

Training

Module

Localisation of the UN Security Council
Resolutions 1325 and 1820 in the framework of
“Women, Peace and Security” agenda



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Training Module

Localisation of the UNSC Resolutions 1325 and 1820:

Training Module

This training module was prepared in cooperation with the Global Network of Women Peacebuilders in the frames of “Local, national and regional strategy to improve the implementation of the UNSCR 1325 in Armenia, Azerbaijan, Georgia, Moldova and Ukraine” project funded by the Austrian Development Cooperation

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Introduction

Aiming to increase the local authorities and other stakeholders' knowledge on the UNSC Resolutions 1325, 1820 and WPS supporting resolutions, the “Society Without Violence” NGO prioritises the implementation of awareness raising and capacity building trainings.

This training module includes comprehensive, theoretical and practical information. It is intended for the use of trainers who are interested in working with different stakeholders with the aim of raising awareness on the “Women, Peace and Security” agenda in Armenia and contributing to its effective implementation.

Applying this module in the frames of “Local, national and regional strategy to improve the implementation of the “UNSCR 1325 in Armenia, Azerbaijan, Georgia, Moldova and Ukraine” project, SWV has already organised a number of trainings in Tavush and Syunik provinces based on the experience of which the module has been redeveloped and presented for use.

The module includes theoretical and practical knowledge, examples of practical exercises, various tools for the effective organisation and conduct of the training, as well as evaluation mechanisms.

Glossary

Gender	Gender is an acquired, socially constituted (attributed by the society) behaviour, a social concept of relationships between women and men which is expressed in all spheres of public life, including politics, economy, law, ideology, culture, education, science and healthcare. ¹
Gender sensitivity	Ability to acknowledge and highlight gender differences, issues (discrimination, violence) and inequality, and also implies strategy and action. ²
Gender stereotype	Existing firm ideas about differences between women and men in a given time period in a given society. ³
Gender equality	Women's and men's equal legal status and equal opportunities for its achievement which give a chance to individuals, regardless of sex, to freely use their abilities to participate in political, economic, social, cultural and other spheres of public life. ⁴
Armed conflict	According to the international humanitarian law, international armed conflict is defined as a confrontation between two or more states while non-international armed conflict is a confrontation between governmental armed forces and non-governmental armed groups. ⁵
Peacebuilding	A framework of events directed at reducing the risk of the start and/or resumption of a conflict by developing conflict resolution skills at all national levels and creating foundations for sustainable peace and development. Moreover, national peacebuilding strategies should be adapted to the needs of the given country and include clear and interconnected steps to achieve the above-

1. RA law on equal rights and opportunities for women and men, 2013[in Armenian]
<http://www.arlis.am/DocumentView.aspx?DocID=83841>

2. European Commission, Justice Glossary, 2013 https://definedterm.com/gender_sensitivity

3. RA law on equal rights and opportunities for women and men, 2013 [in Armenian]
<http://www.arlis.am/DocumentView.aspx?DocID=83841>

4. RA law on equal rights and opportunities for women and men, 2013 [in Armenian] <http://www.arlis.am/DocumentView.aspx?DocID=83841>

5. Convention on protection of civilian populations in time of war, 1949, Article 1, Article 2
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtectionOfCivilianPersons.aspx>

mentioned objectives.⁶

Militarisation

Violent) manifestation of force and power, dissemination of military values, symbols and language among citizens, reinforcement of hierarchy and nationalism, definition of enemy as the “other”, justification of violence as a means of conflict resolution, as well as strong division of "male" and "female" roles.⁷

6. Decision of the Secretary-General's Policy Committee, May 2007

7. Colleen Burke, “Women and Militarism”, Women's International League for Peace and Freedom (WILPF) file:///C:/Users/%D1%81%D0%B2%D1%8F%D0%B7%D0%BD%D0%BE%D0%B9/Downloads/women_and_militarism_1998_043.pdf

Abbreviations

CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSO	Civil society organization
GNWP	Global Network of Women Peacebuilders
IDP	Internally displaced person
MFA	Ministry of Foreign Affairs
NA	National Assembly
NAP	National Action Plan
NGO	Non-governmental organisation
NK	Nagorno Karabakh
RA	Republic of Armenia
SC	Security Council
SWV	Society without Violence
UN	United Nations
UNSC	United Nations Security Council
UNSCR	United Nations Security Council Resolution
WPS	Women, Peace and Security

Localisation of the UN Security Council Resolutions 1325 and 1820 in the framework of “Women, Peace and Security” agenda:

Training Structure

DAY 1

Time	Session	Methodology	Outputs/Outcomes	Trainer/ Trainer's	Materials
9:30-10:00	Arrival and registration of participants	Filling in participants' registration form Filling in the pre-training questionnaire	Information on participants' prior knowledge on the training's topic is gathered.	Skills	Registration form Pre-training evaluation questionnaire
10:00-10:15	Welcome Remarks and Opening Statements	Organisers introduce themselves and briefly present their organisation.	Participants get to know the training organisers and gain an understanding of the introduced organisation's activities.	Training organisers Invited guests and experts Trainers	Microphones, projector & laptop
10:15-10:30	Introductions	Participants get to know each other through an active exercise with the help of the trainer to create a warm working environment.	Participants, trainers, organisers and guests become acquainted.	Training organisers and trainers	
10:30-11:00	Presentation of the program and objectives of the training Sharing expectations and developing rules	Brief presentation of the project in the frames of which the training is organised. Presentation of the goal, agenda and expected outcomes of the training. Through an exercise, participants share their expectations from the training and from themselves. With the help of the trainer several ground rules are developed to be followed by everybody during the training.	<ul style="list-style-type: none"> ● Participants are aware of the training's objectives and its importance. ● Trainers and organisers know the participants' expectations from the training. ● Ground rules for the workshop are established. 		Flipchart, markers, projector, laptop and microphones

11:00-11:45	Gender Concepts	Group exercise Interactive discussions	Participants become aware of gender concepts and the importance of gender equality in laws and policies as well as in socio-cultural aspects of peoples' lives	Gender expert	Flipchart and markers
11:45-12:00 Tea/Coffee break					
12:00-13:00	Conflict analysis	Group exercise The trainer raises questions about armed conflict and its impact on women. The questions are discussed in small groups and then the participants tell their opinion in a big group. The trainer sums up by the relevant information.	Participants have a clear understanding on the root causes of armed conflict, especially its impact and consequences on women and girls, on conflict resolution, peacebuilding strategies as well as the role of women in these processes.	Expert on armed conflict and its impact on women	Flipchart, markers, microphones, projector & laptop Guiding questions for the group discussion
12:00-13:00 Lunch					
14: 00-16:15	Overview and Presentation on UNSCR 1325 and 1820, the supporting WPS resolutions	Trainer presents the UNSC resolutions 1325, 1820 and supporting resolutions. Group discussion on the role of national government, local authorities and civil society in implementation of the WPS resolutions	Participants gain understanding of the provisions of UNSCR 1325 and 1820 and the roles of national and local government and CSOs in its implementation.	Expert on UNSC resolutions and human rights	Projector, laptop, flipchart and markers Copies of UNSCR 1325 and 1820 Guiding questions for the group discussion
16:15-17:15	National legal and policy framework that promotes women's rights	Trainer presents the national legal framework on women's rights that can promote the creation of a NAP regarding the UNSCR 1325.	Participants gain understanding of national laws and policies that promotes women's rights and corresponding legislation regarding WPC agenda in the RA.	Trainer familiar with the legal environment in RA	Projector, laptop, flipchart and markers
17:15-17:30 Tea/Coffee break					

