

## WOMEN, PEACE AND SECURITY

### **PRACTICE PACKAGE**

On 31 October 2000, the United Nations Security Council adopted Resolution 1325, on women, peace and security. The main objective of UNSCR 1325 is to strengthen the role of women and increase their decision-making power in conflict prevention and resolution, and in peace-building.

Despite a lot of political speeches and guidelines over the years, women are still overwhelmingly excluded from decision-making. Peace negotiations are usually conducted between the warring parties, and leave large social groups out of the negotiations. That is why peace negotiations, and the future of the affected society as a whole, are left solely in the hands of those who strive to achieve their goals by violent means. At the same time, they ignore those who dared to resist violence and who took responsibility for their communities during the war. Usually, this means women. In this five-hour advanced training package, students learn about the theme “women, peace and security”, and about the contributions that women could make to peace processes, negotiations and resolving armed conflicts.

### **ABOUT THE EXERCISE**

- Duration: Five full (45-minute) lessons and homework assignments (recommended). The exercises can also be done in individual lessons.
- Themes: women, peace, security, inclusion, peace-building, mediation, discrimination, women’s rights, human rights, gender roles, justice
- Materials needed: Computer and internet connection for video streaming and online fact-finding
- Target group: secondary school students

### **AIMS OF THE EXERCISE**

In this exercise, students will learn about the theme of “women, peace and security”, and about the contributions women could make to peace processes, negotiations and resolving armed conflicts. Students will become familiar with a particular country, province or region where a conflict has ended in recent years, or where a peace process is still ongoing. In the light of the knowledge gained, the students will be able to assess how a more participatory process could contribute to peace in these countries.

## HOW THE EXERCISE PROCEEDS

### Introduction (15 minutes) on these topics:

Ask students to think about the terms “armed conflict”, “mediation”, “women as peace-builders” and “peace talks”. Allow 20–30 seconds for each word, and ask the students to draw the first thing that comes to mind for each one.

For discussion:

- What do the sketches have in common?
- Why do some themes and images come up more often than others?
- Where do most of the images come from, considering that most pupils are not likely to have experienced a conflict or participated in peace talks? (media, films, television, maybe a relative who has been involved in or in some way affected by war, etc. If there are students with a refugee background or from countries experiencing violent conflict, you can ask them (if it seems appropriate) to compare their experiences with perceptions gained from the media).
- What is the purpose of the negotiations and peace process?
- How are women (or are not) an integral part of peace processes, and of peace?

### **DISCUSSION: WOMEN, PEACE AND SECURITY (30 MINUTES, USING HANDOUT 1)**

The “women, peace and security” agenda is a useful tool for moving from conflict and violence, to peace, and from closed to democratic decision-making, and from gender inequality to justice. Women’s representation, enfranchisement and capabilities, and a genuine gender perspective are crucial for local dialogues, better decisions and fairer peace agreements. You can give your students some time to search for information, or ask them to read the topic at home and watch the video below.

- Ask students what they know about the United Nations Security Council (its mandate, obligations, areas of responsibility, member states), the legal basis for decisions) and the women, peace and security agenda.
- Ask students to think about the themes of women, peace and security separately from each other, and then to consider why the three have been linked together in this way.
- You can search for images online using all three terms (women, peace, security) first individually, and then as a single search term, and discuss the search results. The teacher can watch this video in advance to prepare for the discussion: <https://www.youtube.com/watch?v=paYINMwMXg>

## **COUNTRY PROFILES AND INQUIRIES (TWO LESSONS, CAN BE STARTED AS A HOMEWORK ASSIGNMENT)**

In small groups, students examine some country, province or region selected by the teacher (e.g. Afghanistan, Colombia, Liberia, Guatemala, Syria, Yemen, South Africa, Aceh) and the related conflict and peace process. The goal is to create a country profile. When doing this research, students should include information from a variety of sources:

- Official website for the country
- Mainstream views, e.g. the United Nations, UN Women, the World Bank, the BBC, the Organization for Security and Cooperation in Europe (OSCE)
- Alternative views (some country-specific blogs)
- The views of non-governmental organisations and researchers (International Civil Society Action Network organisation, the Institute for Inclusive Security, Geneva Graduate Institute, country profiles and reports by the Human Rights Watch organisation, International Crisis Group, Association for Women's Rights in Development, etc.)
- Finnish Ministry of Foreign Affairs
- (You can add other Finnish websites as well)

