PROJECT:
WOMEN IN TECHNOLOGY
-COUNTERING HATE SPEECH.

A TOOLKIT FOR THE CROSS-DISTRICT NETWORKING PROGRAM FOR
THE YOUNG WOMEN LEADERS IN AMPARA, KURUNEGALA, BATTICALOA
AND PUTTALAM DISTRICTS
A TOOLKIT FOR
THE CROSS-DISTRICT NETWORKING PROGRAM FOR THE
YOUNG WOMEN LEADERS IN AMPARA, KURUNEGALA,
BATTICALOA AND PUTTALAM DISTRICTS
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>DAY ONE: GETTING TO KNOW US AND THE OTHERS</td>
<td>6</td>
</tr>
<tr>
<td>SESSION ONE: GETTING TO KNOW EACH OTHER</td>
<td>7</td>
</tr>
<tr>
<td>SESSION TWO: BEING VISIONARY IN MAKING POSITIVE CHANGES</td>
<td>9</td>
</tr>
<tr>
<td>DAY TWO: WOMEN AND PEACEBUILDING</td>
<td>13</td>
</tr>
<tr>
<td>SESSION THREE- WOMEN IN LEADERSHIP: MOVIE REVIEW</td>
<td>14</td>
</tr>
<tr>
<td>SESSION FOUR: WOMEN, PEACE AND SECURITY</td>
<td>16</td>
</tr>
<tr>
<td>SESSION FIVE: CHALLENGES FOR WOMEN TO ENGAGE IN PEACEBUILDING</td>
<td>19</td>
</tr>
<tr>
<td>DAY THREE: WOMEN IN ACTION</td>
<td>21</td>
</tr>
<tr>
<td>SESSION SIX: POSITIVE NARRATIVES - STORIES OF WOMEN WE KNOW</td>
<td>22</td>
</tr>
<tr>
<td>SESSION SEVEN: ACTIONING THE VISION AND NETWORKING</td>
<td>26</td>
</tr>
<tr>
<td>Appendix A: Sample pre and post assessment form</td>
<td>30</td>
</tr>
</tbody>
</table>
INTRODUCTION

This toolkit is developed to facilitate a 3 half a day virtual cross district networking program implemented by Search for Common Ground (SFCG) Sri Lanka. The project aims to focus on giving the opportunity for the young women leaders to network with each other and share their ideas and experiences in initiating and participating in peacebuilding programmes. Additionally, the program attempts to increase the knowledge of young women leaders on specific subjects such as Gender and Women and Peace and Security (WPS) Agenda which will allow them to strategize how their voice can be used to promote these aspects within their communities. It is expected that this toolkit will be used by local resource persons to conduct the trainings for the young women leaders.

PARTICIPANTS

This module is designed to engage the 125 young women (18-29) who participated in the project, ‘Young Women as Drivers of Peace: Providing 360 support to emerging women leaders’ which was implemented by Search for Common Ground (Search) from January 2020 to June 2021.

SPECIFIC OBJECTIVES

• Improve the understanding of participants on importance of women’s role in peace process by sharing insights and learning.
• Enrich their knowledge and exposure on WPS agenda and its pillars.
• Enable exchange of ideas and broaden the networks of Yong Women Leaders from four districts.

SESSION SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Duration</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 01</td>
<td>90 Minutes</td>
<td>1. Getting to know each other through an activity</td>
</tr>
<tr>
<td></td>
<td>30 Minutes</td>
<td>Tea break with folk music and sharing</td>
</tr>
<tr>
<td></td>
<td>90 Minutes</td>
<td>2. Being visionary in making positive changes</td>
</tr>
<tr>
<td>Day 02</td>
<td>45 Minutes</td>
<td>3. Movie review: Women in Leadership</td>
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<td></td>
<td>60 Minutes</td>
<td>4. Group Activity Women, Peace and Security</td>
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<tr>
<td></td>
<td>30 Minutes</td>
<td>Tea break with folk stories about women</td>
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<tr>
<td></td>
<td>60 Minutes</td>
<td>5. Challenges for women to engage in peacebuilding</td>
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<tr>
<td>Day 03</td>
<td>120 Minutes</td>
<td>6. Positive narratives - stories of women we know</td>
</tr>
<tr>
<td></td>
<td>30 Minutes</td>
<td>Tea break with chit chat</td>
</tr>
<tr>
<td></td>
<td>120 Minutes</td>
<td>7. Actioning the vision and networking</td>
</tr>
</tbody>
</table>
## STRUCTURE OF SESSIONS

| Introduction/ Background | What this session is about  
| | Reason or logic behind bringing this session  
| | Positioning the session linking with previous experience of participants and other sessions of this module. |
| Objectives | Objective/s of the session |
| Duration | Duration of entire session and sub-sessions [Introduction (plenary), breakout room (if applicable), plenary, debrief] |
| Tools Required | Indicating all online and offline tools required |
| Pre-Preparation | Any preparatory steps to be taken by facilitator or organising committee |
| Trainer Guidance | Key notes to trainer for consideration |
| Steps | Steps to be followed to conduct the session |
| Processing/ Debriefing | Processing the summary, highlights, and key takeaways from the session |
| Caution | Aspects to consider in order to avoid unintended negative consequences. May not be applicable for all the sessions. |
| Facilitator Resources | Reference sources for facilitators to be prepared in delivering the session. |

## GUIDANCE FOR USING THE MANUAL

The potential users of the tool kit are expected to undergo a specific training of trainers/ trainer orientation session prior to deliver the training to the participants.

Ideally, facilitators are expected to follow the steps listed for each activity. However, as facilitators have the opportunity of observing the learning environment and the dynamics of the participants, based on those factors, they have the flexibility of adjusting the sessions in terms of timing, activities used as well as key content covered based on the requirement. However, such on-site changes should still be guided by the objectives for each session. Also, facilitators are encouraged to read the caution notes and facilitators resources to aware themselves on other options and/or further guidelines in approaching each session of the workshop.

