



**INCLUSIVE
SECURITY**



Sally Zohney/UN Women

MODULE THREE

Research and Collect Data

**Advocacy for
Inclusive Security
Curriculum**

Acknowledgements

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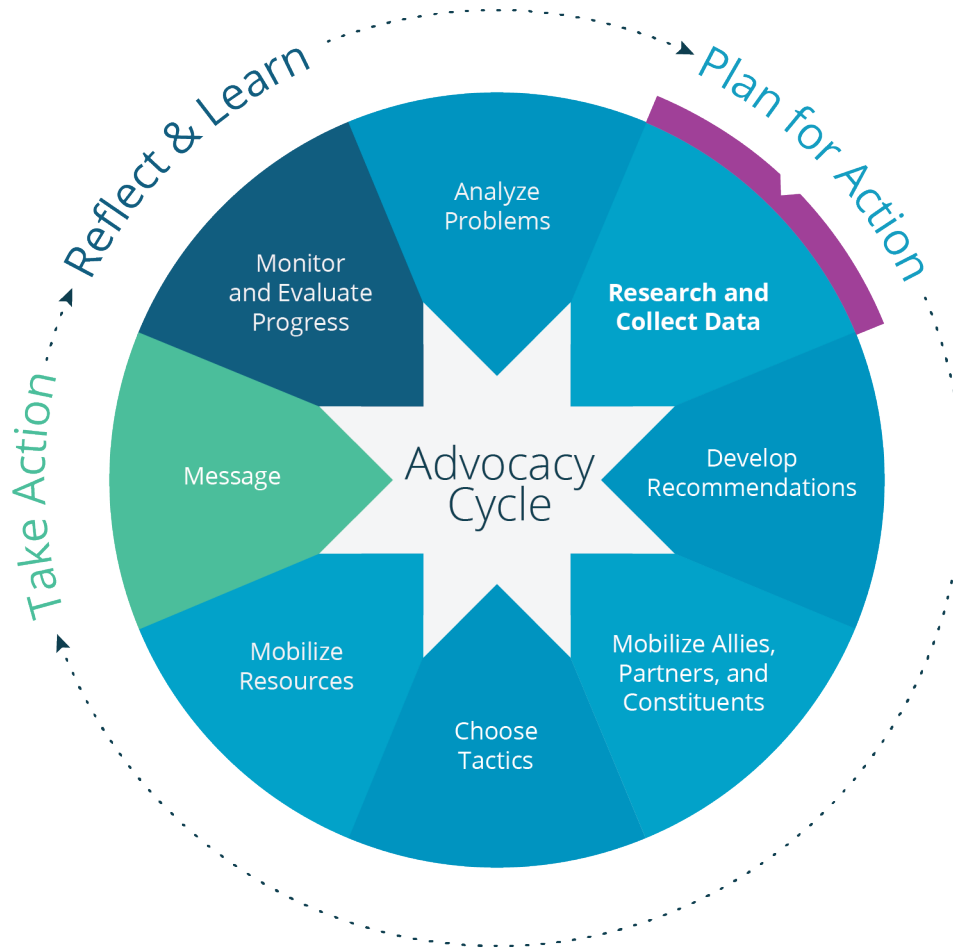
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Advocacy for Inclusive Security Curriculum

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MODULE OVERVIEW:

Research and Collect Data

Learning Objectives

Participants are able to:

- Identify and cultivate evidence for advocacy from a variety of sources.
- Describe the importance of engaging with communities affected by peace and security processes.
- Use research and analysis tools relating to policy analysis and community consultations.

Evaluation Procedures

Pre- and post-workshop evaluations

Time Frame

9 Hours 45 Minutes

Background for Facilitator

This module guides participants through two research methods—policy analysis and community consultations. Additional methods are mentioned (e.g., meeting with policymakers, desk research) but are not explored in-depth. The community consultations material prepares participants to conduct interviews and focus groups.

When presenting this material, make clear to participants that research and data collection are important but should not get in the way of action. The goal of data collection is to sufficiently inform an advocacy strategy, not necessarily to be the most comprehensive. Caution participants about seeking perfection—while it's good to be thorough, they shouldn't get stuck at this step.

Background Resources

- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009.
- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. Washington: Inclusive Security, November 2004.
- O'Reilly, Marie. *Why Women? Inclusive Security and Peaceful Societies*. Washington: Inclusive Security, October 2015.
- Urban Justice Center. *Research for Organizing Toolkit*. New York: Urban Justice Center, June 2012.
- Civil Society Team (World Bank). *Consultations with Civil Society: A Sourcebook*. Working Document. World Bank, February 2007.
- Buchanan, Cate, et al. *From clause to effect: including women's rights and gender in peace agreements*. Geneva: Centre for Humanitarian Dialogue, December 2012.

Time	Type of Session	Title
2 minutes	Presentation	Introduction to the Module
20 minutes	Activity	Gathering Information
15 minutes	Presentation	Introduction to Policy Analysis
45 minutes	Activity	Environmental Scan
65 minutes	Activity	Conducting a Policy Analysis
35 minutes	Discussion	Additional Research Methods
45 minutes	Activity	Introduction to Community Consultations
30 minutes	Activity	Setting a Consultation Goal
35 minutes	Activity	Identifying Stakeholders for Community Consultations
25 minutes	Activity	Identity and Conflict Sensitivity
20 minutes	Discussion	Choosing the Type of Consultation
50 minutes	Activity	Crafting an Interview Guide
15 minutes	Presentation	Pre-interview Preparation
40 minutes	Activity	Interview Role Play
35 minutes	Activity	Focus Group Preparation
60 minutes	Activity	Focus Group Role Play
45 minutes	Activity	Data Analysis
2 minutes	Presentation	Conclusion

Research and Collect Data

Key Takeaways

Research provides an evidence base for advocacy.

To be effective, an advocacy strategy must be rooted in evidence. This can include facts about the policy itself or the policy process, as well as the perspectives and opinions of stakeholders or those directly affected by the policy/ies in question. Evidence can change, adapt, and evolve, so research is iterative, not a one-time event. As you learn more about what drives and causes your issue, you can design an advocacy strategy that best addresses those and any other obstacles that might prevent the change you want to achieve. Research is intended to inform your advocacy; you do not need to gather every piece of evidence, but you need to have enough information to develop a coherent strategy.

A research agenda should include multiple methods of data collection.

Policy analysis may provide some information about the policy landscape, but the text alone is not enough to afford a full understanding of a policy and its implications. In addition to desk research, you need to engage policymakers and others familiar with the policy process, as well as those directly affected by the policy/ies in question. Community consultations are integral to balance your research agenda, because stakeholder voices are often left out of the policy process.

Advocating for policy change requires understanding the policy landscape.

In order to change policy, you have to understand the people and processes that shape policy outcomes. Policy analysis begins by looking at the general policy landscape (i.e., whether a policy exists, if the provisions are satisfactory, and whether it's being implemented), but that's only the first step. In addition to identifying and reading policy/ies, you need to engage policymakers and others familiar with the policy process (e.g., policy experts, academics, other advocates, etc.) to understand how the policy was developed, why certain sections were drafted, and the intentions of those who drafted it.

Engaging stakeholders is a necessary, yet often overlooked component of research and data collection.

Often the most important and compelling information to support your advocacy will come from the people who are most affected by the issue you want to discuss. Community consultations are one way to strengthen your relationships with these stakeholders; the stronger these relationships, the more legitimacy your advocacy recommendations will have in the eyes of policymakers.



Presentation 3.1 Introduction to the Module

Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Facilitator Talking Points

- This module will equip you with tools to gather evidence that will help you define a specific set of advocacy objectives. Research and analysis will help test your assumptions about the policy issue you've chosen and strengthen your understanding of the factors and actors that influence policy changes. This type of preparation will strengthen your advocacy platform and enhance your ability to argue persuasively. It will also help you determine what type of change is realistic and achievable.
- While there are many ways to conduct research and analysis, this module will focus on those important for collecting policy-related information. These tools will help ground your policy issue in evidence, build credibility/legitimacy, and provide the necessary foundation for a strong advocacy strategy.
- We hope that you will:
 - Learn how to identify and cultivate evidence for advocacy from a variety of sources.
 - Understand how to use research tools related to policy analysis and community consultations.
 - Know what it means to conduct a gender policy analysis.
 - Understand the importance of engaging with communities affected by peace and security processes.

Materials Needed

None

Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

Time 2 minutes

Activity 3.2 Gathering Information

Background for Facilitator

This exercise incorporates movement and jump-starts participants' thinking about what sources are useful for research and analysis.

Prior to the exercise, create signs (printed or handwritten) for different sources of information:

- Newspaper/Radio
- Neighbors/community members
- Internet
- Elected leaders/policymakers
- Experts/academics
- Libraries/resource centers
- Other civil society groups

Prior to the start of the activity, hang the signs around the room.

Materials Needed

Signs for different sources of information

Learning Objectives

Participants are able to identify the many sources (particularly stakeholders) they can use to gain information about their policy issue.

Time 2 minutes

Instructions

Explain to participants that the signs represent a source of information that we use in our daily lives and the purpose of the exercise is to explore who we turn to when we need more information.

Facilitator Talking Points

- I will read a series of statements; for each one, stand under the sign that represents the source you'd turn to for more information. *[Facilitator note: For a practice round, you can ask "If you wanted to know where to get the best price for a new cell phone...who would you ask?"]*
 - You want to know when the next election is...
 - You want to assess whether voters would support a woman candidate in the next election...
 - You want to know more about how to change a policy that discriminates against women...
 - You want to know if any civil society groups are actively promoting women's political participation...
 - You want to find an existing policy that relates to an issue you're trying to address...
 - You want to know who is participating in the peace talks...
 - You want to know how people in your country feel about the ongoing peace process...
 - You have a great set of recommendations and want to know how to connect to the peace talks...

Debrief

Facilitator Talking Points

- There are different ways to collect information and many sources of information. Research isn't limited to books, reports, and other written materials. It can mean talking to your neighbors, your elected leaders, and even academics or practitioners who are knowledgeable about a particular issue. Research can also mean looking into how others have achieved similar outcomes (e.g., case studies). Gathering community knowledge and knowledge from experience is also a way to gain up-to-date information and perspective on what's really happening.



Presentation 3.3 Introduction to Policy Analysis

Background for Facilitator

This section introduces policy analysis as a foundational tool for advocacy planning. These talking points are targeted for participants who have never conducted a policy analysis or who have heard the term but are not sure what it entails.

For the purposes of this curriculum, “policy” refers to policies, laws, constitutions, peace agreements, and other legal documents that relate to peace and security processes.

Materials Needed

Presentation slides

Learning Objectives

Participants are able to describe the purpose of policy analysis.

Time 10 minutes

Facilitator Talking Points

- A policy is a course of action or set of regulations adopted by a government or other institutions to determine decisions and procedures. For the purposes of this workshop, we’re going to use the term “policy” broadly to include government regulations, laws, constitutions, peace agreements, and other similar documents.
- Because your policy issue is rooted in changing policy, it’s important that you understand how to read, deconstruct, and assess a policy, as well as to develop questions and identify areas for further research. This section will focus on skills related to policy analysis as a tool for gathering information.
- So what is “policy analysis”? Policy analysis is the process of reading a policy carefully to determine what it means, how it can affect stakeholders, and how it should be implemented. For your purposes, policy analysis is (1) a way to learn more about the policy/ies that we want to change or influence, and (2) a tool to identify where we need to do more research to create a strong advocacy strategy.
- Why conduct policy analysis?
 - **To find out what the policy actually says:** Other individuals and civil society groups may do their own analyses and produce reports, but you can’t rely on other people’s assessments—you need to read the policy for yourself. You’d be surprised by how seldom the people speaking about a policy or law have actually read the whole thing. Being knowledgeable about the policy is one way to differentiate yourself as an advocate.
 - **To assess how the policy may affect particular actors:** Policy analysis is typically done with a particular goal in mind. For example, you might read a policy closely to see what impact it will have on women or minority communities, or how these populations may be differently affected than others.

Policy

A plan, course of action, or set of regulations adopted by a government or other institution to influence and determine decisions or procedures.

Policy issue

A problem or situation that an institution or organization could take action to solve.

