

Report of the Training of Trainers on Creating Awareness on Women, Peace and Security National Action Plans and Masculinities

15-19 February 2021, RLJ Kendeja Resort



Executive Summary

From 19-23 February 2021, the Liberian Ministry of Gender, Children and Social Protection collaborated UN Women Liberia and the Office of the High Commissioner for Human Rights Liberia with funding by the UN Peacebuilding Fund to organize a workshop in Monrovia on ‘Creating Awareness on the National Action Plan on Women, Peace and Security and Masculinities’. Attended by 17 participants drawn from across state institutions selected civil society organizations, the workshop formed part of activities within the joint UN Women-OHCHR project on ‘Sustaining Peace and Reconciliation through strengthening Land Governance and Dispute Resolution’.

Over the course of five days, two women facilitators led 17 participants through a series of modules made up of presentations and exercises on a range of topics related to the National Action Plan on Women, Peace and Security, 2019-2023 (NAP-WPS) and Masculinities. Each part of the workshop was designed to respond to gaps and barriers to the implementation of the 2009 NAP on UNSCR 1325 previously identified in a desk review on this subject.

This report documents the scope, objectives and methodology of the workshop, its proceedings and outcomes, participant feedback and facilitators’ reflections, and includes recommendations for future interventions. It is structured in two parts: a first part which discusses the workshop and a second part that presents an overview of a series of bilateral meetings between participants and the international consultant hired to work on the project.

Results Participants demonstrated high levels of understanding of underlying gender concepts and of the NAP-WPS and barriers to effective implementation. They were also highly dynamic and engaged throughout the workshop. Feedback from participants was very positive. They expressed appreciation for the dynamic delivery and the experiential learning approach used throughout. In terms of impact, the post-workshop analysis indicated that where most participants had assessed their understanding of key concepts as poor, moderate or good before the workshop, after the workshop they self-assessed as very good or excellent. They stated that they achieved the overall learning goals, their expectations had been met and that their knowledge and skills had improved by participating in the workshop. The overall feedback was that they felt better empowered and more confident to disseminate the workshop’s key messages in their institutions and communities.

Recommendations

Among the participants’ and facilitators’ recommendations which are detailed in this report, it is recommended that the collaborating project institutions continue to support the cohort of NAP-WPS trainer-facilitators to sustain their communication and collaboration in order to ensure broader and more sustainable impact across Liberia that transcends the project timeframe.

Introduction

Background

Since Liberia's first National Action Plan (NAP) on UN Security Council Resolution 1325, 2009-2013 (NAP) was launched in 2009, a wide range of actors have worked to address various aspects of women, peace and security in the country, most notably gender inequality and sexual and gender-based violence. Assessments of the NAP show that its implementation brought some positive change, including increased gender awareness among key stakeholders and the creation of key institutions to advance the rights of women in all sectors of life. However, it was also observed that the implementation of the NAP was hindered by at least two major factors: limited understanding, knowledge and awareness of both Women, Peace and Security (WPS) and the NAP among stakeholders, particularly women, and negative concepts and practices of masculinities across Liberian society.

In an effort to address these, UN Women and the Office of the High Commissioner for Human Rights (OHCHR) are collaborating with the Ministry of Gender, Children and Social Protection (MGSCP) with funding from the UN Peacebuilding Fund to deliver a series of capacity building interventions to help deepen understanding, knowledge and awareness of the National Action Plan on Women, Peace and Security, 2019-2023 (NAP-WPS), launched in 2019, among stakeholders, and to change the thinking around gender norms in ways that facilitate the successful implementation of the NAP-WPS and achievement of its goals. In this light, the collaborating institutions co-organized a workshop on 'Creating Awareness on the National Action Plan on Women, Peace and Security and Masculinities', at the RLJ Kendeja Resort in Monrovia, from 15 to 19 February 2021. This was followed by bilateral coaching sessions from 22-24 February 2021 in which workshop participants met with the international consultant to further develop their plans to roll out a series of activities sequel to the workshop to cascade key learning and advocacy objectives. Both events formed part of a series of project activities that began with a desk review of existing evidence and interviews with stakeholders in and outside Liberia in October 2020 and will end with the implementation of selected follow-on activities to be led by workshop participants and accompanied in the first instance by the consultant in collaboration with the supporting institutions, i.e. UN Women, OHCHR and MGSCP. Findings from the desk review informed the development of a manual on 1325, masculinities and training skills that guided the workshop.