## ACTIVITIES DURING THE BREAKS

The participants will be informed to collect folk music and folk stories about women before attending the training. This assignment can be given as one item from each district. This collection could be from their own communities collected by speaking to their parents or grandparents, books, or from internet. The collected folk music can be played, and stories can be shared during the breaks and the facilitators can have informal discussions about the meaning, background stories, and probe for interesting and a light discussion.
DAY ONE:
GETTING TO KNOW US AND THE OTHERS

SESSION ONE:
GETTING TO KNOW EACH OTHER

SESSION TWO:
BEING VISIONARY IN MAKING POSITIVE CHANGES
SESSION ONE: GETTING TO KNOW EACH OTHER

Introduction/ Background
This session familiarises participants with the context and the background of the workshop and each other; it also set norms and expectations for the learning experience.

Objectives
To create space for the participants to connect with each other

Duration
90 Minutes
• Introduction to the Programme- 15 Minutes
• Getting to know each other- 30 Minutes
• Setting up norms - 20 Minutes
• Levelling expectations- 15 Minutes

Tools Required
PowerPoint or Mural

Pre-Preparation
Prepare the statements for the ‘I’ game activity.
PowerPoint or Mural prepared with the objectives of the programme (SFCG)

Trainer Guidance
Be cautious on the starting time and duration for each subsection of the steps.

Steps

Introduction to the Programme (15 Minutes)
01. Multi-Religious/ Welcome rituals representing all the segments of the participant group (appropriate)
02. SFCG to formally welcome the participants and stakeholders.
03. Introduction on SFCG and explain the purpose of the training sessions, processes and the context this training session is designed.
04. Explains the purpose of the series of workshops offered to the group and the context of this particular workshop.
05. Pre assessment prepared in google forms to be given at the registration stage, prior to the beginning of the workshop. Provide enough time here if the participants need more time to complete the assessment.

Getting to know each other (30 Minutes)
06. Ask the participants to do a short self-introduction: Name, district, their favorite time during the year.
07. Ask participants to draw a big ‘I’ on a paper. Dark and Visible to the camera.
08. Read the following statements one by one. Ask them to show their ‘I’ in the camera if the statement is applicable to them.
• I am from Kurunegala.
• I am from Ampara.
• I am from Puttalam.
• I am from Batticaloa.
• I recently joined the Yong Women Leaders programme
• I have been in the YWL programme from the beginning.
• I am hiding a pet in my room while joining this programme
09. Facilitators can add more statements according to their preference.
10. After sharing the above statements, the facilitators can give the
    opportunity to the participants to make statements and pass
    them on to others. It is not compulsory for the participants to
    make statements. The facilitators can move on with additional
    statements if the participants do not come forward with their
    statements.

**Setting up norms (20 Minutes)**
11. Invite participants to share ground rules/ ethics/ norms in this
    workshop space for the two days.
12. Write what they share on a PowerPoint or Mural. The Second
    facilitator and translators can engage in writing this.
13. The norms should ideally include the following elements that the
    facilitator can guide the group to reach:
    
    14. Arrive on time for sessions
    15. Mobile phones remain silent and only answer if there is anything
        urgent.
    16. Ask questions if anything is not clear
    17. Listen attentively when others speak, respect each other’s views
    18. Contribute fully, speak loud and clear. Use raise hand option if
        they want to speak while someone else is talking.
    19. Protect confidentiality.
    20. Be empathetic and sensitive as this programme contains
        discussion that may trigger discomfort for some of us.

**Levelling expectations (15 Minutes)**
21. Invite participants to share their expectations from this workshop.
22. Categorise and write the responses on the PowerPoint as
    participants share the expectations. The second facilitator and
    translator can attempt to this while the session lead facilitator
    discuss.
23. Share the pre-prepared ‘objectives of the workshop’ and address
    what expectations will be served.
24. Other expectations, which will not be addressed in this workshop,
    can be put on the “Parking Lot”. Facilitator should try to plan to
    meet some of these expectations during the remaining days of
    the workshop, if possible and relevant.

**Processing/ Debriefing**
N/A

**Caution**
Be cautious when the welcome is strategized. The ethnic and religious backgrounds of all the participants to be considered if any religious rituals are planned.

**Facilitator Resources**
N/A
SESSION TWO: BEING VISIONARY IN MAKING POSITIVE CHANGES

Introduction/ Background

Visioning generates a common goal, hope, and encouragement; offers a possibility for fundamental change; gives people a sense of control; gives a group something to move toward; and generates creative thinking and passion.

Active engagement of youth in the process of developing vision is vital and this will help youth to play a vital role in prevention of violence extremism and peace building agenda stating from their community level. Understanding the individual and collective vision of young women peace builders is crucial in the process and the visioning exercise will support the young people to have a clear idea in terms of their required engagement, contribution and taking ownership.

Visioning with a purpose will re-emphasize the importance of an active engagement, accessibility of knowledge and information, exchange their ideas and enable to refine the engagement with the adequate understanding of the context where the engagement taking place. This will help to achieve the expected results and ensure the recognition of the actors in a dignified manner.

This session is an extension to the visionary activity conducted in the previous training. This visioning comes with the purpose of facilitating them to think of their purpose of engaging in peacebuilding.

Objectives

- To broaden the scope of young women leaders to see the holistic view of their engagement in peacebuilding activities.
- To sensitise them to rationalise their interventions in communities.

Duration

- 90 Minutes
  - Introducing the activity: 10 min
  - Visioning exercise - 40 min
  - Presenting group vision and the purpose shared by each participants in Plenary – 30 min
  - Debriefing – 10 min

Tools Required

- PowerPoint or Mural

Pre-Preparation

- Prepare the statements for the 'I' game activity.
- PowerPoint or Mural prepared with the objectives of the programme (SFCG)

Trainer Guidance

- Be cautious on the starting time and duration for each subsection of the steps.

Steps

Plenary

01. Inform participant that they will be assigned to breakout rooms to do a visioning exercise

02. Request each participant to develop an individual visionary statement, in the capacity as young women peace builders. Ask them to write in a paper and later they can transfer this to a platform.