Policy analysis

The process of reading a policy carefully to determine what it means, how it can affect stakeholders, and how it should be implemented.

- To assess how the policy deals with certain substantive issues: For example, a peace agreement might cover a number of topics, including power sharing and security arrangements; policy analysis could determine how well the agreement supports reconciliation at the local level.
- After completing a policy analysis, you will:
 - Have a better understanding of what the policy means and the implications if it is implemented as written.
 - Be able to engage policymakers from a position of knowledge.
 - Be able to identify where you still need more information.
- Policy analysis will also help define what the policy landscape looks like, which may provide direction for the next stage of action. For example:
 - **There are no relevant policies:** Consider an advocacy strategy around creating the proper policies to resolve your policy issue.
 - **The policies exist but the provisions are vague, fall short, or are otherwise unsatisfactory:** Consider an advocacy strategy that focuses on changing the policy/ies.
 - **The policies exist and are written well, but the problem is enforcement:** Consider an advocacy strategy to improve implementation and accountability.
- Reading the policy/ies is only the first step—you also need to engage policymakers and others (e.g., policy experts, academics, other advocates, etc.) to understand how the policy was developed, why certain sections were drafted, and the intentions of those who drafted it.



Activity 3.4 Environmental Scan

Background for Facilitator

This exercise will help participants think about the steps prior to policy analysis. They must first identify the policies that relate to their policy issue. An environmental scan is only an initial step in the research and analysis process, so it's fine if this exercise only scratches the surface. There will often be a wealth of knowledge among participants already, and this is a great way to bring that out. Participants can augment this knowledge by consulting with experts and communities, desk research, and policy analysis.

If participants have completed the activities in Module 2: Analyze Problem and have a clearly defined policy issue, they are ready to conduct an environmental scan. If participants do not have a clearly defined policy issue, consider assigning one (e.g., women's/civil society's exclusion from peace and security decision making). It can take groups some time to decide on a policy issue, but the focus of this activity should be the environmental scan itself, not identifying a policy issue.

The actor section of the [Environmental Scan](#) handout (see annex) may provide an initial grounding for the actor mapping exercise in Module 7: Develop Recommendations.

The last question on the [Environmental Scan](#) handout introduces participants to thinking about risk and the policy environment. For more information on risk assessment, see Module 5: Choose Tactics.

Materials Needed

[Environmental Scan](#) handout; flipchart; markers

Learning objectives

Participants are able to exchange knowledge about the policies and processes they want to influence and describe how an environmental scan sets the foundation for policy analysis and developing an advocacy strategy.

Time 45 minutes

Facilitator Talking Points

- Before you start a policy analysis, you need to identify which policies to examine. An environmental scan can help you identify those relevant policies, as well as the institutions and individuals that influence them. This scan is meant to be an initial inventory to identify the most strategic entry points for your policy issue and inform more in-depth analysis later.
- For example, if the issue you identified is “low numbers of women representatives in government,” what types of policies might you look for?
 - **Constitution:** Does the constitution say anything about women's representation in the government?
 - **National electoral law:** Does the electoral law provide quotas or reserved seats for women?
 - **Provincial/regional/local electoral law:** Do any of these laws have quotas or reserved seats for women in local elected bodies?
 - **National ministry policies:** Is there a ministry with any policies or related goals on increasing the number of women in the government—either elected or appointed? (e.g., Ministry of Gender)

- **Constitution or policies of political parties:** Do the political parties have their own quotas or other policies to promote the election or appointment of women?
 - **Peace agreement:** If the country is in a period of post-conflict transition, does the peace agreement include provisions for women's representation in the transitional governing body?
 - Where you can find these types of policies?
 - Your network of civil society groups, government/elected officials, and international partners may be a good resource for locating hard-to-find policies.
 - For a constitution or laws, national and regional parliaments often have searchable, online databases. Government ministries or departments may also have their policies available online.
 - Laws and policies may be available in hard copy at government ministries or departmental offices. Similar documents may be available at a national library or similar institution (e.g., the Library of Congress in the US).
-

Instructions

Divide participants into small groups (4-5 persons per group) and distribute the [Environmental Scan](#) handout (see annex). Review the guiding questions and answer any questions. Give the groups 30 minutes to complete the handout.

Reassure participants that it's okay if they don't have all the information needed to complete the handout. The purpose of the exercise is to start thinking about the policies, relevant actors, and the environment surrounding the policy process.

Debrief

Discussion Questions

- How did your environmental scan go?
- How did the scan help you to think about the policies, actors, and potential opportunities or challenges for advocacy?
- What information do you need to complete the scan? Where could you find that information?



Activity 3.5 Conducting a Policy Analysis

Background for Facilitator

This section introduces the participants to the substance of policy analysis. The facilitator talking points introduce tools for policy analysis, which participants will practice using by analyzing a sample policy.

These talking points are concept heavy, so use the presentation slides to help. Move slowly through the material and ask questions to test participants' comprehension. They must understand the basics of policy analysis in order to complete the activity. You may want to adjust the content based on participants' level of familiarity with policy analysis and the kind of analysis they'll do after the training (e.g., focus on inclusion broadly or women's inclusion more specifically; reading through a peace agreement). If you decide to use the guiding questions below, distribute the [How to Conduct a Policy Analysis](#) handout (see annex) before you deliver the facilitator talking points.

If possible, have your group perform a gender analysis of a policy from their context. If none are available, use the sample peace agreement in the [Gendered Policy Analysis Practice](#) handout (see annex). The sample language is pulled from existing peace agreements, so participants may need help to break down concepts or work through the language sentence by sentence. If this is the case, read through each provision together, ask for a volunteer to explain what the provision means, and help them work through what might be problematic in the provision. Every provision is problematic, some more than others.

Materials Needed

Presentation slides; [How to Conduct a Policy Analysis](#) handout; [Gendered Policy Analysis Practice](#) handout (optional)

Learning Objectives:

Participants are able to conduct a policy analysis, identify questions for guiding policy analysis, and begin thinking about policy solutions.

Time 65 minutes

Facilitator Talking Points

- When conducting a policy analysis, you are determining whether (a) There are no relevant policies that apply to your policy issue; (b) The policies exist but the provisions are vague, fall short, or are otherwise unsatisfactory, or (c) The policies exist and are written well, but the problem is enforcement.
- Policy analysis generally occurs in two stages: Stage 1 – Closely read the policy and Stage 2 – Brainstorm ways to improve the policy.
- **Stage 1 – Closely read the policy:** Identify whether the policy is relevant and satisfactory based on the three criteria outlined. Typically, this will involve a set of guiding questions. *[Facilitator note: Below are a set of general, sample questions to help participants understand what we mean by “guiding questions.” You may want to develop different guiding questions for your training based on the purpose, context, etc. You may alternatively have participants brainstorm guiding questions, though it may be best to brainstorm after participants have seen these examples and understand their purpose.]* For example, if your policy issue is focused on increasing inclusion broadly in the peace process, you may consider:

- **How may the policy affect certain communities or stakeholders, particularly those not included in the policy development process?** For example: The policy sets up a public engagement plan, where town hall sessions are held in every regional capital for community members to voice their concerns. But some regions are large with poor roads and public transportation. How will those who live in remote areas engage in this process?
- **What does the policy say in terms of inclusion?** For example: Does the policy mandate quotas to ensure diversity and representation of all stakeholders? Are there mechanisms in place that make sure hard-to-reach communities are included or have a voice in the decision making process?
- If your policy issue is focused on increasing women's inclusion specifically, you may want to consider what the policy says about women's inclusion and how it might affect women differently than men. This can also be called conducting a **gendered policy analysis**.
 - **How might the policy affect women differently than men?** For example: a disarmament policy states that any person who participated in the civil war (i.e., a "combatant") can turn in their guns for food, shelter, and services at a government sponsored camp. This policy fails to recognize that many women who participated in the war do not have guns to turn in and thus will not have access to these services. These women may have worked in armed groups as cooks, porters, medics, etc. They are also in need of food and shelter, but may be denied access because they do not have a gun.
 - **What does the policy say about women's inclusion?** For example: Does the policy mandate quotas to ensure representation and participation of women specifically? Are there mechanisms or quotas in place that make sure women are included or have a voice in the decision making process?
 - **Does the policy include gender-neutral language that will lead to the exclusion of women?** Gender-neutral language means that the policy does not specify whether it's referring to women or men, such as "any citizen" or "combatants" or "a government minister." This language can be good for women's inclusion—for example, instead of "every man has the right to vote," it would be "every citizen has the right to vote," which is inherently more inclusive. However, this language can also result in women's exclusion, because it assumes that women and men have equal footing/power in society, etc. In this case, women are not intentionally excluded, but the nature of who holds power and who is typically consulted may result in a male-dominated or even exclusively male peace process.
 - *[Facilitator note: Using the presentation slides, lead the group through this example and guiding question]* Consider this: "Ceasefire negotiations will include a government delegation and top commanders from all rebel groups, including local militias. In an effort to promote inclusion and broad participation, local peace efforts will be led by village leaders with input from heads of households." There is no reference to gender in this excerpt, but what do you think the negotiation table will look like? Do you think there are equal numbers of men and women among the high-level government officials, top rebel commanders, village leaders, and heads of households?
 - The negotiation participants would likely be mostly men. Efforts to include village leaders and heads of households are successes for inclusion generally, but not women's inclusion.

Gendered policy analysis

The process of reading a policy carefully to determine how it affects women differently than men.

- **Other considerations that may be affected by gender** (e.g., literacy, access to justice, and gender-based violence, etc.)
 - **How does the policy impact a particular group of women?**
 - *[Facilitator note: Using the presentation slides, lead the group through this example and guiding question]* A country where only 40% of women can read and write a short, simple statement on their everyday life, as compared to 80% of men. What if the voting law said: “To exercise the right to vote, citizens must register with their local council and receive a registry card. Citizens must be at least 18 years of age and pass a literacy test in order to receive their registry card.” How would this law affect women differently than men?
 - This law would impact illiterate women in particular. Most men would be able to vote, but the majority of women (60%) wouldn’t be able to register.
 - **How does the policy address a particular issue that disproportionately affects women?**
 - *[Facilitator note: Using the presentation slides, lead the group through this example and guiding question]* Sexual violence is often disproportionately perpetrated against women during times of armed conflict. What if a provision in a peace agreement stated: “Both sides express their commitment that impartial investigation shall be carried out and lawful action taken against individuals responsible for crimes, such as torture and inhumane treatment. Both sides shall also guarantee the right to relief of the victims and families of victims of conflict, torture, and disappearance.”¹ Without explicit mention of conflict-related sexual and gender-based violence, will those crimes also be prosecuted?
 - It’s difficult to predict because this depends on the implementation of the policy—but in cases where conflict-related sexual and gender-based violence are not mentioned specifically, it’s likely that those crimes will be prosecuted less frequently, if at all.
- **Stage 2 – Brainstorm ways to improve the policy:** After you’ve completed a close reading and have identified the problem areas, you can start thinking about how to improve the policy.
 - If no relevant policies exist, brainstorm what an ideal policy would entail.
 - If the policies exist but the provisions are unsatisfactory, think of specific language to improve those provisions.
 - If the policies exist and are written well, but enforcement is lacking, focus on ideas for improving implementation and accountability.
- There are many ways to revise policies in favor of greater women’s inclusion, such as:
 - *[Facilitator note: Depending on your group’s existing knowledge, you can have the group brainstorm or you can read these aloud using the presentation slides.]*
 - Create quotas or reserved seats for women, or a new mechanism to support women’s engagement (e.g., a women’s civil society forum that feeds into the peace process)
 - Eliminate barriers (e.g., literacy test) that may disproportionately affect women (and/or minority groups)

1 Excerpt adapted from the Comprehensive Peace Accord between the Government of Nepal and the Unified Communist Party of Nepal (Maoist) (2006), Article 7.1.3.