17:30-18:30	Overview of peacebuilding initiatives and efforts to implement the WPS resolutions in Armenia including achievements and challenges	Trainer presents peacebuilding initiatives and its challenges in Armenia.	Participants gain knowledge of various peacebuilding initiatives in Armenia, particularly on WPS and how they can support them and participate in their implementation	Trainers	Projector and laptop Copies of the mapping and analysis of peacebuilding initiatives report and civil society monitoring of UNSCR 1325 report
18:30 – 18:45	Wrap up session	Interactive discussion	Participants are given the opportunity to raise questions on topics that are not clear to them	Trainers	Microphones

Day 2

Time	Session	Methodology	Outputs/Outcomes	Trainer/ Trainer's	Materials
09:30-09:45	from the previous day	Recap of the previous day through interactive discussion	Participants recall and demonstrate knowledge gained and understanding of substantive discussions in the previous day.	Trainer	Projector, laptop, flipchart and markers
09:45-10:45	Recap from the previous day Localization as a strategy in implementing the WPS resolutions	The trainer presents localization as a strategy which includes sharing of localization experiences in other countries, particularly the achievements and challenges.	<ul style="list-style-type: none"> ● Participants gain knowledge about localization as a strategy and its application in Armenia. ● Participants gain knowledge of and are inspired by the achievements of Localization programs in other countries. 	Trainer	Projector and laptop Localization video
10:15-10:30	Tea/Coffee break				
11:00-12:00	Identification of key issues that undermine peace and human security for women & girls in local communities Formulation of strategies to address identified issues affecting women & girls in communities	Group exercise Interactive discussion	Participants reflect on the issues that affect peace and security for women and girls in their local communities and identify ways to address them.	Trainer	Flipchart and markers

12:00-13:00	<p>Analysis of the linkage between peace and security, development and good governance.</p> <p>Discussion on the nexus between the WPS resolutions and the Sustainable Development Goals</p>	<p>Group work and an interactive discussion on the linkage between peace and security, development and good governance, and includes discussions on the use of natural resources and the environment (including water and energy resources) and how they are managed by the government and how that has impacts on women, peace, and security.</p>	<p>Participants gain knowledge about the relationship between peace and security and development and good governance including management of natural resources and the environment.</p>	Trainer	<p>Projector, laptop, flipchart, markers and paper</p>
13:00-14:00 Tea/Coffee break					
14:00-15:00	<p>The Local government structure and mandate and how it lends itself to the Localization of the WPS resolutions</p> <p>Formulation of Local Action Plans and/or local legislation on the WPS resolutions</p>	<p>Presentation and interactive discussion</p>	<p>Participants gain an understanding of the local government's responsibilities regarding the localization of the WPS resolutions and local action plans are formed.</p>	Trainer	<p>Projector and laptop</p>
15:00-16:15	<p>Formation of the Localization Taskforce</p>	<p>Election of Taskforce by the participants</p>	<p>A Localization Taskforce is formed to work systematically in sustaining the Localization of the WPS resolutions</p>	Trainer	<p>Flipchart and markers</p>
16:15-16:30 Lunch					
16:30-17:30	<p>Recap of the training</p>	<p>The trainer sums up the 2-day training using a question and answer method.</p> <p>Participants fill in the post-training evaluation questionnaire.</p> <p>Training organisers and trainers award certificates to the participants.</p>	<p>Participants make individual and collective commitments towards the effective implementation of the WPS resolutions. Information on knowledge gained by the participants is gathered. Participants each have training participation certificates.</p>	<p>Training organisers Invited guests and experts</p>	<p>Post-training evaluation questionnaire</p> <p>Certificate of participation</p>

Exercise 1.

Introduction

Objective Introduction of the participants, trainers and the workshop organising team

Duration

15 minutes

Process

Introducing the workshop organizing team, the trainers and the representative of the organization funding the project to all of the participants.

Introduction exercise: Option 1. The trainer asks the participants to introduce themselves by answering the following questions:

1. Which city / province do you live in?
2. Which organization do you represent?
3. Tell a feature that most attributes to you.

Introduction exercise: Option 2. Put some colored chocolate (e.g. m & m's) on the plate and ask participants to take two different colors. Each color of chocolate has a specific question to which the participants answer. For example,

- Yellow - Which is your favorite place?
- Brown - What would you do if you had a magic stick?
- Red - What is your hobby?
- Green - What is your dream job?
- Orange - Tell an anecdote.

After answering the questions, participants can eat the chocolate.

Introduction exercise: Option 3. Pose questions regarding peace, gender equality and women's rights and ask them to introduce the organization they are representing and the region they come from.

Sample Questions

1. What does peace mean to you?

2. What kind of jobs can a woman do?
3. Could women participate in peace negotiations?
4. How do wars end?
5. Does gender equality exist in Armenia?
6. What are the nexus between peace and gender equality?
7. Could a woman occupy high positions?
8. Could a woman be involved in peacebuilding activities, if yes, please describe how?
9. Could the president of Armenia be a woman?
10. Are there any women leaders in your community?
11. What are women's strengths?
12. Name a woman who played an important role in your life?
12. If you had a daughter, would you like her to be a minister?
13. Are there jobs in Armenia that only women can do?
14. Do you have women leaders in your community?
15. If you were to choose your manager, would you choose a woman or a man?
16. Are women subjected to violence in your community?
17. How can women contribute to the development of your community?
18. Would you like to have more women in the local government and why?
19. What changes could women leaders bring to the governmental sector?
20. Which is the biggest challenge for women in your community?

Exercise 2.

Development of rules and expectations

Objective

1. To develop ground rules that contribute as preconditions for an efficient training.
2. To give participants the opportunity to share their expectations from the training.

Duration

30 minutes

Necessary material

Flipchart, markers, colorful sticky notes

Process

1. *Setting up ground rules* – Inform participants that ground rules shall be developed for an efficient organization of a cooperative training. Give some examples of rules such as putting mobile phones on silent, respecting each other's viewpoints, talking in turns one at a time and writing on the flip chart only what is agreed upon by the whole group.
2. *Sharing expectations* - Draw an air balloon on the flip chart and explain to the participants that through the balloon they will travel and discover new horizons within these two days of workshop, but the air balloon will fly only when we “charge” it with our expectations.
3. Ask participants to write their expectations on sticky notes, using a "one note = one expectation" principle and then present their expectations and stick them on the air balloon.