About the workshop

The workshop was designed and co-facilitated by Ghoma Karloweah, UN Women's Women, Peace and Security programme manager and Titilope Ajayi, an African international gender/women, peace and security consultant. 17 participants took part, comprising ten women and seven men (16 substantive and one observer) who were selected from among a larger pool of applicants drawn primarily from the Liberian government (see Annex C for full list). It was designed as a training of trainers to prepare a contingent of NAP-WPS and Masculinity trainers to subsequently design and deliver trainings and advocacy around the

same subject with targeted groups across Liberia. The rollout aims to reach wider groups of participants to be drawn from the Liberian government, particularly the Implementation Structure of the NAP-WPS, gender focal points and representatives from civil society organizations with a focus on creating awareness on the NAP-WPS across the country and enhancing these actors' capacities to implement it with different actors in different contexts.

The workshop was also an opportunity to test the training manual that was developed by the international consultant and reviewed by the MGCSP, UN Women and OHCHR in late 2020. Participants were thus invited to make inputs on content, structure and delivery with a view to further improving the manual and making it relevant to national and local contexts.

Goal and Objectives

The overall aim was to strengthen the capacity and knowledge of 100 civil servants at national and local level on UNSCRs on WPS, NAP-WPS, gender and masculinities. Specific objectives were as follows:

- Deepen participants' awareness of UNSCR 1325 and subsequent WPS resolutions, NAP-WPS and the role of effective communication and advocacy
- Raise awareness on the importance of implementing the NAP-WPS
- Enhance participants' understanding of the concepts, principles and practice of gender, and masculinities
- Strengthen participants' abilities to implement and cascade this training to their networks

Target groups and institutions

The awareness raising activities targeted all the ministries that are involved in the implementation of the NAP-WPS, including local administration officials from Montserrado, Grand Bassa and Nimba counties and key government institutions and implementing partners working with both UN Women and OHCHR and implementing diverse aspects of 1325. These include:

- Ministry of Gender, Children and Social Protection
- Ministry of State
- Ministry of National Defense
- Ministry of Agriculture
- Ministry of Justice
- Ministry of Internal Affairs
- Ministry of Youth and Sports
- Ministry of Finance & Development Planning
- Ministry of Commerce & Industry
- Ministry of Mines and Energy
- Ministry of Information, Cultural Affairs and Tourism
- Ministry of Foreign Affairs

- Liberia Land Authority
- Cooperative Development Agency
- National Bureau of concessions and Rehabilitation
- Environmental Protection Agency
- National Women Peace huts
- Rice and Rights Foundation
- Forestry Development Authority
- M&E Focal Points from all ministries involved in NAP implementation
- Governance Commission
- Liberia Institute of Statistics and Geo-Information Services
- National Civil Society Council
- Liberia National NGO Network
- Independent National Commission on Human Rights
- Gender focal points of each government line Ministries involved in LNAP WPS implementation
- Gender and Security Sector National Taskforce
- National Commission on Small Arms
- National Commission on Disabilities
- County Gender Coordinators
- Office of the Development Superintendent
- County council representatives
- Government ministries local offices in the counties
- National Traditional council of Liberia representatives
- Armed Forces of Liberia
- Liberia Immigration Service
- Liberia National Police
- National Union of Disabled Organizations
- Liberia Institute of Public Administration