- Include provisions that take into account the different circumstances that women face (e.g., issues like conflict related and gender-based violence; recognizing that men typically occupy positions of power, such as government positions)
- Look for entry points where there may be opportunities to better promote and/or protect women's inclusion (e.g., in a peace process, adding more seats at the table to be filled by women)
- *[Facilitator note: You can use the sample provisions previously discussed to facilitate a brainstorm/group discussion on how to improve the provisions.]*
- Consider this provision: "Ceasefire negotiations will include a Government delegation and top commanders from all rebel groups, including local militias. In an effort to promote inclusion and broad participation, local peace efforts will be led by village leaders with input from heads of households."
 - Previously, we identified that this excerpt includes no reference to gender, and that the negotiation participants would likely be mostly men. Efforts to include village leaders and heads of households are generally inclusive, but likely not of women. How could we improve this policy?
 - Sample answers: Require women's representation at the negotiation table via quotas or reserved seats; create a women's caucus to meet with village leaders.
- A country where only 40% of women can read and write a short, simple statement on their everyday life, as compared to 80% of men. What if the Voting Law said: "To exercise the right to vote, citizens must register with their local council and receive a registry card. Citizens must be at least 18 years of age and pass a literacy test in order to receive their registry card."
 - As we previously identified, most men would be able to vote, but a majority of women (60%) wouldn't be able to register to vote. What could you do to make this law more inclusive?
 - Sample answers: Getting rid of literacy test and creating another benchmark; leaving age as the only benchmark.
- Sexual violence is often disproportionately perpetrated against women during times of armed conflict. What if a provision in a peace agreement stated: "Both sides express their commitment that impartial investigation shall be carried out and lawful action taken against individuals responsible for crimes, such as torture and inhumane treatment. Both sides shall also guarantee the right to relief of the victims and families of victims of conflict, torture, and disappearance."²
 - Previously we discussed that it would be difficult to predict the rate of prosecution because it depends on the implementation of the policy—but in cases where conflict-related sexual and gender-based violence are not mentioned specifically, it's likely that those crimes will be prosecuted less frequently, if at all. What could you do to make this law more inclusive?
 - Sample answers: Include conflict-related sexual and gender-based violence as a crime and deserving the right to relief; add a provision that specifically addresses conflict-related sexual and gender-based violence

2 Excerpt adapted from the Comprehensive Peace Accord between the Government of Nepal and the Unified Communist Party of Nepal (Maoist) (2006), Article 7.1.3.

Instructions

Divide participants into small groups (4-5 persons per group) and distribute either a policy from participants' context or the [Gendered Policy Analysis Practice](#) handout (see annex). Ask participants to conduct a gendered policy analysis and identify at least three things that could be problematic for women.

Groups can use the [How to Conduct a Policy Analysis](#) handout (see annex) for reference. There are also some hints on the [Gendered Policy Analysis Practice](#) handout. Groups may also want to use these simple tools to organize their analysis:

- **Underline** anything that you think is going to be problematic for women's inclusion.
- Draw a  if you're not sure how it would affect women but suspect it could be a problem.
- Draw a  next to anything you need more information to assess.

If you decide to use different guiding questions, distribute only the second page of the [Gendered Policy Analysis Practice](#) handout, which includes only the sample peace agreement text.

Debrief

Facilitator Instructions

- Ask each group to present one issue they've identified and explain why the language could be problematic (see answer key for guidance).
- If you have time, ask for ideas on how to fix one or two of the problematic provisions.

Answer Key

Peace Agreement Between Government and ABC Rebel Group (2015)

Article 1

1. The Legislative Assembly shall be composed of members elected by popular vote, with three (3) members elected from each of the Congressional Districts. There shall be sectoral representatives in the Legislative Assembly whose number shall not exceed fifteen percent (15%) of the total number of elected Members of the Legislative Assembly coming from the labor, disabled, industrial, indigenous cultural communities, youth, nongovernment organizations, agricultural, and such other sectors.

Answer: Though they included a provision for “sectoral representatives,” (1) women aren’t listed as a sector; (2) there’s no clarity on how many seats are given to each sector, or if the sectors are also competing in the general election; (3) there’s nothing that specifies what kind of decision-making power or influence the sectoral representatives have—do they have the same decision-making power as members elected by popular vote?

Article 2

- 2.1 The Government will allocate funds for the rehabilitation of public and private property destroyed or damaged as a consequence of the conflict to be administered by provincial authorities.

Answer: Great that they have reserved funds for community rebuilding, but we need more information. How are provincial authorities going to distribute the funds? Will women-headed households have an equal opportunity to those funds as male-headed households?

- 2.2 The Government will allocate suitable farming land as well as funds to the provincial authorities for the purpose of facilitating the reintegration to society of the former combatants and the compensation for political prisoners and affected civilians. The provincial authorities will use the land and funds as follows:

Answer: Same as provision 2.1—need more information on how the land and funds will be distributed.

- a) All former combatants will receive an allocation of suitable farming land, employment, or, in the case of incapacity to work, adequate social security from the provincial authorities.

Answer: How are “combatants” defined? Does that include women who served as cooks, porters, and bush wives, or does it only include those who physically fought on the front lines?

- b) All pardoned political prisoners will receive an allocation of suitable farming land, employment or, in the case of incapacity to work, adequate social security from the provincial authorities.

- c) All civilians who have suffered a demonstrable loss due to the conflict will receive an allocation of suitable farming land, employment, or, in the case of incapacity to work, adequate social security from the provincial authorities.

Answer: How is this measured? If land was held under the husband’s name but he was killed or is no longer around, can his wife receive compensation?

Article 3

3. After the return of all members of the ABC rebel group to normal life, general amnesty shall be given to them and to the permanent residents who were involved in the activities of the ABC rebel group. In order to provide rehabilitation to all returnee ABC members a lump sum of \$600 shall be given to each family.

Answer: This language is much more inclusive (as compared to 2.2, which uses “former combatants”) and seems to suggest that all ABC returnees are eligible for compensation for rehabilitation. It would be good, however, if this were stated specifically (e.g., “all members of the ABC rebel group, including combatants and all supporting actors”).

Article 4

4. It shall be a policy of the National Government that at least one (1) justice in the Supreme Court and at least two (2) in the Court of Appeals shall come from the Region ABC. For this purpose, the Head of the ABC Government may submit the names to the Judicial Council for consideration.

Answer: This could include a provision for at least one woman to be appointed. Reserved seats or quotas could also be listed in the constitution—would need more information to confirm. If there are reserved seats for women in the judiciary, you’d want the agreement to note that the same provisions apply to these appointments.



Discussion 3.6 Additional Research Methods

Background for Facilitator

This section encourages research and data collection beyond the written policy. The written policy represents only what is visible—some of the most important drivers of policy are invisible and can only be discovered through engaging with policymakers and policy influencers. Desk research and interviews can provide useful background and ideas for how to improve policy.

Materials Needed

Flipchart; markers; [Gendered Policy Analysis Practice](#) handout

Learning Objectives

Participants are able to identify what additional information they need to inform their advocacy strategy and describe what additional research they need to learn more about the policy they want to change.

Time 35 minutes

Facilitator Talking Points

- Reading a policy alone may not be enough to give you a full picture of what it means—policy analysis is only one piece of the puzzle. You need to engage policymakers, other practitioners, and experts familiar with the policy or lawmaking process in order to understand how the policy was developed, why certain sections were drafted, and the intentions of those who drafted it. You may even want to research the policies of other countries to see how others have crafted inclusive strategies for similar issues.

Instructions

Have participants focus on Article 1 from the [Gendered Policy Analysis Practice](#) handout (see annex).

Ask: “If you wanted to change this policy, how might you find out more information about the policy and the decision-making process it went through? Who would you talk to?” Record responses on a flipchart and review the list to see if formal and informal networks are considered.

- **Individuals/institutions who formally influence policy** (i.e., they have a formal role in the policy development process): National and local government, political parties, judiciary
- **Individuals /institutions who informally influence policy** (i.e., they can influence those who have a formal role in the process): Voters, civil society, academics, religious leaders, international donors

Pick a few individuals from the list and have the group brainstorm questions they’d want to ask that person. Record responses on a flipchart. Sample questions:

- Why did policymakers decide to prioritize those sectoral representatives (labor, disabled, industrial, indigenous, cultural, etc.) but not women? Were women considered as their own sector or was it assumed that women would be included within those sectors?
- Who else was key in the decision-making process? Were some of the sectors represented in this process?
- Do the persons involved in the decision-making process favor increasing women’s inclusion? Would they be open to including women as their own sector? Or some additional provision?

- What opportunities are there to amend this provision?

Ask participants: “What kind of desk research might be helpful to learn more about this policy?”

Record responses on a flipchart. Sample answers:

- Existing electoral law, to see how different this new policy is compared to the existing electoral system;
- Existing electoral law, to see if there are any provisions for women’s quotas;
- Historical election records, to see the proportion of women elected without sectoral seats;
- Electoral laws from other countries with sectoral or similar type representatives, and how those laws have impacted the number of women elected to the legislature

If time allows, divide the participants into the same small groups as the previous exercise and have them further assess Article 4 from the [Gendered Policy Analysis Practice](#) handout.

- Who they would want to talk to for more information?
- What questions would they ask?
- What desk research would be helpful to learn more about this policy?

Debrief

Facilitator Talking Points

- Policy analysis and additional research are important and necessary for data collection. However, focusing on the technical aspects of policy alone is insufficient for developing a strong advocacy strategy.
- An important, and often overlooked, component of research and analysis is engaging with stakeholders or those individuals and communities who have a vested interest in the policy outcome. While policymakers have decision-making authority over the policy process, stakeholders should have an important voice in the process as well. Listening to, and subsequently mobilizing, these voices can be vital to building political will around your policy issue.



Activity 3.7 Introduction to Community Consultations

Background for Facilitator

This section introduces the purpose and practice of community consultations. There are three case studies that illustrate how women's civil society organizations in Northern Ireland, the Philippines, and Pakistan have used community consultations to inform their advocacy. You can have the participants choose which case study to read in their small groups or you can assign one.

Materials Needed

Community Consultations – Case Studies handout; presentation slides

Learning Objectives

Participants are able to describe how community consultations can inform their advocacy strategy and identify how other women's groups have used community consultations to support their advocacy.

Time 45 minutes

Facilitator Talking Points

- Is it important to get the perspectives of a broad range of stakeholders on your policy issue? Why or why not?
 - Getting the perspectives of a broad range of stakeholders is integral to the advocacy planning process. Often the most important and compelling information to support your advocacy will come from the people who are most affected by the issue you want to address.
 - Talking to stakeholders can also help you better understand their needs and what you can do (or what you can encourage policymakers to do) to address those needs.
 - Engaging stakeholders is one way to test your ideas and theories about your policy issue and its drivers. Asking stakeholders their perspectives and opinions may help frame the issue and provide evidence you can use when speaking with policymakers.
 - Meeting with stakeholders will also add legitimacy to your advocacy recommendations, because they will be grounded in the interests and needs of those affected by the policy issue.
- What is a consultation? Who are we consulting with, and what does “community” mean?
- **Community consultations** are a method for collecting information, advice, and opinions from a particular group of people connected by geographic location, special interest, affiliation, or identity on a particular set of issues affecting their well-being.
 - Consultations are “**a method for collecting information, advice, and opinion**”: They are a way to learn about the community and what they know and think about the peace process. Consultations can also be a way to test ideas, such as whether the community sees value in and is willing to advocate for women's inclusion.

Community

A group of people connected by geographic location, special interest, affiliation, or identity.

Community Consultation

A method for collecting information, advice, and opinion from a particular group of people connected by geographic location, special interest, affiliation, or identity on a particular set of issues affecting their well-being.

- “...**from a particular group of people connected by geographic location, special interest, affiliation, or identity**”: A community is a group of people, but what brings those people together can vary widely. A community can be geographic and include all individuals and families that live in the same village or part of a city. A community can also be linked by shared traits or other commonalities (e.g., a religious community, where members do not live in the same location but share the same religion).
- “...**on a particular set of issues affecting their well-being**”: The key to community consultations is that communities are affected by a particular issue. You are interviewing the community because they have a stake in the outcome—it will affect their daily lives.
- Community consultations are a way to learn more about your policy issue by engaging and building relationships with stakeholders. Consultations are a way for you to learn more about (1) what stakeholders know about the policy you want to change, (2) how stakeholders are impacted by that policy, and (3) what ideas stakeholders have for improving that policy.
- Benefits of conducting community consultations:
 - Test/re-affirm your policy issue and objectives by strengthening your understanding of the community’s needs, interests, and perspectives
 - Provide evidence to support your advocacy
 - Strengthen your ties to communities and build your constituency base
 - Demonstrate to policymakers your added value as connectors within your community
 - Illustrate the value of inclusion

Stakeholders

People who have a vested interest in the policy outcome broadly (including allies, partners, opponents, and constituents).