Return to the expectations on the next day during the wrap-up of the workshop.

Exercise 3.

Defining Gender Concept

Objective

To study the term “gender” in order to have a clear understanding of the concept, gender roles and stereotypes.

Duration

45 minutes

Necessary material

Flipchart, markers

Process

Divide the flip chart into three parts and in the first column write "profession/chore", and in the second and third columns "man" and "women" in the first column of the flip chart. When the brainstorming ends, ask participants which of the listed professions/chores is mostly done by man and/or women and accordingly add "✓" for answers.

Discussion on the following issues:

1. What is the reason that there are certain professions/chores where women are more involved than men and vice versa?
2. Are women unable to do the work that men are generally doing and vice versa?
3. What kind of restrictions does our society put on women?

Necessary information

While the term "sex" refers to biological, physical, physiological differences and other peculiarities between male and female, the concept of "gender" refers to the social differences between men and women and the roles assigned to them by a society. In sum, it means that these attributes, expectations, and behaviors that are given to women and men are not natural but rather designated by a society.

Gender equality means equal opportunities, rights and responsibilities for both women and men.

Useful sources

1. The RA Law on Equal Rights and Equal Opportunities for Women and Men, <http://www.arlis.am/DocumentView.aspx?DocID=83841>
2. Armenia: Country Gender Assessment, <https://www.adb.org/sites/default/files/institutional-document/178897/arm-country-gender-assessment-hy.pdf>
3. Women and Men - Different but Equal, <http://bit.ly/2GZrTIL>

Exercise 4.



Conflict analysis
(Word cafe)

Objective	Analyse the impact of conflict on women and girls and what role they have or can have in conflict resolution.
Duration	1 hour
Necessary material	Flipchart, markers, scotch tape



Process

Room Arrangement - Separate 4 tables and put chairs around them (like in a cafe). Number the tables 1 through 4.

Divide the participants into 4 small groups, by counting 1-4. Tell participants that each group should gather at the table corresponding to their number. There will be a flip chart on each table with one of the following:

Table 1. What are the main causes of the NK conflict?

Table 2. How does conflict affect the country, community and especially women and girls?

Table 3. What steps have been or should be taken to resolve the conflict?

Table 4. What is the role of women in conflict prevention, resolution and peacebuilding processes?

Groups are given 10 minutes to discuss the questions and take notes on the flip chart. Inform the group that after discussing the issue for 10 minutes, they will change the table in a rotational order and will work on a different table/question each period. Thus, all participants should go through all tables and subsequently return to their first table.

When changing tables, groups need to study the work of the previous group(s) and write down only the ideas that are missing. Gradually, the trainer will need to speed up the process by giving them 8, 7, 6, and 5 minutes respectively after each rotation, so time increments reduce gradually as more is written.

When groups return to their table, they will be provided with 5 minutes to complete all the entries on the flip chart and to present a comprehensive answer to the question.

Necessary information

Over the last decades the number of conflicts has considerably increased. Only in the 1990s, one fourth of the states in Africa were involved in armed conflicts. Nowadays, the main target of armed conflicts is the peaceful civilian population.

Even before the conflicts, almost in all societies, discrimination and violence against women had already existed. Since women are considered those who ensure the reproduction of a given nation, society or community, targeting women and causing long-term

traumas directly affects their integration in their society and the involvement of the nation's reproductive processes.

During the armed conflicts, while men go to the battlefield, women bear the burden of the entire family as they tend to stay home care for them. Physical violence against women aims to humiliate woman and basically promotes woman's refusal and isolation from society. During the Yugoslavian and Rwanda conflicts, rape is often used as a weapon of war in ethnic cleansing. Moreover, in Sierra Leone, Uganda and Rwanda, women were given to soldiers as awards.

It should be acknowledged that the role of women is increasing year after year in the non-formal processes of conflict resolution however, this development has not been noticed.

Useful sources

1. "Women, Peace and Security: The Invisible Side of War", <http://bit.ly/2t4qYy7>
2. "The Effects of Armed Conflict on Girls and Women", https://www.tandfonline.com/doi/pdf/10.1207/s15327949pac0404_6
3. "Impact of Armed Conflict on Women and Girls", <http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/WPS%202010%20Sidebar2.pdf>

Exercise 5. Recap of the day

Objective	To give participants an opportunity to clarify issues raised during the day and share their thoughts.
Duration	15 minutes
Process	<p>Open discussion on the following issues:</p> <ol style="list-style-type: none">1. How are you feeling now?2. Are there any questions that need clarification?3. If you have not been able to express yourselves regarding any question, you can do it now. <p>Remind participants of the time the next training will commence the next day.</p>

Exercise 6. Localisation of WPS resolutions

Objective	To present localization as a strategy for implementing the WPS resolutions.
Duration	1 hour
Necessary material	Computer, projector
Process	<p>Trainer presents the relevance, objectives and successful examples of the localization program.</p> <p>The Localization program guarantees the effective implementation of the UNSC 1325 and supporting resolutions providing a bottom-</p>

up approach through the involvement of local, national, regional and international policies and experiences. It builds a connection between communities, government and civil society.

The Localization program enables the local authorities to take direct part in the implementation of the resolutions' provisions. One of the primary goals of the project is to adjust and accommodate the WPS resolutions at the local level in communities involving local authorities and community members. As a result, the provisions of UNSC 1325 and the supporting resolutions are to be integrated into local legislation and community development programs.

Successful examples of the Localization program

- Nepal - UNSCR 1325 and 1820 were included in the school curriculums as well as in the training programs for the police and army personnel.
- Philippines - A resolution was adopted by the municipality of Real in the Quezon province which guarantees a 50% representation of women in local governments. Furthermore, four women were included in the Peace Council of Kalinga, while previously it had only men members.
- Sierra Leone – Local Governance Committees have been set up to ensure the implementation of National Action Plans. Furthermore, the assessment of the National Action Plan implementation at the local level composes a part of the local officials' performance evaluation and reporting.

Useful sources

1. Inspiring Locally, Implementing Globally: Localization of UNSCR 1325 and 1820, <http://gnwp.org/program/inspiring-locally-implementing-globally-localization-of-unscr-1325-and-1820/>
2. GNWP's localization of UNSCR 1325, <https://www.slideshare.net/ddcentr/gnwps-localization-of-unscr-1325-amp-1820-program-sept-22-2015>
3. Localizing UNSCR 1325 in Colombia, Nepal, the Philippines, Sierra Leone, and Uganda, <http://bit.ly/1T4VPzF>

Exercise 7.