03. Once they come up with their individual visionary statement, ask participants to develop a group vision through a discussion in relation to peace building connecting their individual visions. This need to be done in breakout rooms. Kindly refer point 10 for more clarity.
Breakout Rooms:

04. Break them into 3 groups (maximum of 10 members in a group). Decide the group numbers according to the number of participants. If in case there are participants who are bi-lingual, it's recommended to have a smaller group (maximum 6 participants per group) to conduct this activity.

05. Each group must be assigned with a group facilitator (Session Trainer can facilitate one group) and she/he needs to manage the platform and prepare the submission based on the details provided by participants.

06. Ask them to nominate a member or a person can voluntarily accept to be the presenter to present their group and individual submissions.

07. Facilitator / Trainer in the breakout room will have to indicate individual and group visions developed by the participants in the platform (Jam board or Mural) used.

08. Request the participants to think their journey as young peace builders and utilize those experiences and learnings for this group activity.

09. Facilitator in the group need to inform the participants to decide their individual vision first and then develop their collective group vision with consensus.

10. Group facilitator can probe the participants with some questions?
   • What are the similarities they observe in the individual visions?
   • How do they feel about the development of group visions?

11. Once the group and individual vision setting processes are completed, indicate these details in the platform. A sample model and the content is indicated below for guidance.
12. Continue this process for all the participants and if participants prefer to include their names in their individual vision statements, please go ahead and do it.

13. Once all the participants completed their 1st round of submission for both the sections, probe questions randomly to think and refine the statements. Inform them that they can propose any changes in their statement until the activity completed.

14. If any participants want to include any pictures related to this exercise in the presentation, allow them to do so.

15. Support the presenter to organize the presentation if time permits

**Plenary:**

16. Allocate 10 min for each group to present their submissions and facilitator of each group can share the presentation/submission in screen while presenting.

17. Allow other group members to ask question and facilitator / Trainer of the session can ask questions at last prior to de-brief from each group. The group facilitator can support if the group members face challenge to answer any questions raised by members or session trainer / facilitator. Give 1st priority to the members. Limit the questions to maximum of 2 per presentation

18. Once all the presentations are ended, session facilitator can request few members (maximum 3) participants to share their views on this exercise. Limit with 1 min for each participant.

19. Session facilitator can conduct a de-briefing while connecting the learnings gathered from the exercise and the highlight the similarities they observed among the different group and individual visions. Refer the de-briefing section for more details

20. Thank the participants and facilitators and request them to maintain the same energy level throughout the workshop

**Processing/ Debriefing**

- Start the de-briefing by asking one member from each group to share their experience in engaging in this activity and a key takeaway of this activity.

- Then ask each group facilitators to share their view about the exercise and the group dynamics they observed in setting a collective vision. 1 min for each facilitator

- Ask them whether they want to share anything on what they can do as a young peace builders to achieve their individual and collective vision? If anyone say yes, request them to start working on it as a homework assignment and keep it ready to utilize in a session planned on 3rd day.

- Indicate the reason for requesting to utilize the knowledge and experience of their journey over a time as young peace builders, that their shared vision will be more meaningful and realistic with the ground reality in relation to peace building actions.

- Just check whether any of them have done this and if so her / him to share an example.

Facilitator can wrap up by highlighting the important of understanding the similarities and differences, utilizing the existing knowledge and information, working collaboratively on designing a group vision while connecting those with their individual visions.

*Close the session with this statement : A group vision is collection of number of individual visions and efforts. A collective vision with a shared purpose can change the world.*
Caution

Make sure clear instructions are given to each group. In the group exercise, the participants may start to discuss and indicate what and how they will achieve the vision in the identification of reason of setting up a group vision and purpose stage. Please be mindful to guide them to stick to the tasks.

Note that in a multi ethnic / multi-cultural groups, you may get different visions based on different cultural backgrounds. Be alert to statements that may have cultural, ethnic, or even gender roots. Always encourage the participants to visualize the similarities. The goal is not to find the majority opinion, but to arrive at a vision that reflects the thinking of the diverse groups with consent.

Facilitator Resources

Visioning is a technique that is used to support a group of stakeholders in developing a shared vision of the future. It involves asking the group of participants to appraise where they are now and where they can realistically expect to be in the future individually as well as collective. All the key stakeholders in a development activity or organisation that go through a considerable change in any social issue should be represented in the visioning workshop. There are different approaches of using visioning techniques such as using pictures or keywords or so called organisational and guided visioning methods. The visioning process should be implemented before decisions are made.

Positive elements:

01. Visioning is a participatory tool that brings citizens and stakeholders together and assists a group of stakeholders in developing a shared vision of the future

02. Visioning allows all the involved stakeholders to express their wishes regarding future development of their thematic area

03. Visioning is developing written and visualised statements of a young women leaders’ long-term goals and strategic objectives in relation to peace building aspects

04. Visioning will help to set individual targets and facilitate the navigation to reach the nearest target at least in the long run

05. A shared vision with a purpose is more powerful and it will help the participant to articulate and take ownership of the shared vision to a greater extend

Challenges:

01. Visioning requires time to bring all the relevant stakeholders together in order to express their wishes and visions they have regarding the thematic area

02. Visioning needs members who can lead the process and take ownership of their vision at the end of the visioning process and thereafter. This is highly challenged by various internal and external factors

03. Individual visions are more powerful than shared ones and it's bit challenging to come to a consent to set a shared vision.

Source: Organizational Visioning Pathways and Pitfalls | ManagerWise
DAY TWO:
WOMEN AND PEACEBUILDING

SESSION THREE:
WOMEN IN LEADERSHIP: MOVIE REVIEW

SESSION FOUR:
WOMEN, PEACE AND SECURITY

SESSION FIVE:
CHALLENGES FOR WOMEN TO ENGAGE IN PEACEBUILDING
SESSION THREE: WOMEN IN LEADERSHIP: MOVIE REVIEW

Introduction/ Background
This short session is supporting participants to connect with the social construction of gender, and affiliated stereotypes. The logic behind the session is to create a space for the participants to reflect the existing gender norms affiliated to women taking leadership positions. This session is positioned at this point of the module as an entry point to begin the discussion on Women, Peace, and Security in a relatable manner. The video itself provide a space for the participants from multiple ethnic backgrounds to connect and understand each other, while creating an entry point for the discussion on women’s leadership in Peacebuilding.