Constituents

People who are directly affected by the problem you are trying to address with your advocacy strategy and support your viewpoint. People you could represent, to whom you are accountable, and from whom you draw strength.

Instructions

Divide participants into small groups (3-4 persons per group) and distribute the [Community Consultations – Case Studies](#) handout (see annex). Either assign a specific case study or allow the small groups to choose which one to read. Instruct participants to review one case study individually and discuss the guiding questions in their small groups.

Debrief

Facilitator Instructions

- Ask for volunteers to share any important takeaways (see answer key for guidance)

Answer Key

Community Consultations – Case Studies

Northern Island

- What value did community consultations add in this case?

The community consultations allowed the NIWC to maintain close ties with a range of community and civil society leaders on either side of the conflict.

NIWC was able to promote issues receiving little attention, such as victim support, education, mixed housing, youth, and civic forums. The consultations gave these communities a voice.

- What do you think about the types of people/groups the women consulted with? Are they representative of a “community”? Are there any other people/groups you would have added?

The NIWC consulted with neighborhood-based women’s centers, self-help groups for survivors, and recently released political prisoners, in addition to the broad community networks of NIWC members.

- What challenges do you think the women’s groups faced? How do you think they overcame those challenges?

They weren’t taken seriously—they failed to get political party leadership to support women candidates in the election.

They were sidelined because they were trying to bring in more voices and other issues not receiving attention.

Answer Key

Community Consultations – Case Studies

The Philippines

- What value did community consultations add in this case?

A Basic Law or constitution should be grounded in stakeholders needs and interests. The groups consulted with a wide range of stakeholders in the Bangsamoro area which gave them a good idea of stakeholders' needs, interests, and priorities. They were able to act as a conduit for conveying stakeholders needs to policymakers.

- What do you think about the types of people/groups the women consulted with? Are they representative of a "community"? Are there any other people/groups you would have added?

They consulted with 2,750 women in the Bangsamoro area—assumes that women know what their communities' needs are.

- What challenges do you think the women's groups faced? How do you think they overcame those challenges?

Unclear whether/how the policymakers reacted to their ten-point vision—whether their recommendations were taken seriously.

Answer Key

Community Consultations – Case Studies

Pakistan

- What value did community consultations add in this case?

The community consultations helped Amn-o-Nisa not only to spread awareness of extremism's impact on their communities, the consultations also built the coalition's legitimacy.

Through the consultations, the coalition gained firsthand insight about the impact of extremism in Pakistan and assessed conflict-affected communities' needs and security priorities. And, they used this knowledge (how Pakistanis define extremism, how it affects communities differently, and which interventions key actors feel are necessary to combat it) to inform their policy recommendations.

- What do you think about the types of people/groups the women consulted with? Are they representative of a "community"? Are there any other people/groups you would have added?

Amn-o-Nisa facilitated more than 20 dialogues with women's and youth groups, teachers associations, political parties, and religious leaders, and focus-group discussions with academics, civil society actors, youth groups, women activists, religious leaders, government officials, and the media.

- What challenges do you think the women's groups faced? How do you think they overcame those challenges?

It may have been difficult to find common ground among the many communities and navigating the any needs and interests.

Unclear whether/how the policymakers reacted to their recommendations – whether their recommendations were taken seriously.



Activity 3.8 Setting a Consultation Goal

Background for Facilitator

In this activity, participants will begin to construct a consultation plan. The small group work that begins in this activity will continue throughout the rest of the module (i.e., participants will stay in these groups for all subsequent activities). If participants currently work together or will in the future, you may want to encourage groups to form based on real-life NGOs. If participants are not likely to work together in the future, consider asking them to create fictitious NGOs that they will use for the remainder of the module.

You can distribute the [Consultation Work Plan](#) handout (see annex) and have participants complete it as you work through all of the remaining sections in this module. You may want to amend the [Consultation Work Plan](#) to fit your group and the material you'll cover in the training.

Materials Needed

Flipchart; markers

Learning Objectives

Participants are able to set goals for community consultations that align with their advocacy goal and policy issue.

Time 45 minutes

Facilitator Talking Points

- Planning and preparation are necessary to ensure you get the most out of your community consultations and are working toward addressing your policy issue. Equally important is how you use the information you collect to help shape and strengthen your advocacy strategy and messaging.
- To prepare for community consultations, there are three fundamental questions to consider:
 1. What is your goal / what are you trying to learn?
 2. Who do you need to consult with to achieve this goal?
 3. How are you going to conduct the consultations?

Instructions

Divide participants into small groups (3-4 per group, either groups that work/will work together or groups that will form a fictitious NGO).

Instructions for forming a fictitious NGO: Each group represents an NGO that wants to advocate for more women's representation and participation in the ongoing peace process. The peace process is ongoing behind closed doors and the main parties involved in the process are the government and an opposition armed group. There has been no public education or engagement; the general public knows little of the ongoing process, only what is shared in the state-run media.

Have each group write on a flipchart: (1) their policy issue, and (2) what they hope to achieve through community consultations.

Also have the groups consider:

- How will community consultations help address your policy issue?
- What are the overarching questions you want to answer through your consultations?
What information do you hope to gather through these consultations?

Remind participants that the purpose of community consultations is to learn more about (1) what stakeholders know about the policy you want to change, (2) how stakeholders are impacted by that policy, and (3) what ideas stakeholders might have for improving that policy.

Debrief

Facilitator Instructions

- Have each group present what they hope to achieve through these consultations.



Activity 3.9 Identifying Stakeholders for Community Consultations

Background for Facilitator

In this activity, participants will build on their community consultation goals by using those goals to identify who to consult with.

(Remember to maintain the same small groups from the previous activity).

Participants can add to their Consultation Work Plan (see annex) after they complete this activity.

Materials Needed

Identifying Stakeholders
handout; presentation slides

Learning Objectives

Participants are able to identify which actors they want to target in their community consultations and identify what constraints may prevent stakeholders from participating in their consultations.

Time 35 minutes

Facilitator Talking Points

- When planning for consultations, it is important to consider whose perspectives will be most helpful/valuable for achieving your goal. **Stakeholders** are the individuals and groups who have a vested interest in the policy outcome. These often include local communities, as well as other actors, like the police, government officials, and even members of armed groups (in the case of a peace process).
- Community consultations are an opportunity to promote the voices of those often excluded from decision making and to reflect the diversity of needs and perspectives in the community. When choosing which stakeholders to meet with, consider the following:
 - **Include the excluded:** Hold consultations with those who are often a silent majority or those populations who have been traditionally excluded from decision making, such as the disabled, women, youth, and indigenous groups.
 - **Maximize diversity:** Take into account factors like gender, tribal/ethnic identities, religious affiliation, geographical location, etc. to make sure you're getting information from the full spectrum of the community.
 - **Be objective and welcome all views:** The purpose of consultations is to test your ideas and analysis, not prove them. Participants should be selected in a way that is not open to manipulation and should include a cross-section of the population—including those who might be against your cause.
 - **Remember “why women”:** Making an effort to engage and consult with women can bring significant returns. Women understand what is happening on the ground; they are connected to their communities and can build bridges to bring people together.

- Consultations require their time and other resources. Recognizing and being sensitive to these factors will help maximize participation and show that you value stakeholders' time and effort. Different stakeholders may have different constraints that can impact their ability to participate. For example:
 - **Socio-cultural constraints:** Power dynamics may affect who attends/participates in specific meetings. For example, only elder male community leaders are invited to participate, this may limit the participation of women, minority groups, and youth.
 - **Time and mobility constraints:** Women's domestic responsibilities (including child care) often require them to stay close to home. Lack of mobility may also constrain persons with disabilities.
 - **Capacities and abilities:** Literacy levels can vary due to differing access to education, affecting women, disabled persons, minority groups, etc. Individuals who have been marginalized from political processes may be less familiar with related technical terms and concepts.
- In a perfect world, we'd have time to consult with every stakeholder, but we're always working with limited resources, and factors like weather, transportation, security, and stakeholders' availability can impact the timeline. Therefore, prioritization is key. Once you brainstorm a full list of stakeholders you'd like to engage, you can begin to prioritize based on considerations such as:
 - **Who are the amplifiers?** You may not have the resources to speak with every member of a community. Are there individuals who can speak on behalf of certain groups? Are there other civil society groups who have already completed some of this research?
 - **Who is being excluded?** There may be other organizations conducting community consultations on the same/similar policy topic. You may consider reaching out to those who are not being engaged by others. This is also an opportunity to model inclusion.
 - **Who can provide a balanced view?** To get the most out of your research, you need to consider all sides of your policy issue, including those who support and oppose your position.

Instructions

Divide participants into small groups (the same groups as the previous activity) and distribute the Identifying Stakeholders handout (see annex). Ask participants to identify 3-4 priority stakeholders— these can be specific individuals (e.g., religious leaders, clan elders) or groups (e.g., business associations, other NGOs). Participants should consider (1) why these individuals/groups are important to their research, and (2) what potential limitations may impact their participation in community consultations. If time allows, ask participants to brainstorm a list of stakeholders and prioritize 3-4 to profile.

Debrief

Facilitator Instructions

- Have one group share their top 3 stakeholders.
- Ask if anyone can identify stakeholders that may have constraints on their participation. What are some of the limitations that may arise and how could you help address or minimize them?
 - If the group needs extra prompting, some possible constraints: Low literacy rates (e.g., may impact use of written surveys); Language barriers for minority or indigenous groups; Limited time during harvest season in agricultural societies; Limited mobility during rainy season; Limited mobility because of ongoing violent conflict, physical insecurity; Cultural or religious constraints on direct interaction between men and women

Facilitator Talking Points

- When conducting community consultations, it's important to be flexible. Even with extensive planning and preparation, unexpected challenges will likely arise. Often the priority stakeholders you identified will not be available at the time scheduled or security issues will prevent you from traveling, so you will have to decide how to recalibrate. Do you reschedule and cancel other meetings? Do you prioritize other stakeholders? There is no real way to plan ahead for these types of surprises, but knowing your priorities will help to make these decisions easier.



Activity 3.10 Identity and Conflict Sensitivity

Background for Facilitator

This exercise introduces “conflict sensitivity.” It should only be used in contexts where participants are working in a conflict-affected environment and can be placed at any time during the module that feels appropriate. The primary purpose is for participants to be aware of how their presence may affect the communities they engage. Be aware that the prompts could mirror some of the conditions that participants are working in now.

For more information on conflict sensitivity, see Inclusive Security's Conflict Transformation curriculum. For additional resources, also see International Alert et al., Conflict-sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding:

A Resource Pack (London: International Alert, 2004), available for download at www.conflictsensitivity.org.

Materials Needed

Identity and Conflict Sensitivity handout

Learning Objectives

Participants are able to describe how their identity (or how others perceive their identity) can have a negative impact on relationship building and their consultations.

Time 25 minutes

Facilitator Talking Points

- While community consultations are a tool for gathering information and expanding your knowledge of a particular policy issue, these consultations are also a way to build trust and foster communication between you and the communities you're engaging. When working in conflict-affected contexts, it is crucial to understand how your presence interacts with local dynamics. A conflict-sensitive approach involves understanding the context in which you are operating and acting to minimize the negative impacts of your work. This means being aware of what perceptions you bring to your consultations, as well as what perceptions others may have of you.

Instructions

Divide participants into small groups (the same groups as the previous activities) and distribute the Identity and Conflict Sensitivity handout (see annex). Ask participants to read both prompts and discuss the guiding questions in their groups.