Security threats facing by women

Objective	<ol style="list-style-type: none">1. To identify issues that threaten women's safety in a given community.2. To develop recommendations to address these issues.
Duration	1 hour
Necessary material	Flipchart, markers, sticky notes
Process	<p>Divide the participants into 2 or 3 groups (depending on the number of members in the whole group). It is preferred to divide the groups based on the communities/cities they represent in order to have a more organized outcome.</p> <p>Give the groups 30 minutes to discuss and write the answers to the following questions:</p> <ol style="list-style-type: none">1. What are the issues that threaten women's security in your community?2. What kind of steps should be taken to resolve these issues? <p>Ask the participants to provide clear and specific answers. Then, each group should present the results of their discussions.</p>
Necessary information	<p>During the NK conflict, many women were displaced, subjected to violence, lost their loved ones, and eventually lived in an atmosphere of fear and violence. Nevertheless, none of these issues have been addressed in the aftermath of the conflict. Even after the ceasefire, due to the socio-economic situation of the country as well as the non-priority of women's issues, relevant mechanisms have not been created for providing appropriate physical and psychological assistance to women. Furthermore, war crimes committed against them have not been documented and the offenders have not been punished.</p> <p>The NK conflict still affects women living both in Armenia and in Nagorno Karabakh. As a result of severe psychological distress</p>

after the war, women experienced a number of health problems (sugar diabetes, continued problems with female reproductive organs, breast cancer). Many are unable to access health care due to the lack of financial means as well as the fact of non-adequate health care system in the border area.

To date, many IDPs and refugees have been living in temporary makeshift shelters with extremely poor conditions.

Another problem is the low participation of women in all levels of decision-making and peacebuilding processes and that they are left out of the negotiation processes at both national and international levels.

Useful sources

1. “UNSCR 1325: Civil Society Monitoring Report 2014”, <http://bit.ly/2oDIT9J>
2. “Artsakh: War through the eyes of women”, <http://womennet.am/artsakh/>

Exercise 8.

Formation of local action plan

Objective

1. To assist the participants in finding out the issues that exist among women and girls in communities.
2. To develop clear steps that will contribute to the solution of these issues.
3. To decide, with the participants, who is responsible for the implementation of these steps.

Duration

3 hours 30 minutes

Necessary material

Flipchart, markers, colorful sticky notes

Process

Part 1. Divide the participants into 3 or 4 groups each consisting of at least 6 people. It is preferred to divide the groups based on the communities / cities they represent in order to have a more organized outcome.

Give groups the following table to fill out.

Issues	Steps/ Solutions	Timeframe	Responsible entities/ organisations

Ask the groups to write down on the table the key issues that endanger the women and girls' safety in their communities. Afterwards, develop clear steps that should be taken to address these issues. Participants also need to indicate responsible entities for undertaking those actions and the time required for reaching those solutions.

Part 2. When the participants complete the work in groups, each group must present the result of their work to the whole group by mentioning which responsible entities will contribute to the solution of the listed problems.

Necessary information

To be able to lead the discussions properly, it is necessary for the trainer to get acquainted with the local government structure of the given community / region to find out which departments of the regional administration deals with the implementation of the WPS resolutions of the activities. The following sections / departments of the regional administration can be pointed out.

1. Department of the Financial and Social-Economic Development - oversees the use of the community budget.
2. Department of Health and Social Security - implements social welfare and health programs; registers refugees and families of dead soldiers or soldiers with disabilities in need of accommodation; provides social and economic guarantees for refugees; provides pensions, allowances and conducts the registration and records of the unemployed.
3. Department of the Protection of Families, Women and Children's Rights - develops and implements programs for the protection of families, women and children's rights.
4. Development Programs and Analysis Department - provides development, review and approval of regional development programs.

Useful sources

1. The Minister of Territorial Administration and Development of RA <http://mtad.am/hy/>

Exercise 9.

Good governance cycle

Objective	To contribute to the raising of participants' awareness regarding good governance and its key points.
Duration	1 hour
Necessary material	Flipchart, markers
Process	<p>Write 9 basic components of good governance on a page of the flip chart so that each component has extra space for additions. Then, refer to each component posing the following questions:</p> <ul style="list-style-type: none">• What is the perception of participants regarding this component?• How much does this component apply to the governance of their community / region / country?• What additions can be made? <p>After discussing all nine components, it is important to show a good governance cycle to the participants, pointing out that all these points necessary for good governance contribute sustainable development, peace and security.</p> <p>The following are the most important components of good governance:</p> <ul style="list-style-type: none">• Participation: all women and men shall have the opportunity to participate in decision-making processes through direct or competent representative institutions.• Rule of law: legal norms must be applied, promoted and implemented in an impartial manner.• Transparency: transparency is established on the basis of free flow of information. Processes, institutions, and information are available for people dealing with these phenomena. Sufficient transparency is provided to monitor the institutions, processes, and circulating information.• Effective Responsiveness: institutions and processes are responsive to everyone.• Consent – orientation: good government accommodates

the interests of different groups to reach the best acceptable option for everyone.

- **Equity:** all women and men have the opportunity to improve their status.
- **Efficiency:** political processes and institutions have such results that provide the opportunity to make the best use of available resources.
- **Accountability:** decision-makers in the civil society and government are accountable to the public as well as to the institutional stakeholders.
- **Strategic vision:** leaders and the public have a broad and long-term perspective on good governance and human development as well as have a clear understanding of their rights and responsibilities.

Useful sources

What means good governance. Available at: <https://www.unescap.org/sites/default/files/good-governance.pdf>

Good Governance: Definition and components. Available at: http://www.ipa.government.bg/sites/default/files/pregled-dobro_upravljenje.pdf

Session 1.

UNSCR Resolution 1325 and 1820

Objective	To raise the participants' awareness on the UNSCR 1325, the pillar of the WPS agenda, and the nature, implementation mechanisms and peculiarities of the Resolution 1820.
Duration	1 hour and 45 minutes, (60 minutes intended for the presentation and 45 minutes for training).
Necessary material	Necessary material Computer, Projector, Flipchart, Marker, UNSCR 1325 and 1820 Resolutions (the Armenian translation is available).

Session Description

To the trainer: At the beginning of the seminar it is necessary to share some information on the background and the importance of the UNSCR 1325. Below the trainer will find information on the resolution as well as its implementation mechanisms.

Even though for years women have been involved in armed conflicts as soldiers, they have also been on the receiving end of the destructive effects of these conflicts. Nevertheless, in the last decades, researchers have examined the negative implications of armed conflicts on women. The overwhelming majority of the academic literature represents women victims of the conflict. On one hand, this represents an objective reality, since women and children constitute about 80% of war victims,⁸ but on the other hand, it undermines women's role in the transformation of armed conflicts, negotiation processes and decision-making - mainly because women are often left out of these processes.