Objectives
To create dialogue on social construction of gender roles and women’s role in the society.

Duration
45 Minutes
• 15 Minutes to the video
• 25 Minutes to the discussion
• 5 Minutes to the debriefing

Tools Required
N/A

Pre-Preparation
Download the video:
Sinhala: (659) the image - award winning short film - YouTube
Tamil: (2) MAKKU - Award Winning Tamil Short Film - YouTube - How girls making positive changes

Trainer Guidance
Provide equal time for Sinhala and Tamil movies in the discussion phase. The trainers can also use any video that portrays ‘challenges for women to be in leadership positions’. Following YouTube channels are recommended:
https://youtube.com/c/shortoftheweek
https://youtube.com/channel/UCjqiaXPDo-qp1_NmP6oQDHQ

Steps
Plenary
01. Inform the participants that our topic of discussion is on women. Women in leadership roles, women in peacebuilding, and the challenges we all face in our work in peacebuilding.

02. Show one short movie, and go to the step two and three. And then proceed to the next short movie and debrief.

03. Ask a Tamil speaking participant to narrate the Tamil language movie for the Sinhala speaking participants, and ask the Sinhala speaking participants to narrate the Sinhala movie for Tamil speaking participants.

04. Discuss each movie with participants using following questions:
• What did you see in the movie? How do you feel?
• Is this something that happens in our culture?
• How do different cultures construct the role of women?
• How do different cultures define the leadership roles of women?
• Where do everyone learn these gender roles?
01. Summarise the discussion and highlight cultural differences in constructing gender roles. The participants have received a training with this regard in an earlier programme. Draw back their learning and connect them with the culture, women, and leadership here.

02. Emphasise that women, men and other gender identity groups have socially constructed roles for them. In their previously received training on Countering Hate Speech, the participants discussed the social construction of gender norms. Recall this lesson and remind that gender Norms are the activities that girls and boys (or men and women) are expected to do, or ways that they are expected to behave. This applies in any role they assume, including the role of leader or peacebuilder.

03. Note that this session is the initiation to ‘women, peace and security’ session (2.2). Probe the discussion points to relate to the importance of including women in decision-making and leadership.

Caution
N/A

Facilitator Resources

Key definitions.

- **Sex**: the classification of people as male, female or intersex. Sex is usually assigned at birth and is based on an assessment of a person's reproductive systems, hormones, chromosomes and other physical characteristics.

- **Gender identity**: is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex.

- **Transgender**: an umbrella term that describes people with diverse gender identities and gender expressions that do not conform to stereotypical ideas about what it means to be a girl/woman or boy/man in society. “Trans” includes people whose gender identity is different from the gender associated with their birth-assigned sex. Trans people may or may not undergo medically supportive treatments, such as hormone therapy and a range of surgical procedures, to align their bodies with their internally felt gender identity.

- **Gender norms**: the gender binary influences what society considers “normal” or acceptable behaviour, dress, appearances and roles for women and men. Gender norms are a prevailing force in everyday lives. Strength, action and dominance are stereotypically seen as “masculine” traits, while vulnerability, passivity and receptiveness are stereotypically seen as “feminine” traits. A woman expressing masculine traits may be stereotyped as overly “aggressive,” while a man expressing “feminine” traits may be labeled as “weak.” Gender norms can contribute to power imbalances and gender inequality in the home, at work and in communities.
SESSION FOUR: WOMEN, PEACE AND SECURITY

Introduction/ Background
In the conflict setup, conflict affects people differently depending on the power dynamics in the context where they are living. These power dynamics include but are not limited to, rules and traditional norms regarding gender, age, class, race, ethnicity, religion and sexuality. The young women leaders discussed the idea of conflict, timeline of ethnic conflict in Sri Lanka and began their journey in capstone projects in Peacebuilding. In this process, they have experienced these power dynamics how they intersect with each other, depending on the context. Understanding these power dynamics have effect on conflict prevention, peacebuilding and post-conflict reconstruction. This in turn facilitates the YWLs to understand where these challenges come from and how to overcome them.

Young women who work in peacebuilding are empowered with the international and national mechanisms, and knowing the existence of these mechanisms can motivate and encourage women to engage in peacebuilding. This session expects to bring together a collective understanding of content and structure of WPS agenda with the expectation of empowering young women leaders from four districts in Sri Lanka.

This session provides a clear understanding of the Women, Peace and Security (WPS) Agenda and the four pillars of WPS.

Objectives
To develop knowledge and understanding of the four pillars of WPS agenda.

Duration
60 Minutes
- Introduction in Plenary: 15 Minutes
- Breakout room: 30 Minutes
- Plenary and debriefing: 15 Minutes

Tools Required
PowerPoint presentation, Jam Board

Pre-Preparation
PowerPoint presentation including the details of WPS Agenda & Four Pillars; Preprepared Jam board for group activities.

Steps

Plenary
01. Begin this session from the debriefing of previous session with video review. Inform the participants that they will exchange ideas about the importance of peace and security of women in violent conflict and peacebuilding.

02. Extend the previous discussion and ask the group how women experience violent conflicts (wars) differently. This discussion can be probed to highlight that women are more vulnerable, heightened risk of violence due to social inequalities; Sexual violence and exploitation – rape, sexual slavery, enforced prostitution, trafficking. Facilitators can structure this discussion to focus on unique impacts for each district/ethnic group.

03. Highlight that women and girls are not just victims in conflict, but are actors in conflict and peace. Women do/can play a critical role in peace and security with the sources of authority, information, changes to the structures.

04. Be aware that this may trigger emotional outbreaks. Since the programme is conducted online, prepare for strategies to address such triggers.

05. Explain the background, UNSCR 1325, and the four pillars of WPS using the photo-based presentation attached. Highlight that research demonstrates that peace is far more likely to be achieved and to continue if women are at the peace table.