Debrief

Discussion Questions

- What issues might you encounter when engaging with your target community in this situation?
- What are some ways you might deal with these issues? What are some tools/approaches for building trust between you and the people you want to consult?
 - Sample answers: Conduct an exploratory visit to introduce yourself and your organization to the community leaders to gain buy-in and support; build a relationship with a local partner; {for situation B} consider not going because your presence as a Northerner could derail the consultations and put you and your organization in danger.
- What stood out to you? Is this something important to consider?
- Does this bring up any reflections for your work?
- Identity issues can fuel mistrust and suspicion between the researchers and the community members. How can contacts or networks help to build confidence and rapport?



Presentation 3.11 Choosing the Type of Consultation

Background for Facilitator

This section introduces three methods for conducting community consultations—surveys, interviews, and focus groups. The remainder of the module will address building skills/knowledge around interviews and focus groups.

Materials Needed

Presentation slides

Learning Objectives

Participants are able to describe different methods for conducting consultations and the advantages and limitations of each method.

Time 20 minutes

Facilitator Talking Points

- This phase in the planning process focuses on how you're going to gather information from stakeholders. We are going to focus primarily on two methods for conducting community consultations—interviews and focus groups. The method you choose depends largely on what information you're hoping to gather and what resources you have (e.g., money, time).
- Can anyone explain the difference between a survey, interview, and focus group?
- **Surveys** ask specific questions and tend to include short answer, multiple-choice, and scaled-answer questions (e.g., on a scale of 1 to 5...).
- **Interviews** are guided conversations about a specific topic, are often done one-on-one, and use open-ended questions to prompt in-depth explanations.
- **Focus groups** are small group, guided discussions (6-8 people) that are led by a well-prepared facilitator and use open-ended questions to stimulate discussion and sharing.

METHOD	TYPE OF INFORMATION	RESOURCES REQUIRED	ADVANTAGES	LIMITATIONS
Survey	Quantitative data	Low cost	Easy to administer and compare results; can have wide reach with minimal costs	Difficult in low literacy communities; no opportunity for real-time follow-up
Interviews	Qualitative data	High cost	Can delve deeper into individual experiences; creates safe space to discuss sensitive issues	Most time intensive; may have less reach
Focus groups	Qualitative data	Mid to high cost	Can support collaborative problem solving; allows for sharing of experiences	Can be dominated by certain viewpoints; group dynamics can take away from purpose

- **Example of qualitative data:** Community representatives from rural areas expressed feelings of exclusion and marginalization from the peace process because of its highly centralized nature and its location in the nation’s capital.
- **Example of quantitative data:** 30% of people said they have attended a town hall discussion on the peace process.
- **Interviews vs. focus groups:** Interviews and focus groups are similar in that both gather information through conversation with stakeholders. But there are a few strategic considerations that may make one approach more appealing than the other:
 - Interviews are used to gather in-depth information from one person at a time. The nature of a one-on-one conversation may allow researchers to explore more sensitive topics, such as experiences of conflict and personal reflections.
 - Focus groups are used to engage with several people at once and can be useful for (1) discussing experiences with the same issues, and/or (2) collaborative problem solving.
 - For example, a focus group may be useful to discuss a recent outreach strategy to inform the public about the peace process. Participants could each share their experience of whether and how they learned about the peace process. Participants could then brainstorm together ways to improve the public outreach campaign.



Activity 3.12 Crafting an Interview Guide

Background for Facilitator

This is the first of three sections on conducting interviews. In order to facilitate Activity 3.14: Interview Role Play, participants must complete this activity.

Participants will be working in small groups to draft interview questions (to be used in the role play). They will need to have a clear consultation goal (see Activity 3.8: Setting a Consultation Goal) in order to complete this activity.

See Activity 3.8: Setting a Consultation Goal for guidance on forming small groups for this activity.

Participants can add to their [Consultation Work Plan](#) (see annex) after they complete this activity.

Materials Needed

Presentation slides; [Interview Guide](#) handout; “Goals” flipchart from Activity 3.8

Learning Objectives

Participants are able to draft open ended questions that elicit information about their policy issue and intended advocacy objective.

Time 50 minutes

Facilitator Talking Points

- Questions are the foundation of community consultations; the type of questions you ask will dictate the type of information you receive. If your questions are poorly formulated or not well developed, you may not get the robust information you need to inform your advocacy strategy.
- A few things to keep in mind when you’re drafting consultation questions:
 - **Consider your audience:** Who are you going to be consulting? Will they be familiar with the terms and/or concepts you’re asking about? You may need to prepare additional guiding questions or examples.
 - Example: “Do you consider yourself a leader? Why?” This may be a difficult question for people who haven’t previously thought about what a leader is or what leadership looks like. Some ideas for making the question more accessible: Name one person who you think is a leader; what about that person makes him/her a leader; based on those qualities would you consider yourself a leader?
 - **Make sure the questions are clear.** Unclear questions lead to inconsistent responses and data that you won’t be able to use. Consider testing out questions on colleagues, family members, and others who are not part of the research team.
 - Example: “Women and men have unique perspectives within the community and the community may have unique needs—do you think they should contribute to how the peace process is structured?” The problem with this question is that “they” is not well defined – the question could be asking about women, men, or the community.

- **Build Rapport:** A good interviewer succeeds at putting the interviewee at ease and making the interview feel like a conversation. You should begin interviews with easy-to-answer questions that help make the interviewee feel comfortable (e.g., “Tell me about the work your NGO does” or “What was your role in the peace process?”) and make your way into more complex or sensitive issues after you’ve built some rapport.
- **Be flexible:** In the actual consultation, you may find that the questions you designed are not getting the answers you had hoped. Or you may find that there are other important, relevant factors you didn’t think of. This is where your consultation goal is critical—as long as you know what you are hoping to achieve, this will help you craft questions spontaneously and follow interesting leads.
- **Use open-ended questions:** Open-ended questions are an important component of community consultations, particularly for interviews and focus groups that are meant to inspire storytelling and conversation. In these types of consultations, you want to avoid asking questions that can be answered by just a few words (e.g., closed-ended questions).
- What is an example of an open-ended question? What about a closed-ended question?
- **Open-ended questions:** Questions that compel the interviewee give a longer, more involved response.
 - Examples: How would you describe the ongoing peace process? What would you change? Why do you think your community is not more involved?
 - Typically uses words like “How...” “What...” “Why...”
- **Closed-ended questions:** Questions that encourage the interviewee to say “yes,” “no,” or some other short response.
 - Examples: How many children do you have? Are you aware of the ongoing peace process? Do you feel your community is adequately represented in the peace process?
 - Typically uses words like “Do you...” “How many...” “Are you...”
- Is this an open- or closed-ended question?
 - “Do you think women should play a greater role in the ongoing peace talks?” *[Closed-ended]* How can we turn it into an open-ended question? *[Why should women play a greater role in the ongoing peace talks?]*
 - “Are you aware of the local peace process activities? Have you participated in any of them?” *[Closed-ended]* How can we turn it into an open-ended question? *[What do you know about the local peace process activities? How have you been involved?]*
- Closed-ended questions are not always bad—sometimes they are necessary. But in order to encourage a robust conversation, interviews and focus groups should include mostly open-ended questions.
- The questions you draft may also serve more as guidelines than rigid rules to follow. They should remind you of the information you need, but you may need to be flexible in how you gather that information. Many times interviews are more like conversations, and you’ll use the questions to guide the conversation from one point to the next. You may want to ask follow-up questions based on interviewees’ answers.

Instructions

Divide participants into small groups (the same groups as the previous activity) and distribute the [Interview Guide](#) handout (see annex). Explain that participants will use their new knowledge to brainstorm questions to use in an interview. In their small groups, participants will complete the Part III of the worksheet by drafting 3-5 questions they'd ask in an interview. Remind the groups that their questions should help them achieve their consultation goal and, more broadly, should gather information to support their advocacy strategy.

Make sure each group has their goals flipchart in front of them (from Activity 3.8: Setting a Consultation Goal).

Debrief

Facilitator Talking Points

- You will have a chance to test your interview questions in the next activity. Before we test your interview skills, let's review the information described in Part I of the [Interview Guide](#) and discuss the remaining preparation work for conducting an interview.



Presentation 3.13 Pre-interview Preparation

Background for Facilitator

This is the second of three sections on conducting interviews. Participants must understand the concepts in this section in order to conduct the introduction/informed consent portion of Activity 3.14: Interview Role Play. The information covered in this section will also be useful for the focus group role play in Activity 3.16: Focus Group Role Play.

Materials Needed

[Interview Guide](#) handout

Learning Objectives

Participants are able to describe what should occur prior to asking interview questions and explain how to obtain informed consent

Time 20 minutes

Facilitator Talking Points

- After you've identified who you're going to engage through community consultations (e.g., priority stakeholders) and how you're going to engage them (e.g., interview, focus group, survey), there are a few remaining steps prior to conducting the consultation. The information we'll discuss in this section pertains to interviews specifically.
- **Roles:** Before conducting any interviews or focus groups, you should assign roles within your research team. The roles can be pre-assigned or rotated within your team at each consultation—they must be clear and decided before the consultation begins.
 - **Interviewer/facilitator:** Asks questions and guides the discussion. Should be familiar with the questions and the consultation goals in case the discussion goes off track.
 - **Note-taker:** Should be a good listener and able to quickly and accurately record what's being said. Should be familiar with recording equipment (if applicable). You should craft a template so that note-takers record information in the same way. If notes are handwritten, each note-taker should type up their notes after the interview.
- **Informed consent:** Prior to starting any interview, you need to explain the following:
 - Who your organization is and why you are doing this research
 - Participation is voluntary—the interviewee can stop the interview at any time
 - Confidentiality (if applicable)—the interviewee's responses will be recorded anonymously; their name will not be associated with any of their responses

Note on Conflict Sensitivity

In some situations, people may be worried about reprisals or other negative consequences as a result of sharing their views. You can offer some assurance by keeping notes anonymous (non-attribution) and sharing them with the interviewee to prove they are indeed anonymous. In some cases, you may need to decide whether to proceed if the interviewee is still resistant to having a note-taker present.

- If using recording equipment, ask if the interviewee is comfortable with being recorded. They have the right to decline.
- After the introduction, confirm that the interviewee understands what you explained and that they want to proceed. This is called “informed consent”—meaning the interviewee has been informed of all the details and agrees to participate.
- **Background information:** You may also want to collect some basic background about the interviewee. This will be helpful when you get to the data analysis stage. Some factors you may want to consider: gender, location of residence, tribal/ethnic/religious affiliation, education level.
 - For example, if you want to compare the perspectives of men vs. women on the local ceasefire negotiation, you will want to record the gender of each interviewee, particularly if their identities are confidential.

Note on Conflict Sensitivity

Be aware of any triggers that may arise. For example, if ethnic identity is a particularly sensitive issue in the community, approach the question gently or use a different classification.



Activity 3.14 Crafting an Interview Guide

Background for Facilitator

This is the third and final section on conducting interviews. Participants must have previously drafted interview questions (Activity 3.12: Crafting an Interview Guide) and understand how to ask for informed consent (Activity 3.13: Pre-interview Preparation).

Materials Needed

[Interview Guide](#) handout

Learning Objectives

Participants are able to set up an interview with an introduction, ask for informed consent, and conduct an interview.

Time 40 minutes

Facilitator Talking Points

- Now you'll put your [Interview Guide](#) into action and test the interview questions you crafted. This will be opportunity to practice delivering your introduction, including obtaining informed consent.

Instructions

Divide participants into pairs (partners should be from a different small groups) and ask them to choose who will be the interviewer and who will be the interviewee. The interviewer will use the questions drafted by their small group to interview their partner. Give them 10-15 minutes to interview, making sure they begin with the proper introduction and informed consent. Encourage participants to skip the background information so they can test out their interview questions.

Debrief the first set of interviews before asking the participants to switch roles. In the second round, challenge the interviewers to incorporate some of the feedback discussed.

Debrief

Discussion Questions

- How did the interview go? Were you able to achieve your consultation goal?
- Interviewers: What worked? What didn't go as well?



Activity 3.15 Focus Group Preparation

Background for Facilitator

This is the first of two sections on conducting focus groups. In order to take part in Activity 3.16: Focus Group Role Play, participants must complete this activity.

Distribute the [Focus Group – Facilitator’s Guide](#) and [Focus Group Guide](#) handouts (see annex) before delivering the talking points so participants can take notes.