The "Women, Peace and Security" agenda is an international policy that emphasizes the urgency and importance of women's involvement in all aspects of conflict resolution. Although since World War II the international community has been actively advocating for

8. "Mapping of Peacebuilding Programs in the Framework of Women, Peace and Security Agenda", page. 6 - 9, "Society Without Violence" NGO, Link: <http://www.swv.am/index.php/hy/what-we-do-am/publications-am>

raising women's voices and issues during the armed conflicts, the WPS agenda has only been formally established in the year 2000, when the UN Security Council adopted Resolution 1325. The latter is considered to be a fundamental document, since it's the first resolution on "Women, Peace and Security", emphasizing the equal - but at the same time different - impact of the armed conflicts on both women and men, as well as the importance of equal participation of women in negotiation, rehabilitation and conflict transformation processes. This resolution was unanimously adopted by the UN Security Council on 31st of December 2000 at its 4213th session. It has been translated into more than 60 languages, making it one of the most translated resolutions. The resolution also emphasizes the importance of gender sensitivity in several conflict and post-conflict processes (crisis intervention, humanitarian assistance, negotiation processes, decision making, etc.).

To the trainer: It is important to emphasize the important aspects and sections of UNSCR 1325 while summing up its background.

- UNSCR 1325 is the first resolution in the UN Security Council's history on the "Women, Peace and Security" agenda.
- It recognizes the active participation of women in armed conflicts. On one hand, it emphasizes that women are not only victims of war, but also active participants and hence they should and must be equally represented in decision-making and negotiation processes. On the other hand, this definition emphasizes that women equally suffer in armed conflicts and it is more than important to create special mechanisms for preventing violence against women, as well as providing women's gender-sensitive assistance in the rehabilitation process.
- The resolution calls upon all UN Member States to take appropriate steps and create the necessary mechanisms to promote women's participation in decision-making and negotiation processes.

To the trainer: After summarizing the first part, it is necessary to refer to the pillars of the UNSCR 1325, which are also the pillars of "Women, Peace and Security" agenda. Below are the four pillars with brief explanations.

- **Participation:** calls upon UN Member States to take appropriate steps to raise women's participation in (1) decision-making processes both at national and international levels; (2) negotiation, conflict management, peacebuilding; (3) peacekeeping missions in the armed forces; (4) Special representatives of the UN General Secretariat.
- **Protection:** calls for creating special protecting mechanisms for women and girls in conflict and post-conflict situations, crises, as well as refugee camps so that they are protected from gender-based violence, especially sexual violence and rape.
- **Prevention:** urges to improve intervention strategies to prevent violence against

women. Those strategies should include (a) effective tools for the prosecution and punishment of criminals, and (b) improved mechanisms in national legislations to protect women and girls, and support women's peacebuilding and gender-sensitive programs.

- **Restoration:** calls for effective and gender-sensitive rehabilitation activities. It is important to ensure a gender-sensitive approach in the creation of refugee camps, as well as in the process of providing humanitarian assistance (securing and supplying hygiene products in accordance with the special needs of women during humanitarian assistance, etc.).

To the trainer: After presenting the pillars, it is necessary to refer to the implementation mechanisms of UNSCR 1325.

UNSCR 1325 refers to the common problems that women and girls face during armed conflicts. However, it does not offer specific mechanisms for overcoming them. Why? Every country has its cultural, political, social, economic, gender and other peculiarities. Therefore, each state must establish its own program of implementation activities – the National Action Plan (NAP). Thus, implementation of the provisions of the UNSCR 1325 becomes possible through the NAPs.

The provisions of the UNSCR 1325 are not always properly implemented, mostly due to the lack of effective mechanisms for its realization. Moreover, there are no sanctions for the countries that fail to implement it. As of October 2017,⁹ 74 countries already have a NAP. The Republic of Armenia did not have a NAP for UNSCR 1325 while this module was being prepared.

To the trainer: After a comprehensive presentation of UNSCR 1325 the trainer shall also refer to the supporting resolutions that were adopted by the UN Security Council – particularly, the UNSCR 1820.

Sexual and other types of abuse against women and girls (as well as boys and men) during armed conflicts have always been considered inevitable consequences of war, meaning it's pointless to fight against these incidents. Furthermore, for millennia these haven't been considered war crimes, hence, on one hand the perpetrators haven't been sentenced and on the other hand the victims haven't received proper support. Unfortunately, this nature of conflicts exists up until today. Lack of preventive and rehabilitation measures, gender stereotypes, double victimization and lack of political will, “silence” the women who have been raped or sexually assaulted in times of armed conflicts.

With the creation of the “Women, Peace and Security” Agenda the international community started to pay more attention to the condemnation of rape and sexual assault in times of war. Despite the urgent nature of this, it was only 10 years ago that the UNSC took a major step towards defining and condemning sexual assaults as war crimes by adopting resolution

9. <http://www.peacewomen.org/member-states>

1820.

UNSCR 1820¹⁰ was unanimously adopted on June 19, 2008. It not only condemns rape during armed conflicts, but also states that sexual assault is a war crime, crime against humanity, and a crime that is equal to genocide in terms of its harms to humanity.¹¹ This resolution also states that rape is a weapon of war, which threatens the global security.

As already mentioned, UNSCR 1325 compliments UNSCR 1820. It obliges Member States to adopt preemptive and preventive measures, which include raising public awareness and training soldiers to ensure the safety of civilians and non-combatants.

The implementation mechanisms for UNSCR 1820 must be included in the National Action Plan on UNSCR 1325.

To the Trainer: After the presentation of the resolutions, the trainer shall address the challenges that the UNSCR 1325 and 1830 may entail.

- Because of the militarisation processes in the whole world as well as in Armenia, women's participation is mostly viewed as women's involvement in established power structures. This not only furthers the militarization of the nation, but also ignores the importance of women's representation in negotiation and decision-making structures.
- The lack of coverage on peacebuilding activities and their vulnerability, the lack of cooperation between governments and civil societies, as well as the lack of effective mechanisms for communication and cooperation are among the many reasons the pace of the localization activities are so slow.
- In a patriarchal society the losses, challenges and issues of women are often disregarded.

To the trainer: The following section is about other challenges in the field. This exercise is a discussion, hence the active participation of the participants is very important.

10. <http://www.securitycouncilreport.org/atf/cf/%7B65BF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/CAC%20S%20RES%201820.pdf>

11. http://www.scielo.br/scielo.php?pid=S1806-64452009000100003&script=sci_arttext&tIng=en

Exercise

Objective	To contribute to the participants' better understanding of the UNSCR 1325 in practical terms.
Duration	45 minutes
Necessary material	Flipchart, markers
Process	<p>Divide the participants into three groups, each of which will receive six out of the 18 provisions of the UNSCR 1325. The groups should answer the following questions:</p> <ul style="list-style-type: none">• How important is this provision for this community/region/country?• Which provision or sections of provisions are already being implemented in this community/region/country?• What steps are necessary to be taken for the implementation of this provision? <p>Give the participants 15 minutes for discussions and writing the results on flip charts. Afterward each group has 10 minutes for a presentation of the discussions and to answer some questions.</p>
Useful sources	<p>“Women, Gender and Armed Conflicts”, https://www.oecd.org/dac/gender-development/44896284.pdf</p> <p>“What is UNSCR 1325”, link: https://www.usip.org/gender_peacebuilding/about_UNSCR_1325</p> <p>“Sexual assault as a weapon of war”, https://www.unicef.org/sowc96pk/sexviol.htm</p> <p>http://www.ohchr.org/en/newsevents/pages/rapeweaponwar.aspx</p> <p>“Women, Peace and Security”, https://www.un.org/ruleoflaw/files/womenpeaceandsecurity.pdf</p>

Session 2.