The country profiles prepared by the students should include at least these sections:

- A brief history of the country
- A concise analysis of the conflict (who are the parties to the conflict, what social, political and economic conditions led to it)
- The warring parties, the mediator, where the negotiations were held, whether a peace agreement was successfully created
- Has Finland participated in the peace process?
- Did women participate in the peace process?
- Timeline of events
- List of references, and reasons for using each source

In the next lesson, each group presents their country profile to the class. To practice speaking skills, the groups can focus in their presentations on these questions:

1. What most be known about the country in order to properly understand the conflict?
2. What is the word that best describes violent conflict – war, civil war, rebellion, or something else? Why? To practice listening skills, you can get other students to make notes on these same issues.

After the presentations, ask the students to consider the countries described.

For discussion:

- What do the conflicts have in common?
- How have their solutions succeeded, or failed?
- Who participated in the negotiations?

- Did women participate in the negotiations?
- Has the peace endured? Why, or why not?
- What could have been done differently?

For example, the teacher and class could create a website for the country profiles.

## **VIDEO: A BETTER ROAD TO PEACE (1 CLASS, USING HANDOUT 3)**

*Discussion: Why women are important peace-builders (25 minutes)*

For discussion:

- How the exclusion of women from peace processes
- prevents lasting peace and leads to prolonged conflicts.
- How does it affect the legitimacy and viability of the peace process?
- Does it increase the commitment of the parties to the implementation of the peace agreement that was made?
- Should women's efforts during the violent conflict and during the peace-building process be acknowledged? Why, or why not?

*Discussion: Women as "natural" peace-builders (20 minutes)*

A simplistic understanding of gender is common: men are portrayed as naturally aggressive "warriors", and women as peace-builders. Discuss this with the class.

Questions to guide the discussion:

- Do you believe that women are naturally peacemakers and less violent than men?
- Can you think of examples from modern times or from history that would support the idea that women are less likely than men to actively seek out armed conflict?
- Alternatively, can you think of examples from modern times, or from history, that would show that women and men are equally likely to seek out armed conflict? Or exemplified that conflict with the "peace-loving" image often assigned to women?

Material:

- Handout 1: Background to the theme of "women, peace and security" and UN Security Resolution 1325
- Handout 2: Instructions for the research
- Handout 3: Watching the video
- Handout 4: Sources and further reading

## HANDOUT 1

### BACKGROUND TO THE THEME OF WOMEN, PEACE AND SECURITY

On 31 October 2000, the United Nations Security Council adopted Resolution 1325, on women, peace and security. Its main objective is to strengthen women's role and decision-making power in conflict prevention and resolution, and in peace-building. The resolution is also aimed at creating better protection for women and girls, for ensuring that their human rights are respected, and to prevent gender-based violence.

The 2012 UN Secretary-General's guide for effective peace mediation states that inclusion is also an important principle of effective peace-building. In recent years, the UN Security Council has adopted seven new resolutions that together constitute the UN's "women, peace and security" agenda. But despite all the political speeches and guidelines, women are still largely excluded from decision-making.

Peace negotiations are usually conducted between the warring parties, and leave large sections of society out of the negotiations. That is why the peace negotiations, and the future of the affected society as a whole, remain in the hands of those who strive to achieve their goals by violent means. At the same time, they ignore those who dared to resist violence and who took responsibility for their communities. Usually this means women as peace-builders.