There are two sets of instructions below, depending on whether participants have completed Activity 3.14: Interview Role Play. If participants have not completed the interview activities and presentations, review Activity 3.12: Crafting an Interview Guide and Activity 3.13: Pre-interview Preparation and incorporate those talking points as needed.

Participants can add to their [Consultation Work Plan](#) (see annex) after they complete this activity.

Materials Needed

[Focus Group – Facilitator’s Guide](#) handout; [Focus Group Guide](#) handout; “Goals” flipchart; completed [Interview Guide](#) (optional); [Sample Informed Consent Form](#) handout (optional)

Learning Objectives

Participants are able to describe the preparation needed for a successful focus group and refine open-ended questions to elicit information about their policy issue and intended advocacy goal.

Time 35 minutes

Facilitator Talking Points

- While similar to an interview, focus groups also involve facilitation of a group discussion.
- **Facilitator’s Guide:**
 - **Introduction:** This will still include elements of informed consent, but participants can sign a form instead of giving a verbal response. *[Facilitator note: Option to distribute [Sample Informed Consent Form](#) handout.]*
 - **Ground rules:** Because you’re working with a group, it is important to verbally set out explicit ground rules and to have these written down where everyone can see them.
 - **Group introductions:** Participants may or may not know each other, so it’s important for each person to give a quick introduction. To create a comfortable environment, you may ask them to share an interesting fact about themselves (e.g., favorite food, meaning of their name).
- **Focus Group Guide:**
 - **Roles:**
 - **Facilitator:** Asks questions and guides the discussion. Should be well-trained and comfortable facilitating group discussions. Should also be very familiar with the issue being discussed.
 - **Note-taker/facilitator support:** Should be good listener and able to quickly and accurately record what is being said. Should be familiar with the recording equipment. Should support the facilitator during the session with any logistical tasks, such as collecting consent forms.

- **Materials needed:** Flipcharts; note-taking materials; name tags; informed consent forms; pens.
 - If recording the session, make sure to test the equipment and know how to use it.
 - You may want participants to fill out a brief questionnaire before you begin (e.g., personal background info or whatever you would ask for in an interview)
 - **Room set-up:** Make sure you have enough chairs and a table for your recording device. The room should be large enough that you can place the chairs in a circle.
 - **Note-taker template:** This will help to ensure consistency, especially if different team members take notes.
 - Similar to an interview, you want to craft your focus group questions ahead of time and make sure they contribute to your consultation goal and will inform your overall advocacy strategy.
-

Instructions

If participants completed Activity 3.14: Interview Role Play

Divide participants into small groups (the same ones as in previous activities). Make sure each group has their “goals” flipchart and their completed [Interview Guide](#). Ask them to think through (1) their experience with the mock interviews, and (2) the purpose of focus groups (e.g., discussing shared experiences; collaborative problem solving). How might they change or adapt their interview questions for a focus group?

If participants have not completed Activity 3.14: Interview Role Play

Divide participants into small groups (the same ones as in previous activities). Have them brainstorm and complete Part III of the [Focus Group - Facilitator's Guide](#) by drafting 3-5 questions they'd like to ask in a focus group. Remind participants that the questions should help them achieve their consultation goal and, more broadly, should gather information to support their advocacy strategy.

Make sure each group has their goals flipchart in front of them (from Activity 3.8: Setting a Consultation Goal).

Debrief

Facilitator Talking Points

- You will test your focus group questions in the next activity. Before we test your facilitation skills, review the information described in Part I of the [Focus Group - Facilitator's Guide](#).



Activity 3.16 Focus Group Role Play³

Background for Facilitator

This is the second and final section on conducting focus groups. Participants must have drafted questions and understand how to introduce to a focus group (Activity 3.15: Focus Group Preparation) prior to this activity.

Before you begin, print and cut out one [Focus Group Role Play - Roles](#) handout per group (see annex) and prepare a flipchart with ground rules:

- Participation is voluntary
- Minimize distractions (no cell phones!)
- Everything said stays in this room
- Respect one another
- Everyone's opinions are important
- Let others speak
- No interruptions

Materials Needed

Completed [Focus Group – Facilitator's Guide](#); [Focus Group Role Play- Roles](#) handout with roles cut out; flip chart with ground rules

Learning Objectives

Participants are able to describe what it's like to participate in a focus group and identify potential challenges in conducting a focus group.

Time 60 minutes

Facilitator Talking Points

- In this activity, we're going to see your focus group facilitation skills in action. In order to run the focus group, we need eight volunteers.
 - Facilitator (will use their completed [Focus Group – Facilitator's Guide](#))
 - Note-taker
 - Six focus group participants
- The rest of you will be keen observers. This is your opportunity to learn and absorb. Take note that the dynamics in this exercise will likely mirror those you'll encounter if you run a focus group as part of your community consultations.

Instructions

Bring the six focus group participants into the hallway for a few minutes. Distribute one role per person from the [Focus Group Role Play - Roles](#) handout. Make it clear that they are not allowed to show anyone else their role and that they must stay in character throughout the activity. Answer any questions about the different roles.

³ Adapted from Urban Justice Center, *Research for Organizing Toolkit* (New York: Urban Justice Center, June 2012), 58.

While they prepare outside, help the focus group facilitator set up the room. (If there are two staff facilitators, have one meet with the focus group participants in the hallway and the other work with the focus group facilitator.) Arrange the chairs in a circle, close enough that a recorder can pick up all of their voices. Hang the ground rules where everybody can see them.

Once the room is set up, ask the focus group participants to enter and take their seats. The focus group facilitator should do a brief introduction and review the ground rules. Explain to everyone that they will skip the group introductions to save time.

Allow the focus group facilitator to make as much progress as she can in the time allotted.

Debrief

Discussion Questions

- Facilitator and note-taker: What was it like? What was most difficult? Any lessons learned from this experience?
- Focus group participants: What was it like being a participant? What lessons did you learn?
- Observers: What did you observe? What important takeaways are there for advocates who want to conduct focus groups?

Facilitator Talking Points

- At the end of every consultation (or at the end of each day you're in the field), you and your research team should set aside time to debrief as a group. In this session, each person should share their general observations and discuss any specific highlights or surprises from that day's consultations. This is also a great opportunity to give feedback to the each other and discuss team roles (i.e., interviewer/facilitator, note-taker). Make sure to assign a note-taker for these debriefs—these notes will be very valuable in the next stage.



Activity 3.17 Data Analysis

Background for Facilitator

This activity delves into the work that comes after consultations are completed. Participants will practice analyzing data and identifying trends from some sample surveys. The sample survey data is new; it's not in any other part of this module.

If participants have been discussing the [Consultation Work Plan](#) (see annex) throughout the community consultation activities, you may consider returning to that worksheet after this activity to discuss the remaining tasks.

Materials Needed

[Data Analysis](#) handout;
presentation slides

Learning Objectives

Participants are able to analyze survey results, drawing out trends and interesting data points and identify how data can be used to inform their advocacy strategy.

Time 45 minutes

Facilitator Talking Points

- After you complete your community consultations, you will have pages and pages of notes—what do you do next? You'll compile the data you've collected to identify trends, important facts, and other pieces of information that may be useful to your advocacy strategy.
- Some helpful hints for analyzing your data:
 - **Look for common themes:** Remember your original consultation goals—these will provide critical direction for your analysis. Consider grouping the questions/answers into broad themes, such as (a) what is happening now, (b) how the community is affected, and (c) recommendations for change.
 - **Create categories:** You may start to see some of the answers group into natural categories. Try to create broad categories that each encompass some of the responses—this will make the data easier to keep track of.
 - Example: If you asked questions about whether women should be included in a local peace process, you may be able to group responses into categories, such as (1) women should not participate; (2) women should participate, but...; and (3) women should fully participate.
 - **Interpretation, not manipulation:** Your job is to review the data, not to shape it to fit your particular agenda. Consider all of the information, even when it goes against what you expected. Consultations are part of the testing process—you are gathering information to identify where your advocacy will be best placed.
 - Example: An interviewee says, "I suppose that women should be involved in the political process, even though women have nothing to add. It only makes sense because the internationals are pushing for it." How would you categorize this response?

- **No common themes:** What if there are no common themes? It could be because there are many different perspectives on this issue. But, it could also be because a question was poorly written and people interpreted it differently. If this is the case, consider re-writing the question and following up with participants.
 - Example, “Women and men have unique perspectives within the community and the community may have unique needs—do you think they should contribute to how the peace process is structured?” The problem with this question is that “they” is not well defined—the question
 - could be asking about women, men, or the community.
-

Instructions

Divide participants into small groups (the same ones as in previous activities) and distribute the Data Analysis handout (see annex). This includes everything they need to know to assess their data and draw conclusions: the first page contains the consultation goals and overarching questions, and the remaining five are completed surveys. Each group should use data analysis to draw conclusions and assess whether they achieved their consultation goals.

Debrief

Discussion Questions

- Did you achieve your consultation goal? Were you able to answer your overarching questions?
- What trends did you identify?
- Were there any flaws in the survey?
- What additional research is needed?

Facilitator Talking Points

- After the data has been collected and organized, the analysis should help you to decide what to do next:
 - Inform advocacy strategy: The purpose of this research is to understand the underlying factors and community perspectives around your policy issue. The analysis should then help you shape an advocacy strategy that helps address stakeholders’ needs.
 - Identify research gaps: After speaking with stakeholders, you may realize that the issue is much more complex and requires additional research. Use the existing research to help you develop even more targeted research.

Answer Key

Summary of Survey Data

- The responses for question #1 in the questionnaire generally show that community members know little about the process. And question #2 shows that they think their community perspectives aren't really being considered. These answers help to confirm that the issue identified may be relevant and worth exploring further.
- The responses for question #3 show that the wording is unclear—did the NGO mean to ask how to improve communication of the community's perspectives into the peace process? Or, how to improve communication about the peace process to the community? Or, maybe they meant to leave it wide open? The way this question is worded doesn't necessarily answer Guiding Question #1.
- The responses for question #4 show that none of the respondents think women civil society members would be good representatives. But the question doesn't tell us much about what the community thinks about women's inclusion in general. Therefore, Guiding Question #2 isn't really answered—more information is needed, and the question needs to be reframed or restated.
- Questionnaire C provides a knowledgeable and opinionated answer for question #3—this may be someone worth following up with.



Presentation 3.18 Conclusion

Background for Facilitator

This section provides an overview of the module's key takeaways.

Facilitator Talking Points

- Policy analysis (combined with desk research and interviews) and community consultations are essential to developing an advocacy strategy. The information gathered through research contributes to and informs the creation of targeted, achievable, and realistic advocacy objectives. Research provides the evidence base or foundation of your advocacy strategy. As you learn more about the drivers and causes of your policy issue, you can design an advocacy strategy to address those and any other obstacles that might prevent the change you want to see.
 - Information gathering is an iterative process. As you gain more information, more questions are likely to arise. Further, information and opinions are dynamic and may change and shift. Conducting research is an initial phase of advocacy, but information gathering should be a constant component of your strategy. Research and data collection should be a priority but should not get in the way of accomplishing your advocacy goals.
 - In addition to providing information, community consultations are also a good way to model inclusion, build relationships, and increase credibility. A strong advocacy recommendation is one rooted in the needs of stakeholders or those affected by the policy/ies in question. Community consultations are one way to strengthen your relationships with stakeholders; the stronger these relationships, the more legitimacy your advocacy recommendations will have in the eyes of policymakers.

ANNEX

Environmental Scan

POLICY ISSUE:

ENVIRONMENTAL SCAN

Who does this policy issue affect?	Think about who may have a stake in the outcome or who will be affected by the policy. Are there communities, groups, or institutions that are affected more than others? Consider women, minorities, rural communities, business interests, military or police, members of parliament, etc.
What are some common perceptions of the policy issue?	What are people saying about the policy issue? Why is it a problem?
Policies or processes you would like to influence	What types of processes are ongoing and what specific policies are being discussed? What are the policies related to your policy issue?
Stage of the process or policy	What is currently happening in the process? What debates are happening around the policy? Is the process or policy generally supportive of inclusion of women and civil society? Why or why not?
Key actors and institutions that might be able to influence this process	Who has access to and influence over the process? These could be formal actors (ministers, parliament, military, local government) or informal actors (community leaders, religious leaders, business). What about international actors?
Policy environment; risk assessment	What is the environment around your issue? Is it safe to discuss/advocate for this policy publicly? Are there any particular risks around advocating for this policy change?