The implementation of the “Women, Peace and Security” Agenda in Armenia. Mechanisms and processes promoting the implementation of the UN Security Council Resolution 1325.

Objective	To increase the participants’ awareness on the activities that support the implementation of the UN Security Council Resolution 1325, as well as the creation of the NAP.
Duration	1 hour
Necessary material	Computer, Projector, Flipchart, Marker

Session Description

To the trainer: Taking into consideration that the participants have different levels of awareness and that the public awareness on peacebuilding theories and programs is generally very low, the session should start with an explanation of the terms and their definitions.

Peacebuilding activities in Armenia started in the early 1990s. In this post-conflict period, a series of projects were implemented on national, regional and international levels aimed at improving the Armenian-Azerbaijani ties. However, these projects had a largely general approach and lacked gender sensitivity.

In Armenia no research has been conducted on a state level concerning the women and girls who are victims of war. Nevertheless, a number of measures have been taken by the civil society to address the situation of women in conflict and post-conflict situations, and to cover their main issues. Some measures have also been taken to create preconditions for the development of the NAP on the UNSCR 1325. Thus, before presenting the measures taken, we shall refer to a few terms starting with the definition of peace.

The term "peace" has different interpretations. Everyone has their own vision of peace. Therefore, it is important to define “Peace” within the group in order to create a general idea of this phenomenon.

Oxford dictionaries define “peace”¹² from two viewpoints:

12. <https://en.oxforddictionaries.com/definition/peace>

- Emotional peace – when a human being is free from oppression and anxiety.
- A situation or a time being, when there's no war.

As we can see, these are two very different but at the same time related phenomena. For a more detailed explanation of the term “peace” the trainer can explore the definition by Merriam Webster.¹³

“International Alert” international organization defines “peace” as follows:¹⁴

Peace is when people are able to resolve their conflicts without violence and can work together to improve the quality of their lives. Peace is when:

- everyone lives in safety, without fear or threat of violence, and no form of violence is tolerated in law or in practice
- everyone is equal before the law, the systems for justice are trusted, and fair and effective laws protect people's rights
- everyone is able to participate in shaping political decisions and the government is accountable to the people
- everyone has fair and equal access to the basic needs for their wellbeing – such as food, clean water, shelter, education, healthcare and a decent living environment
- everyone has an equal opportunity to work and make a living, regardless of gender, ethnicity or any other aspect of identity

To the trainer: The definition by “International Alert” and its supporting points refer to the most important aspects of good governance in a post-conflict period. Thus the points must be discussed interactively and many participants should engage in them. During the discussions the facilitator should pose the following question: To what extent is this implemented in your community/city/country?

As already mentioned, general public awareness in Armenia about the peacebuilding programs as well as the terms related to the field is at a rather low level. Peacebuilding and Peacekeeping – each term describes a distinct process, so the proper use of the terms is very important. Below are the definitions of these terms:¹⁵

- Peacemaking involves negotiations that aim to avoid conflict or to bring combatants to the negotiation table.
- Peacebuilding involves activities that aim to build peace, carried out not only by government officials, but also by non-governmental organizations (civil society actors). These measures target widespread layers of the society.
- Peacekeeping aims at facilitating the transition from conflict to post-conflict situation. The work is mainly carried out by the armed forces (i.e. UN peacekeepers) who must maintain impartiality and display non-violent behavior. It is important that the conflicting parties or the sovereign entities have an agreement on this.

13. <https://www.merriam-webster.com/dictionary/peace>

14. <http://www.international-alert.org/what-is-peace>

15. <https://lop.parl.ca/Content/LOP/ResearchPublicationsArchive/inbrief1000/prb0406-e.asp>

To the trainer: In order to make the presentation of the three terms mentioned above more interactive, the trainer may ask the participants to interpret each term. After listening to 3 to 5 opinions, it is necessary to summarize the definition of the terms.

The process of developing a NAP aimed at the implementation of the provisions of the UNSCR 1325 in Armenia is rather slow. One of the first significant steps taken regarding UNSCR 1325 over the past decade has been the creation of the UNSCR 1325 Armenian Monitoring Group. Following the training sessions in 2013, seven civil society organizations created this monitoring group.¹⁶

This monitoring group has prepared several reports, which are presented below:

- **Civil Society Monitoring Report, 2013 (concerns the year 2012)**

It is a part of the international report by the GNWP.

- **Resolution 1325 of the UN Security Council. Civil Society Monitoring Report, 2014 (prepared in 2015)¹⁷**

In 2014, the Women's Resource Center NGO prepared a report on the UNSCR 1325 concerning Nagorno Karabakh.

A number of seminars and roundtable discussions were organized by the German and British Embassies in Armenia, the NATO and a number of NGOs to promote the UNSCR 1325 and the National Action Plan.

To the trainer: It is important to reflect the existing challenges that hinder the effectiveness of the "Women, Peace and Security" agenda in Armenia.

- **Lack of political will**

As a result of the increased militarization, women's issues are not a priority. The lack of platforms for the women directly affected by the conflict to voice their concerns and their vision of coping with conflict contributes to the invisibility of women's issues.

- **No unity and lack of effective communication mechanisms**

Activities directed towards the creation of the NAP on the implementation of the provisions of the UNSC Resolution 1325 have already being undertaken by several ministries (MFA, Ministry of Defence, Ministry of Education and Science etc.). By the Decree of the Prime Minister an Inter-Agency Commission has been set up to draft the NAP, however the NAP had not been finalized yet while this module was being prepared. The drafting processes carried out by the Commission have been strictly closed and NGOs have no additional information about the current status and content of the NAP.

Another issue is that there is no unity between the civil society organisations. Although

16. The group members are: "Goris Women's Development Resource Center" Foundation, "Democracy Today" NGO, Peace Dialogue NGO, Women's Rights Center NGO, Women's Resource Center NGO, "Armenian Young Women's Association", NGO "Society without Violence" NGO

17. Resolution 1325 of the UN Security Council. Civil Society Monitoring Report, 2014 http://www.swv.am/attachments/article/1223/%D5%84%D4%B1%D4%BF_%D4%B1%D4%BD_1325_%D4%B2%D5%A1%D5%B6%D5%A1%D5%B1%D6%87_%D4%B6%D5%A5%D5%AF%D5%B8%D6%82%D5%B5%D6%81.pdf

there are a number of active organizations and activists in this field, there are no effective communications and cooperation mechanisms that would contribute to the effectiveness of peacebuilding programs and initiatives.