06. Discuss what participants have seen in their own communities in relation to the four pillars of WPS.
### Steps Breakout room

01. Divide the participants to four breakout rooms. In dividing the groups, mix the districts and the facilitators can find bi-lingual participants and assign them to different groups. There may not be enough interpreters that can go into each group. Therefore the facilitators can divide bi-lingual participants and hand-in the task- support of interpretation to them. If there are no bi-lingual participants in the programme, the group can be divided into three (two interpreters, and one bi-lingual facilitator) and the third group can be given two pillars.

02. Guide the participants to choose a facilitator, note taker, and presenter for each group.

03. Assign the four pillars to the four groups.

04. Discussion questions for each group:

- What are the initiatives they know that had been taken to improve the pillar assigned to them?
- Provide examples for those initiatives they have witnessed.

### Plenary

05. Ask the presenters from the four groups to share highlights of the discussion.

06. Provide space for the participants to ask questions and make clarifications from other groups.

### Processing / Debriefing

Ask following questions and discuss what they think:

- What they think of the four pillars?
- Is there a pillar they wish to take out?
- Are there pillars they would like to add into this?
- What are the successes and challenges women have faced? What can we do to overcome the challenges?

Highlight that the Women, Peace and Security Agenda is founded on the idea that due to the power dynamics of gender, conflict has different effects on women, girls, boys and men. It outlines the long term impact of women’s meaningful and equal participation in conflict prevention, peace negotiations, peace building and post-conflict reconstruction and governance in terms of creating and sustaining peace and stability.

### Caution

Make sure to get the attention of the participants by calling their name during the virtual sessions. Beware about time management.

### Facilitator Resources

**What is the Women, Peace and Security agenda?**

The Women, Peace and Security Agenda is founded on the idea that due to the power dynamics of gender; conflict has different effects on women, girls, boys and men. It outlines the long term impact of women’s meaningful and equal participation in conflict prevention, peace negotiations, peace building and post-conflict reconstruction and governance in terms of creating and sustaining peace and stability. Research demonstrates that peace is far more likely to be achieved and to continue if women are at the peace table. WPS is based on the idea of Gender Mainstreaming. This means that different implications for women and men are included in any planned policy action, including legislation and programmes, in all areas and levels. Some of these might be strategic, long-term goals and others may be more implicit/every-day actions. Gender vs. sex Gender most often refers to social and cultural differences between male and female, as opposed to biological differences (sex).

Source: [https://www.dfa.ie/media/dfa/ourrolepolicies/peaceandsecurity/WPS-Simple-Guide.pdf](https://www.dfa.ie/media/dfa/ourrolepolicies/peaceandsecurity/WPS-Simple-Guide.pdf)
The 4 Pillars of the Women, Peace and Security Agenda:

**Pillar 1 - Participation**
Increased participation of women at all levels of decision-making, including in national, regional, and international institutions; in mechanisms for the prevention, management and resolution of conflict; in peace negotiations; in peace operations, as soldiers, police, and civilians; and as Special Representatives of the U.N. Secretary-General.

**Pillar 2 - Protection**
The protection of women and girls from sexual and gender-based violence, including in emergency and humanitarian situations, such as in refugee camps.

**Pillar 3 - Prevention**
Improving intervention strategies in the prevention of violence against women, including by prosecuting those responsible for violations of international law; strengthening women's rights under national law; and supporting local women's peace initiatives and conflict resolution processes.

**Pillar 4 - Relief and recovery**
The advancement of relief and recovery measures to address international crises through a gendered lens, including by respecting the civilian and humanitarian nature of refugee camps, and taking into account the particular needs of women and girls in the design of refugee camps and settlements.

- Women, Peace and Security (WPS) resolutions are referenced on international, national and local levels to promote and protect the rights of women in conflict and post-conflict situations. The Security Council, the Secretary-General, Member States and UN entities are responsible for implementing the resolutions.
- WPS resolutions encourage Member States to take action to further women's political and civil society participation, the protection of women and girls and gender training on a national level. Subsequent Presidential Statements (S/PRST/2004/40 and S/PRST/2005/52) called on Member States to implement the resolution through the development of National Action Plans, or to adopt other national level strategies.
- Equally important is the use of the WPS agenda at the local level. International WPS commitments can only be implemented at a grassroots level if there is community awareness of the rights enumerated in the resolution and the responsibilities conferred upon international and state actors.

**Some videos:**
https://www.youtube.com/watch?v=cid9OYUIOU&t=2s
https://www.youtube.com/watch?v=ELt71D7luAk
https://bit.ly/3ke7uiQ

**Additional Reading**
Women Peace and Security Agenda:
https://bit.ly/3mVj1W3

Youth Peace and Security Agenda:
https://www.youth4peace.info/About_YPS_Agenda
SESSION FIVE: CHALLENGES FOR WOMEN TO ENGAGE IN PEACEBUILDING

Introduction/ Background
This session is about the challenges faced by women in their engagement of peacebuilding work. In the previous programmes, the participants explored gender dimensions in Digital Space, and engaged in peacebuilding projects. This session provides space for the participants to share their experiences in relation to the challenges they face in actioning the peacebuilding. Identifying mutual challenges, and explore strategies to overcome those challenges is an approach that is feasible.

Objectives
To exchange contextual ideas on how men and women perceive peacebuilding

Duration
60 Minutes.
• Introduction in plenary- 10 Minutes
• Breakout rooms- 30 Minutes
• Plenary and debrief- 20 Minutes

Tools Required
Mural boards, images that can be used by participants to represent the challenges and overcome strategies

Pre-Preparation
Mural board prepared for note taking for each group, relevant images, newspaper articles and sticky notes that can be possibly used by the participants.

Trainer Guidance
• This session is a collective reflection effort for the participants. Being mindful to provide equal opportunities for all districts to share would enrich the exchange.
• The pre-prepared mural board can decide the direction or distract of breakout room discussions. Therefore, it is important to find correct picture relevant to all the districts.

Steps

Plenary
01. Inform participants that we will discuss about the challenges women face in participating in social work and peacebuilding.

02. Ask them to recall their peacebuilding project conducted under the previous engagement. Other engagements they had in preventing and responding to online hate speech.