Modalities of implementation

In response to a request for applications and workshop concept note, 17 participants (including one observer) applied and were selected using criteria that included their knowledge and experience implementing and advocating for issues relevant to 1325 and masculinities, as well as their commitment to bringing positive change in these areas. As part of the application process, they were required to complete a pre-training questionnaire which can be accessed online using Google Forms here: <https://forms.gle/z4NxiAeL5V38nTfc7> Participants also completed daily reviews during the workshop and were required to complete a post-training questionnaire after the workshop ended which can be accessed online here: <https://forms.gle/qziQe6d2BuKsD7Yx5>

The workshop was delivered using a manual structured into five modules as detailed below with the following objectives:

Module 1: Key Concepts in WPS: Gender, Power Relations and Masculinity

Objective: Enhancing understanding on human rights, human rights violations and injustice

Module 2: Masculinity and Violence Against Women and Girls

Objective: Understanding women's and girls' experiences of living in constant fear of violence

Module 3: Understanding UNSCR 1325 and National Action Plans on Women, Peace and Security (NAP-WPS)

Objectives:

- Demonstrate the history of African women's peacebuilding in Liberia and the rest of Africa and how African women contributed to the development of 1325
- Assist participants to understand the history, development and context of 1325 and following resolutions, and how their work relates to these frameworks

Module 4: Turning Knowledge Into Practice

Objectives:

- Help participants understand the concept of awareness, structural and cultural challenges, their roles in addressing these and effective strategies
- Assist participants to understand how they can help raise awareness using tools of communication, advocacy and training

Module 5: Risk Analysis and Practice Sessions

Objectives:

- Support participants to identify potential risks to 1325 advocacy and implementation, management strategies and monitoring
- Helping participants prepare for and navigate challenges they may encounter as they implement next steps

In the manual, each module is divided into sessions to be used as it fits the training goal. Sessions of the manual are built around practical exercises, tools, handouts and notes for facilitators. The exercises are the core of the training as they take participants through an interactive learning process that favors understanding and ownership. The tools introduced

are meant to assist the users in analyzing and understanding a context, and building a well-oriented and efficient training, communication and advocacy strategy. The training overview and agenda are presented in Annexes C and D.

Feedback and Impact Assessments

Participants were required invited to complete three assessments: a pre-training learning needs assessment, daily reviews at the end of each module and workshop day, and a post-training assessment. Excerpts from each daily review are included in each day's overview while analyses from the pre- and post- tests are presented in Annexes A and G at the end of the report. Both will respectively guide the course content, including for future cohorts.

Ethics and Guidelines

The workshop was guided by the following principles:

- It drew on good practices and lessons learned from Liberia and other contexts. Content was tailored to the needs of participants as determined by a prior learning needs analysis.
- Emphasis was placed on participants sharing from their experiences with a focus on good practices/what has worked and not worked in their various contexts.
- In addition to incorporating gender as a topic, training approaches were highly gender-sensitive and responsive to the gender dynamics within participant cohorts.
- The selection committee tried to ensure that participants were as diverse as possible. To this end, women and men attended the workshop with a few more women than men. Participants also came from a range of state institutions and a few civil society organizations doing relevant work to women, peace and security.

DAY ONE

Module One: Key Concepts in Women, Peace and Security: Gender, Power Relations and Masculinity

<i>Time</i>	<i>Duration</i>	<i>Session</i>
0800-0900	30 mins	Arrival & Registration
0900-0930	30 mins	Welcome and introduction
0930-1030	60 mins	Session 1: The New Planet
1030-1045	15 mins	Health break
1045-1125	40 mins	Session 2: Space Between Us
1125-1140	15 mins	Session 3: Thinking on Our Feet
1140-1240	60 mins	Session 4: Gender Box
1240-1340	60 mins	Lunch
1340-1425	45 mins	Session 5: Experiencing Power
1425-1445	20 mins	Session 6: Understanding Masculinity
1445-1500	15 mins	Health break
1500-1600	60 mins	Session 7: Cool Guys
1600-1630	30 mins	Wrap-up of Day One

Day One began with a brief introduction of the workshop by Ghoma Karloweah (programme manager for women, peace and security, UN Women), who explained its context (challenges identified from the implementation of the previous NAP) and objectives (to train trainers to cascade rollout trainings across the government and country in partnership with the Ministry of Gender, UN Women and OHCHR). Following self-introductions by Titilope Ajayi (independent consultant and gender/women, peace and security expert) and Ernestine Ebai (OHCHR), facilitators led participants in an ice breaker that required them to introduce one another stating their names, institutions and two things that they had in common. This helped to get participants talking and get to know one another.