- **Lack of gender sensitivity**

This especially relates to parties involved in the decision-making process. The lack of gender sensitivity, insufficient knowledge of women's issues, stereotypical approaches and a number of other factors have a negative impact on the creation of different types of strategies and the implementation processes. These are the reasons of the ineffectiveness of such strategies.

- **Increased militarization**

Militarization-oriented concepts (eg, nation-army principle) are gradually increasing which further deepens the negative attitude towards the peace-building program as any attempt toward transforming the enemy's negative image is viewed as betrayal. Furthermore, the financial resources provided to the armed forces from the state budget are increasingly rising, due to which the resources allocated to the education and health sectors are decreasing.

To the trainer: Apart from the above-mentioned challenges, there are others that the trainer can address on his/her own discretion. The challenges shall be presented through a discussion: indicate the challenge, provide a platform for short discussions, summarize it, and address the next challenge.

Session 3.

Legal and Political Mechanisms for the Protection of Women's Rights in the Republic of Armenia

Objective	To introduce the participants to the legal and political mechanisms of the RA aimed at the protection of women's rights, increasing gender-sensitivity and combating against gender-based violence.
Duration	1 hour
Necessary material	Flipchart, markers, PowerPoint Presentation

Session Description

To the trainer: Before introducing legal-political mechanisms, it is necessary to discuss with the participants the events that led to the separation of women's rights and for the creation of gender concepts and gender-sensitive policies. This will also enhance the awareness of participants on gender issues.

The process of separating women's rights in the context of human rights is under constant criticism. The issue of women's rights protection is defined by many as artificial, as it is believed that the problems of gender inequality do not exist and are considered a fake agenda.

Consequently, it is necessary to present the historical realities that are the basis for the creation of additional mechanisms for the protection of women's rights.

- **Women's rights are violated not only by the state, but also by other entities (family, school, church etc.).**

The most important aspect of human rights protection is to protect a person from the state because its power has been unlimited for many centuries. However, historical facts demonstrate that women's rights are restricted not only by state but also by non-state institutions. Women's rights are violated and restricted in the family, the education system, the working environment etc.

- **Other attributes are also added to the "female identity": race, color, religion etc.**

In the analysis of women's situations, it is important to take into account the fact that women have racial, religious, cultural, national, sexual oriented, and gender peculiarities. For example, a black woman may be discriminated against for not only her biological sex, but also for her skin color.

- **Cultural values and customs**

There are a number of values and customs that violate and restrict women's rights. For example, a. the "Red apple" tradition in Armenia (one should be virgin until marriage); b. the external female genitals mutilation (removal of the clitoris to reduce sexual pleasure for the women c. the sewing up a part of the vagina to tighten it and to make the intercourse so painful that it becomes used only for reproductive purposes; d. child marriage.

- **Violence against women is rooted in a global culture.**

For many centuries women did not have the right to education, work, political participation, the right of inheritance, etc.

To the trainer: The above-mentioned clauses need to be presented through an interactive discussion. After the sum-up, the legal and political mechanisms that exist in Armenia and that are aimed at gender equality and justice shall be presented.

- On April 8, 2004, the Government of the Republic of Armenia adopted Decree 645-N “On Approving the 2004-2010 National Action Plan on Improving the Status of Women and Enhancing Their Role in Society in the Republic of Armenia and the Action Plan of the 2004-2010 National Action Plan on Improving the Status of Women and Enhancing Their Role in Society”.
- The RA Government at its 11 February 2010 session adopted the Protocol Decision No. 5 “On approving Gender Policy Concept”. The RA Government at its 20 May 2011 session adopted the Protocol Decision N19 “On Approving the Gender Policy Strategic Action Plan for 2011-2015 and Gender Policy Action Plan for 2011”.

The equal rights of the RA citizens are enshrined in the RA Constitution (entered into force on 22 December 2015).

- **Article 3.** The human being, dignity, and the fundamental rights and freedoms are of supreme value.

The State shall ensure the protection of fundamental human rights and freedoms in accordance with the principles and norms of international law.

- **Article 14.1.** All persons shall be equal before the law. Any discrimination based on any ground such as sex, race, color, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

- The RA Government at its 17 June 2011 session adopted the Protocol Decision N23 “On Approving the National Action Plan of Combating Gender-based Violence, 2011-2015 Strategic Plan and Action Plan for 2011”.

According to Article 86 § 4 of the Constitution, one of the main aims of the state policy is "promoting gender equality between women and men".

On 20 May 2013, the “Law on Equal Rights and Equal Opportunities for Women and Men” was adopted for the establishment of gender equality. The process of adopting this law was rather complicated. The initial version of the draft law had another title, namely the “Law on Gender Equality”. However, the title of the law was changed as a result of the distorted interpretations of the term "gender" by nationalist and some other groups.

According to the RA MFA statement, the action plans implemented under the aforementioned laws and strategic plans are consistent with the provisions of the UN Security Council Resolution 1325.

Another mechanism for gender equality and the protection of women's rights is the creation

of the Council for ensuring equal rights and equal opportunities for men and women. According to the RA Prime Minister 's Decree N 1152 - A adopted on 19 November 2014, the Council resumes its activities.¹⁸

Another mechanism to combat gender-based violence is the adoption of the law "On Prevention of Domestic Violence, Protection of Domestic Violence Victims and Restoration of Solidarity in the Family" by the National Assembly in December, 2017. During the preparation of this module, the law was in the process of developing the procedures. After completion of this phase, the law will enter to the phase of full implementation.

As of March 2018, Armenia has 2 national gender strategy plans.

- Decision N 645-N adopted on 8 April 2004

“The National Action Plan on Improving the Status of Women and Enhancing Their Role in Society in the Republic of Armenia” for 2004-2010.

- Decision N19 adopted on 20 May 2011

Gender Policy Strategic Action Plan for 2011-2015.

During the preparation of this module, the 2018-2022 Strategic Action Plan had not been approved yet.

To the trainer: The above-mentioned mechanisms are the main tools aimed at establishing gender equality in the Republic of Armenia. It is necessary to present international documents after the presentation of national legislation.

The Republic of Armenia has begun gender - based international policy in 1993 with the signing and ratification of the CEDAW.

Below is the list of other instruments ratified by RA National Assembly.

- **Convention on the Nationality of Married Women**

Adopted by the United Nations General Assembly on 29 January 1957.

Ratified by the National Assembly of the Republic of Armenia on 16 August 1994.

- **Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)**

Adopted by the United Nations General Assembly in 1979.

Ratified by the National Assembly of the Republic of Armenia on 9 June 1993.