03. If there are new participants, ask their experience in participating or initiating a peacebuilding effort.

04. Brainstorm some pointers leading to the discussion on challenges for women to engage in peacebuilding. They can be led to think of their project implementations under this project. “Were there any challenges they faced during the project implementation- just because they are women”.

Breakout rooms
01. Divide the group into three groups. Assign interpreters for each group in arranging the breakout rooms.

02. The groups could be divided to mix participants from multiple districts.

03. Each group is to be assigned with a facilitator, note-taker, and presenter.

04. The note-taking can be done in a mural. Inform them that the mural has images they can possibly use for note taking. They can delete irrelevant ones and add new ones.
<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>05. Tasks in the breakout room:</td>
</tr>
<tr>
<td>• First - what are the challenges specific for women to engage in peacebuilding, just because they are women. What are the examples from your experience as a women peacebuilders.</td>
</tr>
<tr>
<td>• Second - How did you overcome those challenges. If the challenges were not addressed, brainstorm how to address these challenges together.</td>
</tr>
<tr>
<td>• Third - Who supported you to address these challenges. Share contact details with others for their own network building.</td>
</tr>
</tbody>
</table>

| Plenary |
| Ask the groups to share the summary of each group in the plenary. Each group could be given five minutes, and allowed the screen sharing function. |

| Debriefing |
| Facilitators can ask following questions in the debriefing: |
| • What were the common features of our challenges? |
| • What were the strategies to overcome the barriers for women to participate in Peacebuilding? |

Highlight that women are natural peacebuilders and remains to be the most successful mediators according the researches. Close the session by informing that they will hear some positive narratives from women peace builders on their journey to excel participant’s understanding tomorrow.

| Caution |
| Be mindful that there could be participant who are new to peacebuilding in this group. Facilitate within the breakout rooms to create space for them to ask questions, and support them to connect with the discussion. |

| Trainers’ Resources |
| Some challenges to women in peacebuilding: |
| • obtaining access to the peace process, and therefore having the ability to exploit opportunities to influence the process. |
| • what women are able to bring to the table, i.e. the aspect of self-efficacy. |
| • lack of coalition-building within the women’s movements, and hence the lack of a cohesive “women’s agenda”. |
| • women exerting their influence. |

Women’s peace efforts can broaden the scope of peacebuilding by: |
• Promoting consensus and inclusion as a key strategy |
• Advancing broader issues of social justice |
• Building peace beyond the negotiating table Overcoming barriers to political participation is a challenge that requires: |
• Going beyond quotas to meaningful participation |
• Translating existing capacities and expertise into political participation |
• Understanding gender relations is key to building sustainable peace: |
• Mainstream gender analysis of conflict and peace |
• Engage both men and women in reshaping gender dynamics |
DAY THREE:
WOMEN IN ACTION

SESSION SIX:
POSITIVE NARRATIVES - STORIES OF WOMEN WE KNOW

SESSION SEVEN:
ACTIONING THE VISION AND NETWORKING
SESSION SIX: POSITIVE NARRATIVES - STORIES OF WOMEN WE KNOW

Introduction/ Background
Storytelling has always been a central part of learning for children in all cultures and a key to educating people through generations. (Foelske, 2014) This storytelling history is a key tool in the teaching of literacy skills and other concepts, which are vital to being successful as an adult in society.

A substantial number of studies have shown us that humans learn through modeling others. As these experiences accumulate through adolescence, teens decide what socially acceptable behavior is and what is not. They also learn strategies for achieving their goals.

Inspiration awakens us to new possibilities by allowing us to transcend our ordinary experiences and limitations. Inspiration propels a person from apathy to possibility, and transforms the way we perceive our own capabilities. This session is designed to portrait the positive narratives of women peace builder mainly from our context with the different tools used by them to articulate their peace building action to crate positive changes in the society.

Objectives
- To build on the narratives of women’s contribution to community-based peacebuilding
- To build confidence by broadening the inspiration of young women leaders to engage in Peacebuilding.

Duration
120 Minutes
- Introducing the activity: 10 min
- 1st speaker including Q and A (Plenary): 40 min
- Q & A – 5 min
- 2nd speaker including Q and A (Plenary): 40 min
- Q & A – 5 min
- Common Q & A Session – 5 min
- Debriefing – 15 min

Tools Required
Zoom, Mentimeter and Jam Board

Pre-Preparation
- Arrange the speakers and their materials in advance and brief them on the timing and objective of the session
- Brief the speakers on the objectives of the session and tone down their content to suit for the participants.
- Keep the materials to be shown in the session in the custody of trainer
- Prepare a introductory slide for each speaker or team with the details agreed with the speaker / group leader
- Agree with the flow of the session with each speakers / performer and have it documents. This may vary from speaker to speaker. Eg: A film maker can speak a bit and then show the relevant film and then next brief and film, so on).
- Arrange a raptor to capture the major learnings shared by the speakers in a summarized points forms for de-briefing purpose
Trainer Guidance

- This activity is designed to portrait the positive narratives of women leading peace building initiatives using various tools to give a sense of confidence and broaden the avenues of engagement for participants. So the speakers must focus on:
  - Their sector and how they got into this sector / their passion
  - How their journey was, and major challenges faced in reaching the level they are today (Challenges can be from individual level, family level, community and structural)
  - Approaches or processes adopted to overcome those challenges
  - Supportive structures than enable their success
- Use only the materials approved and shared by the speaker especially short films, photos. This session to be a more of a learning and sharing session rather a technical session and the journey of the speaker with the tool to be more emphasized rather more weight for the tools and self-portraying.
- It’s good if the speakers can join at once and be in this session throughout to avoid disturbance for other speakers while they speak. It it’s not possible, facilitator has to assign the time and manage it.
- If parallel training sessions are arranged, pick any of the two options out of 4 and arrange the resources in advance.
- Structure of the session to be pre-agreed with the speaker and allow the speaker to propose a flow. Ensure to manage the timing.