The rest of the day consisted of presentations and varied exercises to help participants grasp key concepts and the implications of their application in different sociocultural contexts for different genders. The rights exercise in Session 1 practicalized for participants how it feels to have power taken away from them on the basis of gender and other differences. Many said they felt insecure, afraid and helpless when they lost their rights and life cards during the game. There was a lively debate in session 3 about the evolving conception and practice of being a housewife in Liberia and how this affects housewives' power. Participants shared their views that their sex makes vulnerable women more vulnerable than men who share the same

vulnerability; for instance, female mentally disabled persons were viewed as more disadvantaged than males with the same disability and this is evidenced by common images of such women either pregnant or with a trail of children.

Participants also raised the issue of relative power, giving the example of how education empowers women but does not exempt them from discriminatory traditional norms and practices of land inheritance. It was also noted that gender and wealth, attributes typically associated with men, are not the only determinants of traditional power and that moral authority and influence are also valid pathways.

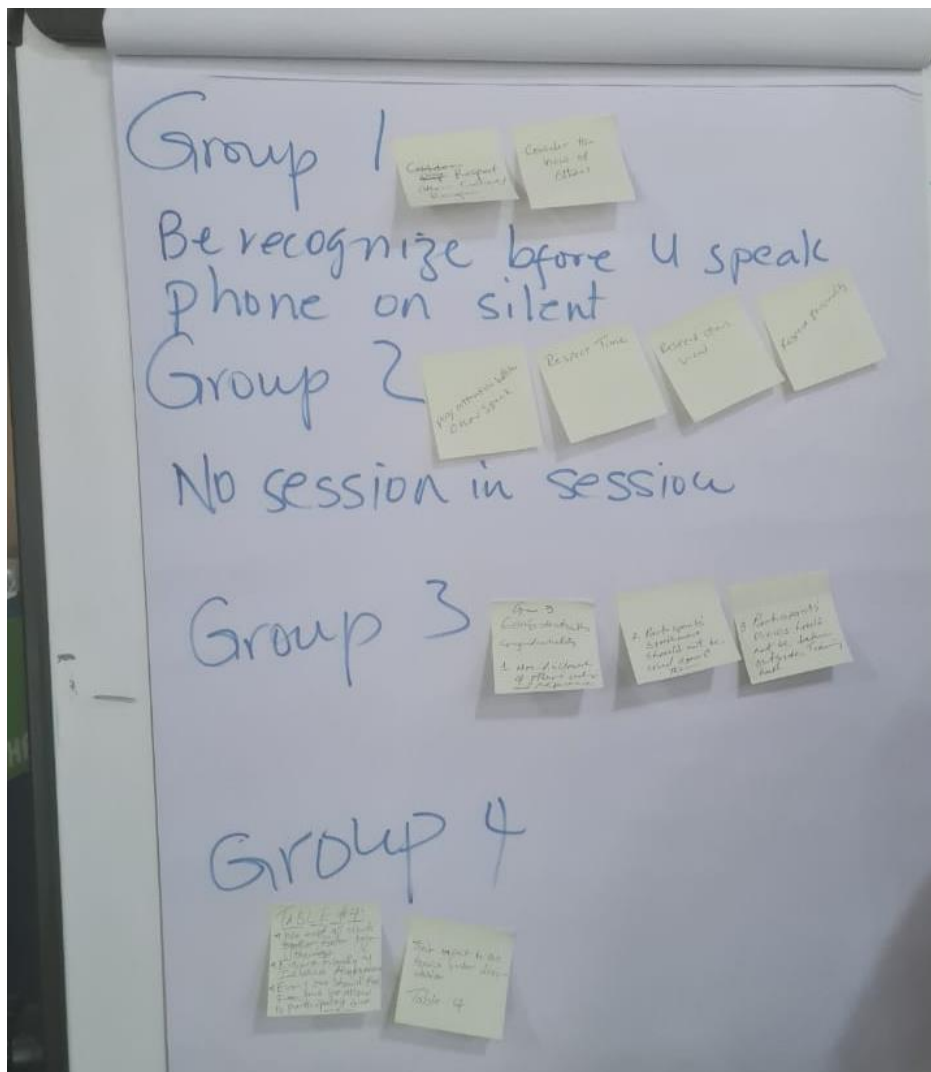
A discussion arose around one character in the role play who was a gay male teenager. A comment by one participant seemed to suggest that homosexuality is a practice that can be learned through male-on-male sexual abuse, which was countered by other participants, thus indicating mixed views in the group. Responding to a question about how to handle such culturally sensitive issues if they arise during trainings, Ghoma suggested that they allow such matters emerge organically from among participants and they should know their context and audience well enough to know how to navigate such topics.