- **UN CEDAW Optional Protocol**

Adopted by the United Nations General Assembly on 6 October 1999.

Ratified by the National Assembly of the Republic of Armenia on 14 September 2006.

- **Equal Remuneration Convention**

Employees shall be paid equally for equal work.

Adopted by the General Conference of the International Labor Organization at its 34th session on 29 June 1951.

Ratified by the National Assembly of the Republic of Armenia on 29 July 1995.

18. <http://www.irtek.am/views/act.aspx?aid=78088>

- **Beijing Declaration and Platform for Action**

Adopted by the Fourth World Conference on Women in 1995.

Entered into force in Armenia in 1995.

- **United Nations Convention against Transnational Organized Crime**

Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children

Adopted by the UN General Assembly Resolution 55/25 on 15 November 2000.

Ratified by the National Assembly of the Republic of Armenia in 2003.

- **Convention concerning Discrimination in Respect of Employment and Occupation**

Adopted by the General Conference of the International Labor Organization on 4 July 1958 Ratified by the National Assembly of the Republic of Armenia in 1993.

To the trainer: After the presentation of national and international legal and political mechanisms it is necessary to address the challenges and gaps that hinder the effective implementation and promotion of the existing legal and political mechanisms.

A number of gaps and challenges, as follows:

- Low gender sensitivity of legislative and executive bodies as well as representatives of the justice system,
- Low level of awareness of women's issues,
- Absence of political will for the effective implementation and promotion of legal and political mechanisms,
- Gender blind policy (the overwhelming majority of NAPs and national strategies do not target the real interests and needs of different social groups);
- Gender-based violence,
- War and increasing militarization: The ongoing war is often used as an excuse for ignoring a number of human rights violations,
- Absence of women, peace and security agenda.

Exercise 1.

"Spindle of Thread"

Participants stand together in the form of a circle. The trainer says his/her name and then throws the spindle of thread to one of the participants by still holding the end of the thread. The next person who gets the spindle of thread says his/her name and throws it to another participant holding the thread again. It is preferred to throw it in a chaotic sequence. When all the participants say their names a cobweb will be generated between them. To untangle the cobweb the one who holds the spindle of thread throws it back to the one from whom it was received by saying their name. The meaning of the game is to remember the names as well as to promote the cooperation and connection between civil society and the local authorities.

Exercise 2.

"Pizza"

Participants make a circle in a way that their hands will reach to the other's shoulders. Under the order of the trainer, the participants start to massage the back of the participant next to them as if they are cooking pizza: stretching pizza dough, spreading eggs, slicing ham etc.

Please grade your experience and knowledge on the following topics on a scale from 1-5 (1 – very bad, 5 – very good).

Subjects

1. The importance of gender equality regarding the peace and security agenda

1 2 3 4 5

2. Conflict analysis

1 2 3 4 5

3. “Women, Peace and Security” Agenda: UNSCR 1325, 1820 and the supporting resolutions.

1 2 3 4 5

4. National legal and policy framework that promotes women’s rights

1 2 3 4 5

5. Localisation of the UNSCR 1325, 1820 and supporting resolutions as a strategy in implementing the WPS resolutions

1 2 3 4 5

6. Analysis of the linkage between peace and security, development and good governance

1

2

3

4

5

7. The local government structure and mandate and how it lends itself to the Localisation of the WPS resolutions and the formulation of Local Action Plans

1

2

3

4

5

Please provide your views on the following statements.

1. Please provide your opinion on whether women can have a role in peacebuilding processes and at all levels of decision-making regarding socio-political, economic spheres and in governmental positions in general.

Yes

No

If yes, please indicate in which role?

- Supporter
- Decision-maker and participant in all processes
- Police officer and military serviceman
- Supporting staff who prepares food or provides other services to decision-makers
- Other. Please specify

If not, please explain why. _____

2. Why have rape and sexual harassment increased during armed-conflict and / or in its immediate aftermath ?

- Absence of security
- Immodest/improper clothing of women
- Men's sexual needs during the wartime
- Man demonstrating their power over women
- Other. Please specify

3. How can women prevent sexual harassment and / or rape?

- Not responding and not acting against such violations
- Report to the police and tell about the crimes committed against them to their family
- Fight for their rights
- Other. Please specify

Post-training evaluation questionnaire

Please grade your experience and knowledge on the following topics on a scale from 1-5 (1 – very bad, 5 – very good).

Subjects

1. The importance of gender equality regarding the peace and security agenda

1 2 3 4 5

2. Conflict analysis

1 2 3 4 5

3. “Women, Peace and Security” Agenda: UNSCR 1325, 1820 and the supporting resolutions.

1 2 3 4 5

4. National legal and policy framework that promotes women’s rights

1 2 3 4 5

5. Localisation of the UNSCR 1325, 1820 and supporting resolutions as a strategy in implementing the WPS resolutions

1 2 3 4 5

6. Analysis of the linkage between peace and security, development and good governance

1 2 3 4 5

7. The local government structure and mandate and how it lends itself to the Localisation of the WPS resolutions and the formulation of Local Action Plans

1 2 3 4 5

On a scale from 1-5 (1 – very bad, 5 – very good) please grade how informative were the topics covered during the workshop.

Gender Concept

1 2 3 4 5

Conflict Analysis

1 2 3 4 5

Overview and presentation on UNSCR 1325 and 1820, the supporting WPS resolutions

1 2 3 4 5

National legal and policy framework that promotes women's rights

1 2 3 4 5

Overview of peacebuilding initiatives and efforts to implement the WPS resolutions in Armenia including achievements and challenges

1 2 3 4 5

Localisation as a strategy in implementing the WPS resolutions

1 2 3 4 5

Identification of key issues that undermine peace and human security for women & girls in local communities

1 2 3 4 5

Analysis of the linkage between peace and security, development and good governance

1 2 3 4 5

The local government structure and mandate and how it lends itself to the Localisation of the WPS resolutions/Formulation of Local Action Plans and/or local legislation on the WPS resolutions/ Formation of the Localisation Taskforce

1

2

3

4

5

Usefulness of the two-days workshop?

1. Not at all useful

2. Not very useful

3. Partially useful

4. Mostly useful

5. Very useful

If the knowledge gained during the training is useful, would it be applicable in your subsequent activities? If yes, please describe how and if not, please indicate why?

Which topic was most interesting and why?

Which topic was least interesting and why?

Please grade on a scale from 0-5 (1-very bad, 5-very good).

Venue of the training	1	2	3	4	5
Effectiveness of the training	1	2	3	4	5
Logical sequence of the topics	1	2	3	4	5
Time allocation of the sessions	1	2	3	4	5
Provided services (food)	1	2	3	4	5
Methodology of the facilitators	1	2	3	4	5
Trainers' skills	1	2	3	4	5

Do you have any recommendations for improving the workshop?

Other observations and /or recommendations

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