interviews about gender and security-related topics.
- Preparation for journalists in interviewing civil society representatives on a gender and security related issue.

#### Additional material

- Three portable microphones
- Three separate rooms for conducting radio interviews (maximum of 5 pairs per group)

#### Tools and handouts

- **Tool 24:** How to give effective interviews to the media

#### Session leader

- The trainer with more experience in media interviews should lead Session A.
- The facilitators should help with making notes on flip charts.

## SESSION A

### Exercise on radio interviews



- The trainer divides participants into pairs: one civil society representative and one journalist or editor. The facilitator then combines the pairs into three broader groups i.e. if there are twelve sets of pairs, then four sets are allocated to one group (5 minutes).
- The trainer explains the instructions for the exercise (15 minutes).
- The trainer explains that the journalists and editors in the pair will act as radio interviewers (even those who do not normally do radio interviews) and the civil society participants will be interviewees. The topic will be the Lapen scenario. The facilitator explains that these are practice interviews for the purpose of the training and will not be broadcast. The total length of the interview should be three minutes.
- The trainer informs participants that once they have assembled in three groups, the first ten minutes should be spent on individual preparation. Civil society participants should write down the two main points they want to get across to the audience in their interview, drawing on Tool 24: How to give effective interviews to the media. Journalists and editors should write down the information they want to get from the interviews and questions to ask in order to generate this information (10 minutes).
- The trainer will then allocate one break-off room to each of the three groups and allocate one facilitator to each group. Whilst the exercise is taking place the trainer monitors progress and provides feedback on interviews where possible.
- Before starting the interview, journalists and editors should hand their piece of paper to another journalist in their group. Civil society participants should hand their piece of paper to another civil society representative in their group. This is so that during feedback on each interview will participants assess whether the interviewer and interviewee made her/his main points in an interesting and memorable way and/or gathered the information required. Each pair will then have ten minutes to do practice interviews.
- Each pair will perform their interview in front of other group members. Once the interview is finished, the other group members and the group facilitator will provide the pair with feedback, drawing on the guidelines outlined in Tool 24: How to give effective interviews to the media and the pieces of paper received from the interviewer and interviewee before they started practicing the interviews. The facilitator should prompt discussion and feedback by asking other participants in the group what they liked most about the interview and if they feel the interviewee or interviewer could have improved it in any way. Each group has ten minutes to perform the interview and receive feedback from their wider group. If there are four pairs, this will take 40 minutes.
- Based on feedback from the wider group, each pair will have ten more minutes to practise in pairs before presenting once again to their wider group (10 minutes).
- Pairs will re-perform their interviews to their wider group. Without feedback, this will take 30 minutes.
- Once the exercise is completed the facilitator announces coffee break.

## COFFEE BREAK



20

## Media & civil society session 12

# Personal action plans for the future on gender and security

### SESSION OVERVIEW



**Session A:** Exercise on personal action planning (*75 minutes*)



#### Objectives

- To ensure that both media and civil society put into action what they have learned about gender and security.
- To generate media coverage and civil society advocacy on gender and security.

#### Tools and handouts

- **Tool 25:** Training evaluation form

#### Session leader

- The facilitators should lead Session A with input from the trainers.

## SESSION A

### Exercise on personal action planning



75

- The facilitator asks participants to think about the actions they will take as a result of this three-day workshop and to write down the first step and a date for completion.
- The facilitator informs the media participants that they should commit to writing a story on gender and security, or making a programme on some aspect of gender and security. The facilitator requests participants who do so to inform Saferworld.
- The facilitator hands out a list of participants' contact details so that participants can keep in touch and collaborate on future work relating to gender and security.
- The facilitator asks each participant to read out their commitment and start date.
- The facilitator hands out a copy of Tool 25: Training evaluation form and asks participants to take ten minutes to complete it. The facilitator should make sure participants understand that they should give honest feedback to help structure future workshops. The facilitator informs participants that the evaluation forms are anonymous and asks them to place them face down on a table when they have finished. After ten minutes, the facilitator collects all the evaluation forms.
- The facilitator then returns to the list of expectations developed by participants at the beginning of the training. The trainer reads out each expectation on the list and asks participants whether it has been met and reasons why/why not.
- The facilitator wraps up the training (covering briefly the outcomes of each session and what has been achieved and learned by civil society and journalists) and thanks all participants for attending.
- The facilitator explains that participants can keep copies of the training manual and companion workbook for future use and to share with other civil society and media colleagues.
- The facilitator explains that participants can refer to Tool 26: Useful resources on gender and security for the media and civil society.

## END OF TRAINING

Media & civil society session 13

## **Closing ceremony – presentation of attendance certificates**





**Institute of Human Rights Communication, Nepal** (*IHRICON*) is a non-profit, non-political human rights non-governmental organisation established by a group of media professionals and is actively involved in human rights monitoring, reporting and advocacy. *IHRICON* conducts in-depth investigations and research along with implementing innovative and high-profile advocacy campaigns that endeavour to bring positive changes to human rights related issues.

**Saferworld** works to prevent and reduce violent conflict and promote co-operative approaches to security. We work with governments, international organisations and civil society to encourage and support effective policies and practices through advocacy, research and policy development and through supporting the actions of others.

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