Steps

<table>
<thead>
<tr>
<th>Plenary</th>
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<tbody>
<tr>
<td>01. Inform the participants that this session will be done in plenary</td>
</tr>
<tr>
<td>02. Brief introduction about this session and the objectives of this session to the participants and speakers</td>
</tr>
<tr>
<td>03. Inform the participants that they need to listen the session and take notes of the key learnings / take away from the story / materials shared by the speaker</td>
</tr>
<tr>
<td>04. Introduce the 1st speaker and allow them to share their story and performance (maximum of 30 min for this).</td>
</tr>
<tr>
<td>05. Carryout a Q &amp; A Session with the speaker. Limit this only to participants – 10 min maximum</td>
</tr>
<tr>
<td>06. Introduce the 1st speaker and allow them to share their story and performance (maximum of 30 min for this).</td>
</tr>
<tr>
<td>07. Carryout a Q &amp; A Session with the speaker. Limit this only to participants – 10 min maximum</td>
</tr>
<tr>
<td>08. With the closure of Q and A from participants of the 2nd speaker, facilitator/s can ask few questions from both the speakers to cover overall aspects such as,</td>
</tr>
<tr>
<td>- How challenging for a women / young person to come forward and take the batten in their hand to lead the peace building or challenging violence extremism in Sri Lankan context?</td>
</tr>
<tr>
<td>- What kind of proactive measures/ safety the young women peace builders can take to take their actions forward?</td>
</tr>
<tr>
<td>- How can they sustain their actions / Whom they can collaborate to sustain those?</td>
</tr>
<tr>
<td>09. Thank the speaker for their great contribution of sharing their inspirational stories and portrayed the tools used for intervening with the community.</td>
</tr>
<tr>
<td>10. With this session, facilitator can conduct a de-briefing using the details captured in the platform by raptor. Refer de-briefing section for more details.</td>
</tr>
<tr>
<td>11. Thank the participants and facilitators and request them to maintain the same energy level throughout the workshop</td>
</tr>
</tbody>
</table>
• Start the de-briefing by asking three participants (representing different ethnical and geographical background), to share their key highlight of this session.
• Then request the raptors to share the learning / thoughts captured from the sessions in the platform. A sample model can be as follows. Anyhow trainer can decide on the preferred model. Ensure to make these details simple and interesting for participants to relate with their learnings.

• Emphasize the importance of hearing the positive narratives and use them as evidence based in terms of learning and usage in our own works.
• Highlighted the possibilities of overcoming any challenges in relation to peace building and indicate the various tools and approaches adopted by the speakers / activists to achieve a common goal through various mediums.
• Share some insight on the available provisions, structures and organizations working in peace building aspects. Refer the training resources for more details
• Facilitator can wrap up by highlighting the important of hearing and learning from positive narratives from various people proven their achievement through their commitment despite of the challenges they face. Also re-emphasize that the inspiration through positive stories of others is an acceptable and commonly used learning model globally.
• Close the session with this statement: Somebody’s life journey may be an eye opener for my life journey. (Anonymous)

Processing/ Debriefing

Make sure clear instructions are given to each group.
Selection of speakers is crucial and ensure the ethnic balance and have a mix of two or three speakers/ performers
**Facilitator Resources**

**Option 1:** Drumming for Women Justice and Peace: This is from Eastern province and the team of drummers lead by Vasuki. The initiative is called "Drumming for justice and peace".

**Options 2:** Peace through films Invite female film directors representing Tamil and Sinhala languages - Eg: Bavanitha and Randi Kaluarachchi, Lanka Bandaranayake

**Option 3:** Countering negative narratives in social media platforms Famous Social media activities can be utilized for this purpose – Ms. Shanuki de Alwis

**Option 4:** Peace through music Ms. Madhuvi – Young female singer

**Option 5:** A business women promote peace and social cohesion through her business

Positive narratives will result a high level of inspiration and positive motivation to achieve the expectations. Inspiration consist of key aspects which are evocation, transcendence, and approach motivation. First, inspiration is evoked spontaneously without intention. Inspiration is also transcendent of our more animalistic and self-serving concerns and limitations. Such transcendence often involves a moment of clarity and awareness of new possibilities (Kaufman, 2011). As Thrash and Elliot note, "The heights of human motivation spring from the beauty and goodness that precede us and awaken us to better possibilities." This moment of clarity is often vivid, and can take the form of a grand vision, or a "seeing" of something one has not seen before (but that was probably always there). Finally, inspiration involves approach motivation, in which the individual strives to transmit, express, or actualize a new idea or vision. According to Thrash and Elliot, inspiration involves both being inspired by something and acting on that inspiration. (Kaufman, 2011)

**Compared to the normal experiences of everyday life,** inspiration involves elevated levels of positive affect and task involvement, and lower levels of negative affect. Inspiration is not the same state as positive affect, however. Compared to being in an enthusiastic and excited state, people who enter an inspired state (by thinking of a prior moment they were inspired) reported greater levels of spirituality and meaning, and lower levels of volitional control, controllability, and self-responsibility for their inspiration. Whereas positive affect is activated when someone is making progress toward their immediate, conscious goals, inspiration is more related to an awakening to something new, better, or more important: transcendence of one's previous concerns. (Kaufman, 2011)

**Existing platforms /provisions for reference:**

Women Peace and Security Agenda:
https://bit.ly/3mVj1W3

Youth Peace and Security Agenda:
https://www.youth4peace.info/About_YPS_Agenda

**Plan of action to prevent violence extremism**

**Organizational supporting the youth and women peace and security Agenda**

- UN Agencies
- International Agencies
- State Ministry of Women and Child Development
- National and Local Civil society actors across the country
SESSION SEVEN: ACTIONING THE VISION AND NETWORKING

Introduction/ Background

A clear vision inspires action, and a powerful vision pulls in ideas, people and other resources. It creates the positive energy and will to make change happen. It inspires individuals and groups to commit, to persist and to give their best (Graham, 2015).

Actioning the vision process will result a vision statement which can be translated into community level actions. Successful implementation of the community level actions to achieve the expected results requires diverse leadership, active engagement of women and youth, critical awareness on the context & ground realities, openness and ownership of the visions, access to required resources and the conducive environment with the support structures.