*Further reading:*

United Nations Security Council Resolution 1325 (2000), and resolutions 1820 (2008), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013) (in Finnish), <http://www.1325.fi/wordpress/wp-content/uploads/2015/03/NaisetRauhaJaTurvallisuus-paatolauselmat.PDF>

UN Security Council Resolution 2242 (in English), [http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s\\_res\\_2242.pdf](http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_res_2242.pdf)

## HANDOUT 2

### INSTRUCTIONS FOR THE RESEARCH

Before the lesson, do an online search or other search for information sources that you plan to use in your presentation. Here are some perspectives and sources you could explore:

- Official website for the country
- Mainstream views, e.g. the United Nations, UN Women, the World Bank, the BBC, the Organization for Security and Cooperation in Europe (OSCE)
- Alternative views (some country-specific blogs)
- Views of non-governmental organisations and researchers
- Country presentations by the International Civil Society Action Network ([www.icanpeacework.org/our-resources/](http://www.icanpeacework.org/our-resources/))
- Institute for Inclusive Security ([www.inclusivesecurity.org/research-and-publications-library/](http://www.inclusivesecurity.org/research-and-publications-library/))
- Country profiles and reports by Human Rights Watch ([www.hrw.org](http://www.hrw.org))
- International Crisis Group ([www.crisisgroup.org/latest-updates/reports-and-briefings](http://www.crisisgroup.org/latest-updates/reports-and-briefings))
- Suomen 1325 website ([www.1325.fi](http://www.1325.fi))
- Finnish Ministry of Foreign Affairs ([www.formin.fi](http://www.formin.fi))
- (The teacher can add other Finnish websites)

The presentation should include at least the following:

- A brief history of the state
- A concise analysis of the conflict (who are the parties to the conflict, what social, political and economic conditions led to it)
- The warring parties, the mediator, where the negotiations were held, whether a peace agreement was successfully created (Did Finland participate in the peace process?)
- Did women participate in the peace process? If so, who were they – representatives of particular political parties? representatives of civil society? activists?
- Timeline of events
- List of references, and reasons for using each source



## HANDOUT 3

### WATCHING THE VIDEO

1. What did the animation teach you about peace negotiations in general?
2. How do today's wars differ from those of a hundred years ago, for example?
3. How do these changes affect peace processes and peace-building?
4. Who should be at the negotiating table, and why?
5. What is the role of the United Nations?
6. What are the typical obstacles to women's participation in peace processes? Why?
7. What makes for a good peace agreement?
8. What are the best ways to ensure inclusive participation?
9. Why is a good peace agreement crucial for lasting peace?
10. What did you find surprising in the animation?
11. What ideas did it bring to mind?
12. How is the animation related to the country presentation you created?
13. How would you define a female peace-builder?
14. Who would you describe as peace-builders in your country?
15. In your opinion, how can a more participatory peace process contribute to peace in the country you're discussing? Outline some of the measures that would have been possible.

## HANDOUT 4

### *Sources and further reading*

Crisis management initiative (2017). Retrieved 25 October 2017 from <http://cmi.fi/fi> and <http://cmi.fi/fi/tyomme/alueet-ja-painopisteet/naiset-ja-rauhanvalitys/>

Dharmapuri, S. (2013). Three myths about women in peacekeeping. Retrieved 10 September 2017 from <http://buildingpeaceforum.com/2014/03/three-myths-about-women-inpeacekeeping/>

Lyytikäinen, M. (2017). Shadow report – UN Security Council Resolution 1325 Assessment of the implementation of the second Finnish action programme (2012–2016). Helsinki: Finland: Suomen 1325 verkosto (Finland's 1325 network) ([www.1325.fi](http://www.1325.fi))

Naraghi Anderlini, S. (2015). The better peace tool (1st ed.). Washington, DC: International International Civil Society Action Network

O' Neill, J. (4 March 2014). 7 myths standing in the way of women's inclusion.

Peace is Loud (2015). Trials of Spring lesson plan: Women, war, and social change in the Arab spring. New York: NY: Peace is Loud.

Ministry for Foreign Affairs of Finland. (2012). YK:n turvallisuusneuvoston päätöslauselmaan 1325 (2000) "Naiset, rauha ja turvallisuus" Suomen kansallinen toimintaohjelma 2012–2016. Jyväskylä: Ministry for Foreign Affairs of Finland.

United Nations Department of Political Affairs. (2017). Guidance on gender and inclusive mediation strategies. Nairobi: United Nations.

Women's International League for Peace and Freedom. <http://www.peacewomen.org>

YK:n Naiset, rauha ja turvallisuus -agenda. <http://yk.fi/node/493>