How to Conduct a Policy Analysis

Step 1: Conduct a close reading of the policy



- Draft a set of guiding questions based on your advocacy goal.
- Sample questions for an analysis relating to inclusion generally:
 - How might the policy affect certain communities or stakeholders, particularly those who were not included in the development of the policy?
 - What does the policy say about inclusion broadly? Does the policy mandate quotas to ensure diversity and representation of all stakeholders? Are there mechanisms in place that make sure hard-to-reach communities are included or have a voice in the decision-making process?
- Sample questions for a gendered policy analysis:
 - What does the policy say about women's inclusion? Does the policy mandate quotas to ensure the representation and participation of women specifically? Are there mechanisms or quotas in place that make sure women are included or have a voice in the decision-making process?
 - How might the policy affect women differently than men?
 - Does the policy include gender-neutral language that will lead to the exclusion of women?
 - Other considerations that may be affected by gender:
 - How might the policy impact a particular group of women?
 - How might the policy address a particular issue that disproportionately affects women over men?

Step 2: Brainstorm ways to improve the policy

- If you find that no relevant policies exist, brainstorm what an ideal policy would entail.
- If you find that the policies exist but the provisions are unsatisfactory, think of specific language to improve those provisions.
- If you find that the policies exist and are written well, but the problem is enforcement or implementation, focus on ideas for improving implementation.
- There are countless ways to revise policies in favor of greater women's inclusion, such as:
 - Create quotas or reserved seats for women, or a new mechanism to support women's engagement (e.g., a women's civil society forum that feeds into the peace process)
 - Eliminate barriers (e.g., literacy test) that may disproportionately affect women (and minority groups)
 - Include provisions that take into account the different circumstances that women face (e.g., conflict-related and gender-based violence; recognizing that men typically occupy positions of power – such as government positions)
 - Look for entry points where there may be opportunities to better promote and/or protect women's inclusion (e.g., in a peace process, adding more seats at the table, if they're filled by women)

Gendered Policy Analysis Practice

Instructions: Read through the following peace agreement excerpt and identify at least 3 problems with the language and content.

- **Underline** anything that you think is going to be problematic for women's inclusion.
- Draw a  if you're not sure how it would affect women but suspect that it could be a problem.
- Draw a  next to anything you need more information to assess.

Hint! A refresher on what you may want to look out for:

- The policy/law creates a commission or other type of appointed body with a specific number of members, but **does not include quotas or reserved seats for women**. Without this type of special provision, it is likely that few women will be appointed.
- **Gender-neutral language** can result in women's exclusion. There may not be an intention to exclude women from the process, but the nature of who holds the power and who is typically consulted may result in a male-dominated, or even exclusively male, peace process.
- **Other considerations that may be affected by gender**, such as literacy, access to justice, and conflict-related and gender-based violence:
 - **Example on women's literacy:** A country where only 40% of women can read and write a short, simple statement on their everyday life, as compared to 80% of men. If the Voting Law required people to pass a literacy to obtain a voter registration card, many more women than men would be excluded from voting.
 - **Example on conflict-related and gender-based violence:** Sexual violence is disproportionately perpetrated against women during times of armed conflict. If a peace agreement specifically names certain crimes (such as torture, inhumane treatment, and disappearance) but does not name gender based violence, it's possible that victims of conflict-related and gender-based violence will be excluded from reparations or justice.

Peace agreement between Government and ABC rebel group (2015)

Article 1¹

1. The Legislative Assembly shall be composed of members elected by popular vote, with three (3) members elected from each of the Congressional Districts. There shall be sectoral representatives in the Legislative Assembly whose number shall not exceed fifteen percent (15%) of the total number of elected Members of the Legislative Assembly coming from the labor, disabled, industrial, indigenous cultural communities, youth, nongovernment organizations, agricultural, and such other sectors.

Article 2²

2.1. The Government will allocate funds for the rehabilitation of public and private property destroyed or damaged as a consequence of the conflict to be administered by provincial authorities.

2.2 The Government will allocate suitable farming land as well as funds to the provincial authorities for the purpose of facilitating the reintegration to society of the former combatants and the compensation for political prisoners and affected civilians. The provincial authorities will use the land and funds as follows:

- a. All former combatants will receive an allocation of suitable farming land, employment or, in the case of incapacity to work, adequate social security from the provincial authorities.
- b. All pardoned political prisoners will receive an allocation of suitable farming land, employment or, in the case of incapacity to work, adequate social security from the provincial authorities.
- c. All civilians who have suffered a demonstrable loss due to the conflict will receive an allocation of suitable farming land, employment or, in the case of incapacity to work, adequate social security from the provincial authorities.

Article 3³

3. After the return of all members of the ABC rebel group to normal life, general amnesty shall be given to them and to the permanent residents who were involved in the activities of the ABC rebel group. In order to provide rehabilitation to all returnee ABC members a lump sum of \$600 shall be given to each family.

Article 4⁴

4. It shall be a policy of the National Government that at least one (1) justice in the Supreme Court and at least two (2) in the Court of Appeals shall come from the Region ABC. For this purpose, the Head of the ABC Government may submit the names to the Judicial Council for consideration.

1 Final Peace Agreement between the Government of the Republic of the Philippines and the Moro National Liberation Front (1996), Article 24-25.

2 Memorandum of Understanding between the Government of the Republic of Indonesia and the Free Aceh Movement (2005), Articles 3.2.4, 3.2.5.

3 Peace Accord between the Government of Bangladesh and the Parbatya Chattagram Jana Sanghati Samiti or United People's Party of the Chittagong Hill Tracts (PCJSS, also known as JSS) (1997), Article 16.

4 Final Peace Agreement between the Government of the Republic of the Philippines and the Moro National Liberation Front (1996), Article 69.

Community Consultations – Case Studies

Northern Ireland

Instructions: Read one case study and discuss following questions in your small group:

- What value did community consultations add in this case study?
- What do you think about the types of people/groups the women consulted with? Are they representative of a “community”? Are there any other people/groups you would have added?
- What challenges do you think the women’s groups faced? How do you think they overcame those challenges?

The Northern Ireland Women’s Coalition (NIWC) was formed by women civil society leaders in response to the lack of women’s representation in Northern Ireland’s peace process. After years of attempts to broker peace between unionist and republican paramilitary forces, a new peace process unfolded in June 1996 where participation in the talks was determined by popular election. Seeing an opportunity to promote women’s participation, members of the NIWC encouraged political parties to support women candidates in the election. When they failed to convince political party leadership, the NIWC decided to change tactics and formally join the elections to support its own women candidates. The NIWC won enough votes to gain two seats at the negotiation table. As a coalition, the NIWC included women from across the political spectrum and on both sides of the conflict.

Throughout the peace talks, the NIWC grounded its positions and arguments in views that were shared across communities. The coalition maintained close ties with a range of community and civil society leaders on either side of the conflict, taking into account their views and opinions when deciding on negotiating positions. They consulted with neighborhood-based women’s centers, self-help groups for survivors, and recently released political prisoners, in addition to the broad community networks of NIWC members. Through this community-based approach, the NIWC was able to promote issues receiving little attention, such as victims’ support, education, mixed housing, youth, and civic forums.

Sources:

Kate Fearon, “Northern Ireland’s Women’s Coalition: Institutionalising a political voice and ensuring representation,” *Accord* 13 (2002), www.c-r.org/accord/public-participation/northern-ireland-s-women-s-coalition-institutionalising-political-voice.

Avila Kilmurray and Monica McWilliams, “Struggling for Peace: How Women in Northern Ireland Challenged the Status Quo,” *Solutions* 2, no. 2 (March 2011), www.thesolutionsjournal.com/node/893.

Community Consultations – Case Studies

The Philippines

Instructions: Read one case study and discuss following questions in your small group:

- What is the value added by community consultations in this case study?
- What do you think about the types of people/groups the women consulted with? Are they representative of a “community”? Are there any other people/groups you would have added?
- What challenges do you think the women’s groups faced? How do you think they overcame those challenges?

In March 2014, four women’s civil society groups (Nisa Ul Haqq Fi Bangsamoro; Bangsamoro Women’s Action for Development; United Youth of the Philippines-Women; and Teduray Lambangian Women’s Organization) organized a Women’s Summit to develop a set of recommendations for the development of a new Basic Law or constitution for the newly-recognized Bangsamoro region. This region gained its status as a self-governing entity after decades of armed conflict between the Philippine government and the Moro Islamic Liberation Front. The Women’s Summit was convened in response to the March 2014 Comprehensive Agreement on the Bangsamoro, which established a roadmap for political and structural reforms relating to the new region.

The Summit produced a 10-point vision that called on policymakers to consider the security and protection of vulnerable groups (including victims, youth, women, and the elderly), recognition of cultural diversity and indigenous peoples’ rights, implementation of Sharia and customary laws, women’s political participation, and transparent, accountable, and inclusive government. The recommendations were the result of more than 70 consultations with around 2,750 women in the Bangsamoro area. The women’s organizations consulted with line agencies and government employees, students, academics, religious and tribal leaders, politicians and royal families, elders, business sectors, former combatants, members of combatant support units, other civil society organizations, grassroots organizations, and urban and rural communities.

Sources:

A Better Bangsamoro for all: Women’s Contributions to the Bangsamoro Basic Law, March 2014, unyphilwomen.files.wordpress.com/2014/03/a-better-bangsamoro-for-all_womens-contribution-to-the-bangsamoro-basic-law.pdf.

Women of Bangsamoro stand up for inclusion, Conciliation Resources, March 2014, www.c-r.org/news-and-views/news/women-bangsamoro-stand-inclusion.

Marie O’Reilly, Andrea O Suilleabhain, and Thania Pafenholz, *Reimagining Peacemaking: Women’s Roles in Peace Processes*, New York: International Peace Institute, June 2015), www.ipinst.org/wp-content/uploads/2015/06/IPI-E-pub-Reimagining-Peacemaking-rev.pdf.

Community Consultations – Case Studies

Pakistan

Instructions: Read one case study and discuss following questions in your small group:

- What is the value added by community consultations in this case study?
- What do you think about the types of people/groups the women consulted with? Are they representative of a “community”? Are there any other people/groups you would have added?
- What challenges do you think the women’s groups faced? How do you think they overcame those challenges?

Amn-o-Nisa, a coalition of women in Pakistan, sought to encourage dialogue about extremism, increase awareness about its devastating consequences, and advocate for concrete actions to reduce radicalization and promote peace in their communities. Among its many activities, the coalition advocated for policy-makers to incorporate lessons on tolerance and diversity in primary and secondary education materials and engaged with religious leaders, scholars, and educators on the religious community’s role in preventing radicalization. Coalition members from Balochistan, a region in Pakistan, also formed an alliance with the provincial women’s parliamentary caucus, who agreed to support the coalition’s recommendations in the Balochistan Provincial Assembly.

To support these advocacy activities, Amn-o-Nisa facilitated more than 20 dialogues with women’s and youth groups, teachers associations, political parties, and religious leaders to talk about extremism and its impact on their communities. During these gatherings, they highlighted the important role that women can play in moderating extremism and discussed indigenous, culturally-sensitive solutions for how to address extremism in their homes, schools, and society. The coalition also held focus-group discussions with academics, civil society actors, youth groups, women activists, religious leaders, government officials, and the media to gain firsthand insight about the impact of extremism in Pakistan and assess conflict-affected communities’ needs and security priorities. These discussions produced rich findings about how Pakistanis define extremism, how it affects communities differently, and which interventions key actors feel are necessary to combat it—insights critical to the coalition’s advocacy platform. By conducting such thorough research in their communities, the coalition not only gained legitimacy, but their policy recommendations also truly reflected Pakistanis’ everyday needs and concerns.

Source:

Sarah Chatellier, *Pakistani Women Moderating Extremism: A Coalition-Building Case Study*, (Washington: Inclusive Security, 2012), www.inclusivesecurity.org/wp-content/uploads/2012/09/Pakistani-Women-Moderating-Extremism-A-Coalition-Building-Case-Study.pdf.