This activity is linked with the visioning exercise (Session Two) of this training and former series of training conducted for young women leaders and this need to be considered as build on action.

Objectives

• To provide a basic understanding on translating the vision into actions.
• To enable young women leaders to share their vision, learning and aspirations among peers to promote networking avenues.

Duration

120 min
• Introducing the activity (Plenary): 05 min
• Breakout room : 40 min
• resenting proposed actions and process YWLs: 30 min
• Networking session (Plenary): 20 min
• De-briefing : 15 min

Tools Required

Zoom, Breakout rooms, Jam Board / Mural

Pre-Preparation

• Collect the visions presented by the groups and refine it to convert them as simple visionary statements
• Construct the guiding questions for actioning the vision in the platform in advance for group activity

Trainer Guidance

• This activity is designed mainly with the intention to create a network if space to share inspirations, learnings and future plans to achieve the vision.
• Actioning the vision is an approach to share their ideas and plans within the group.
• Grouping for this exercise must be same as grouping of visioning exercise
• Number of actions by each participants to be limited to two and the process they anticipate for follow need to be short and precise.
**Steps**

**Plenary**

01. Inform participant that they will be assigned to breakout rooms to do a group activity link with the visioning exercise done on the 1st day (Same group as visioning exercise).

02. Request two participants to share their group vision to recall their memory.

03. Ask all the participants to focus on following aspects questions in the group activity:
   - What kind of actions they are planning to carry out to contribute for the vision individually?
   - How are they planning to carry out those action/s?

**Breakout Rooms**:

04. Break them into 3 groups (maximum of 10 members in a group). Decide the group numbers according to number of participants. Adopt the similar approach as 2nd activity for grouping.

05. Each group must be assigned with a group facilitator (Session Trainer can facilitate one group) and she/he needs to manage the platform and prepare the submission based on the details provided by participants.

06. Ask them to nominate a member or a person can voluntarily accept to be the presenter to present their group and individual submissions.

07. Facilitator / Trainer in the breakout room will have to type the content proposed by each participant under the same collage under their individual submission itself (Jam Board or Mural).

08. Request the participants to think their journey as young peace builders and utilize those experiences and learnings for this group activity.

09. Facilitator in the group need to inform the participants to identify an action they would like to carry out to contribute for their individual and collective visions. Probe the group members with few questions for them to define realistic actions. Possible questions can be,
   - Are the proposed actions achievable?
   - Is the proposed action will make significant contribution to achieve the vision?

10. Once the action/s are proposed by all the participants, Probe them with following questions:
   - Do you have the necessary resources to complete this action/s or Can you mobilize the necessary resources to achieve this?
   - Do you think that you can influence more people to support your action/s?

A sample model is indicated on next page for guidance.
11. Once all the participants proposed their possible action/s, the facilitator should ask the participants to identify and discuss among themselves on the similarities, differences, and possibility of linking the actions and processes to work collaboratively to achieve the vision. If any such aspects are proposed, indicate those actions through lines.

12. Support the presenter to organize the presentation if time permits.

Plenary:

13. Allocate 10 min for each group to present their submissions and the facilitator of each group can share the presentation/submission in screen while presenting.

14. Allow other group members to ask questions or comments to show the possible linkages in actions. The group facilitator can support if the group members face challenges to answer any questions raised by members or session trainer/facilitator. Group facilitator can draw the linkages proposed by participants. Limit the questions to a maximum of 2 per presentation.

15. Once all the presentations are ended, the session facilitator can show the mapping of all 3 at a glance to show the possible linkages through the complexity of the network diagram.

16. Request one member in each group (maximum 3) to share their views and learnings on this exercise. Limit with 1 min for each participant.

Session facilitator can conduct a de-briefing while connecting the learnings gathered from the exercise and reflections from participants. Refer the de-briefing section for more details.

17. Thank the participants and facilitators and request them to maintain the same energy level throughout the workshop.
Processing/ Debriefing

De-briefing should focus on following aspects,

- Importance of working collaboratively with peers and find the linkages among actions for potential networking
- Identify the synergies for better results
- Emphasize the importance of organizing those actions/ processes into clusters and ensure the effective uses of resources
- Indicate the existing provisions / avenues, supporting processes to support the peace building initiatives of young women leaders
- Women Peace and Security Agenda and Youth Peace and Security Agenda – Ratified by Government Of Sri Lanka and UN is leading the implementation of those two agendas
- Plan of Action to prevent violence extremism and UN and the related agencies are supporting knowledge development, community level initiatives to support the cause

Indicate that this sort of training sessions are also part of the supportive process to empower young women peace builders to enhance their knowledge and accessibility for information and network collectively to address the root causes of Violent Extremism and violent Conflicts and promote peace.

Caution

Make sure clear instructions are given to each group.

In the group exercise, the participants may start to discuss and indicate wage or un-realistic actions. Proper guidance is mandatory to keep them in the right direction. The group facilitators to be briefed in this aspects clearly by the trainer.

Facilitator Resources

Same set of resources indicated for session – six for this activity also.
APPENDIX A: SAMPLE PRE AND POST ASSESSMENT FORM

1. Is peacebuilding a necessity in your society with the current situation?
   i. Yes
   ii. No
   iii. No idea

2. How many women peacebuilders do you know?
   i. None
   ii. One or two
   iii. Three or four
   iv. More than four

3. Do you think yourself as an important contributor for peace building?
   i. Yes
   ii. No

4. Underline the wrong pillar that doesn't belong to the four pillars of women, peace and security agenda?
   i. Participation
   ii. Prevention
   iii. Relief and recovery
   iv. Protection
   v. Examination

5. Tick TRUE or FALSE for each of the following statements:

<table>
<thead>
<tr>
<th>SN</th>
<th>Statement</th>
<th>True</th>
<th>Fales</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>In violent conflicts, men and women are affected differently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Men and women face different challenges in engaging in peacebuilding activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Women, peace and security agenda has four pillars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Every woman can be a peacebuilder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Networking is an essential ingredient to become an effective peacebuilder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>It's important to have a collective action for peace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>A simple action can make a considerable impact for peace</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>