Consultation Work Plan

WHAT? What is the research task that needs to be done?	WHERE? By when does it need to be complete?	WHO? Who will be the point person to make sure this task gets done?	HOW MUCH? What resources (funds, personnel, materials) are needed to complete this task?
Set goals for the consultation			
Identify priority stakeholders			
Develop interview and/or focus group guide(s)			
Set up interviews <ul style="list-style-type: none"> • Contacting participants • Managing logistics, reserving space, etc. • Gathering materials 			
Set up focus groups <ul style="list-style-type: none"> • Contacting participants • Managing logistics, reserving space, etc. • Gathering materials 			

WHAT? What is the research task that needs to be done?	WHERE? By when does it need to be complete?	WHO? Who will be the point person to make sure this task gets done?	HOW MUCH? What resources (funds, personnel, materials) are needed to complete this task?
Conduct interviews / focus groups <ul style="list-style-type: none"> • What dates • With whom • Where • Facilitator / note-takers 			
Organize consultation notes / findings			
Analyze consultation data			
Review data findings <ul style="list-style-type: none"> • Identify next steps • Plan for additional research 			
Consultation follow-up			

Identifying Stakeholders

Reminder: Include the excluded – Maximize diversity – Be objective and welcome all views – Remember “why women”

Stakeholder (group or individual)	Why this group/individual?	Potential limitations on their participation	Priority stakeholder?

Identity and Conflict Sensitivity

Instructions: Read the following prompts and discuss in small groups:

- What issues might you encounter when engaging with your target community in this situation?
- What are some ways you might deal with these issues? What are some tools/approaches for building trust between you and the people you want to consult?

Situation A

You are a woman leader from the capital who has been educated abroad. You and your colleagues want to visit conflict-affected communities on the border to raise awareness about the peace process and get their perspectives on how their lives will be impacted by its implementation.

Situation B

You are a member of a multi-ethnic coalition of civil society organizations. Your country is emerging from a civil war between the two largest ethnic groups (one in the North and the other in the South), and there is deep distrust among all parties. The violence has recently stopped as a result of a fragile ceasefire. Members of your coalition want to visit conflict-affected communities to get their perspective on prospects for peace and to better understand current threats to their security. You are from the North and, in this set of consultations, you will be visiting communities of the other ethnic group in the South.

Interview Guide

Interview # _____

Notes by _____

Date _____

I. Introduction / Informed Consent

Before beginning the interview, make sure to explain:

1. Who you are and why you are conducting this research.
 - Emphasize that you are there to learn but also to share information with the community about the ongoing policy process.
2. Participation is voluntary: “Your participation in this research is completely voluntary. You can stop the interview and withdraw at any time without penalty.”
3. Confidentiality (if applicable): “Anything we discuss today will be anonymous. Your name will not be associated with anything you say.”
4. If using recording equipment, ask if the interviewee is comfortable with being recorded. They have the right to decline.

Then, you must ask for informed consent:

“Does all of that make sense? Is it okay for me to continue?”

II. Background information about the interviewee

[SKIP THIS QUESTION IN THE INTERVIEW ROLE PLAY]

III. Interview questions

Question 1

Question 2

Question 3

Question 4

Focus Group – Facilitator’s Guide

I. Introduction / Informed Consent

Before beginning the focus group, make sure to explain:

1. Who you are and why you are conducting this research.
 - Emphasize that you are there to learn but also to share information with the community about the ongoing policy process.
2. Participation is voluntary: “Your participation is completely voluntary. You can withdraw your participation and leave the group at any time.”
3. Confidentiality (if applicable): “Anything we discuss today will be anonymous. Your name will not be associated with anything you say.”
4. If using recording equipment, ask if the participants are comfortable with being recorded. If one person says no, then you cannot record the focus group.
5. Ask each participant for verbal informed consent or have them sign a form.
6. Review ground rules:
 - Participation is voluntary, but if you want your responses recorded, you must stay for the whole discussion.
 - Minimize distractions, cell phones, etc. Please try not to get up and leave the room during the discussion.
 - Everything we hear today must be kept private.
 - Respect everyone’s opinions – we are not here to debate with anyone.
 - All of your answers, ideas, feelings, and opinions are important
 - If you talk too much, let others have a chance. If you are not talking enough, speak up.
 - Please do not interrupt anyone. Wait until they are done speaking before offering your opinion.

II. Group introductions *[SKIP THIS SECTION IN THE ROLE PLAY]*

III. Focus group questions:

Question 1

Question 2

Question 3

Question 4

Focus Group Guide

I. Roles

Facilitator _____

Note taker _____

II. Materials Checklist

- ☐ Flip charts & markers
- ☐ Note-taking materials
- ☐ Informed consent forms & pens
- ☐ Name tags (if applicable)
- ☐ Recording device (if applicable)
- ☐ Questionnaire (optional)

III. Room set-up

- How should the chairs be arranged?
- Where should the flip chart be placed?
- Are the ground rules visible to everyone?

IV. Note taking template

- Date & location of the focus group
- Number of participants
- Participant names – or, if confidential, participant numbers
- List of planned focus group questions

Sample Informed Consent Form

CONSENT FORM FOR [INSERT NAME OF PROJECT]

Background

Inclusive Security is launching a research initiative to support the development of a Women's Guide to Constitutional Reform. The purpose of this project is to explore the ways women have participated in constitutional reform processes and the impact they have had on these processes and their outcomes. Toward this goal, Inclusive Security will develop two products: (1) **A research report** (or policy brief) that documents women's inclusion in constitutional reform processes, examining strategies for advocacy and mobilization, inclusive process design, gender-sensitive drafting, and the impacts of women's participation; and (2) A **Women's Guide to Constitutional Reform** that supports the practical application of these findings and identifies key leverage points and opportunities for women to influence the process and its outcomes.

Information about the focus group

In a small group setting (6-8 individuals), you will be asked to answer a series of questions relating to the constitution drafting process in your country, your involvement in the process, and any observations or lessons learned from your experience.

Your focus group will be facilitated by *[Facilitator name]* at *[location]* on *[date and time]*.

Your participation

Participation in this study is voluntary. You can decline to answer any questions you do not feel comfortable answering and you are free to discontinue your participation at any time. Your responses may be quoted in the research report and/or Women's Guide. **Please let us know if you do not want your name associated with your comments and you will be quoted anonymously.**

Additional questions

If you have any questions related to the project, please contact *[insert facilitator names and contact information]*.

Statement of voluntary consent

This agreement states that you have received a copy of this informed consent. Your signature below indicates that you agree to participate in this study.

_____ Participant Signature	_____ Print Name	_____ Date
_____ Signature of Person Obtaining Consent	_____ Print Name	_____ Date

Focus Group Role Play

The Debater

Disagree with other participants; tell them that their opinions are wrong.
Try to turn the conversation into a debate, instead of a discussion.

The Wanderer

Bring up topics that are unrelated to the focus group questions.

The Quiet One

Avoid speaking. Give short answers when needed, but don't elaborate.

The Talker

Dominate the conversation, speak up as much as you can, and interrupt other participants.

The Counselor

Try to help the other participants fix their problems. Provide advice to others after they finish speaking.

The Disrupter

Answer your cell phone or get up in the middle of the conversation to go to the bathroom.

Practicing Data Analysis

Instructions: Your organization, the NGO Women's Forum, has recently completed a round of community consultations, which included a survey/questionnaire to individuals who live in a region affected by the recent civil war. Prior to conducting the consultations, you identified the issue you want to address and a set of goals/guiding questions:

- **Policy issue** The ongoing peace process is very high level and communities directly affected by conflict aren't represented.
- **Goal of community consultations:** To find out how communities feel about the peace process.
- **Overarching questions we hope to answer:**
 - How/whether community members would like to be more involved in the peace process
 - What the community thinks of greater women's inclusion in the peace process

Below are five completed questionnaires. Read through the responses and use your analytical skills to draw some conclusions. Then assess whether your organization has achieved its goal and answered the guiding questions.

QUESTIONNAIRE A

1. On a scale of 1 to 5, how much do you know about the ongoing peace process in the capital?
Please circle one.

1	2	3	4	5
I don't know anything about the process				I know a lot; I'm following the process closely

2. On a scale of 1 to 5, do you feel your community's perspectives are being considered by the people making decisions in the peace process? Please circle one.

1	2	3	4	5
Not at all				Yes, completely

3. What would you recommend to improve communication between your community and the decision-makers in the peace process?

An education campaign

4. Who would best represent your community if they were sent to the peace talks?
Check all that apply.

☐ Mayor (or elected leader)

☐ Former militias commanders

☒ Religious leaders

☐ Political party leaders

☐ Women civil society leaders

☒ Other *Heads of the business association*

☐ Heads of main families/clans

QUESTIONNAIRE B

1. On a scale of 1 to 5, how much do you know about the ongoing peace process in the capital?
Please circle one.

1	2	3	4	5
I don't know anything about the process			I know a lot; I'm following the process closely	

2. On a scale of 1 to 5, do you feel your community's perspectives are being considered by the people making decisions in the peace process? Please circle one.

1	2	3	4	5
Not at all			Yes, completely	

3. What would you recommend to improve communication between your community and the decision-makers in the peace process?

Radio and news updates about the peace process, what's happening

4. Who would best represent your community if they were sent to the peace talks?
Check all that apply.

☐ Mayor (or elected leader)

☐ Former militias commanders

☐ Religious leaders

☒ Political party leaders

☐ Women civil society leaders

☒ Other Business association

☐ Heads of main families/clans

QUESTIONNAIRE C

1. On a scale of 1 to 5, how much do you know about the ongoing peace process in the capital?
Please circle one.

1	2	3	4	5
I don't know anything about the process				I know a lot; I'm following the process closely

2. On a scale of 1 to 5, do you feel your community's perspectives are being considered by the people making decisions in the peace process? Please circle one.

1	2	3	4	5
Not at all				Yes, completely

3. What would you recommend to improve communication between your community and the decision-makers in the peace process?

We need to demand a seat at the process – we should be there. The commander that is representing our area is only interested in keeping his influence and power. He is not interested in the well-being of this community.

4. Who would best represent your community if they were sent to the peace talks?
Check all that apply.

<input type="checkbox"/> Mayor (or elected leader)	<input checked="" type="checkbox"/> Former militias commanders
<input type="checkbox"/> Religious leaders	<input type="checkbox"/> Political party leaders
<input type="checkbox"/> Women civil society leaders	<input checked="" type="checkbox"/> Other <u>Leaders of business</u>
<input type="checkbox"/> Heads of main families/clans	

QUESTIONNAIRE D

1. On a scale of 1 to 5, how much do you know about the ongoing peace process in the capital?
Please circle one.

1	2	3	4	5
I don't know anything about the process				I know a lot; I'm following the process closely

2. On a scale of 1 to 5, do you feel your community's perspectives are being considered by the people making decisions in the peace process? Please circle one.

1	2	3	4	5
Not at all				Yes, completely

3. What would you recommend to improve communication between your community and the decision-makers in the peace process?

We should organize and send our opinions to people who are participating in the process for us.

4. Who would best represent your community if they were sent to the peace talks?
Check all that apply.

☐ Mayor (or elected leader)

☐ Religious leaders

☐ Women civil society leaders

☐ Heads of main families/clans

☒ Former militias commanders

☐ Political party leaders

☐ Other _____

QUESTIONNAIRE E

1. On a scale of 1 to 5, how much do you know about the ongoing peace process in the capital?
Please circle one.

1	2	3	4	5
I don't know anything about the process				I know a lot; I'm following the process closely

On a scale of 1 to 5, do you feel your community's perspectives are being considered by the people making decisions in the peace process? Please circle one.

1	2	3	4	5
Not at all				Yes, completely

2. What would you recommend to improve communication between your community and the decision-makers in the peace process?

Send someone from the community to the capital to find out more for us.

3. Who would best represent your community if they were sent to the peace talks?
Check all that apply.

☐ Mayor (or elected leader)

☐ Former militias commanders

☒ Religious leaders

☐ Political party leaders

☐ Women civil society leaders

☐ Other _____

☐ Heads of main families/clans

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