During the Gender Box session, participants shared their perceptions about why people sometimes break out of gender molds, noting that many such gender prescriptions are not innate but are societal implications. They shared that people act contrary to these stereotypes based on their personal instincts about how they should express their identities. This exercise reinforced the fact that gender roles are social constructs and gendered behavior is learned through socialization from early ages through to adulthood. Images from Liberian newspapers (see Annex F) were used to stimulate debate about media representation of gender norms.

Participants commented about the gender imbalance in the photo of the Liberian president and the chiefs of security agencies. They noted the normalization of SGBV inherent in the release of the pastor accused of rape and the spotlighting of the country's female football referee as a sign of the novelty of a woman entering a male-dominated profession.

Participants subsequently took part in a session of self-reflection on how they had used power over others in the past and how power had been used over them by others. They shared personal and professional experiences and received feedback from their peers about whether they had used their power positively or negatively. There were mixed responses to a scenario about how a woman should handle a husband who demands that she resign her work in order to take care of her family. Some participants said she should stand her ground; others suggested she should appeal to him. There were equally mixed reactions to one female participant denying travel permission to a male staff who had been taking her authority as his superior for granted. This exercise encouraged participants to reflect on their experiences in different contexts to better understand power. It also helped them to appreciate how to give feedback without making moral judgments as to whether others' actions are wrong or right—an important skill for trainers and facilitators.

Some photos from Day One



Ground rules as brainstormed by participants in small groups.



Participants perform a power reflection exercise in the form of a fish or soup bowl.






Participants take part in a role play exercise on gender and power.

Act like a man	Act like a woman
Hard labour	Always give sex
Brave Breadwinner	Talk soft/quiet
Don't cry / Not Strong / weak	Eat 'nicely' /
Talk strong	Care for small husband /
Don't say sorry	Serve Place in kitchen
No pink clothes	Can't own property
No braids / ear-rings	One man only / faithful
Parents + guardians	Don't ask men for sex
Family role playing + socialisation	Stay from men's spaces
Schools	Don't be harsh
Friends / Peers	Don't cut hair
Colleagues	Home / Family
	Peers / Society

Participants' mapping of gender rules in Liberian society.

Daily Participant Feedback

This was obtained using the Head, Heart, Hand handout and activity in the workshop manual as reproduced below. It entitled asking participants at the end of every day to indicate key learning points per day, how they felt about what they had learnt and what they could do with their new knowledge and capacities. In this report, excerpts from some of the response cards are included at the end of notes on each day's proceedings.

<p style="text-align: center;">Head</p> <p style="text-align: center;">What new things did you learn today from the workshop?</p>  <ul style="list-style-type: none"> • Power (used differently) • Masculinity/Types of masculinity • Thinking with my feet (understanding gender roles and constructions) • Gender Box (gender views and responses) • Different presentation styles (ice breakers) • New ways to develop ground rules • Masculinities'; influence in inequality • Creative presentation and engagement • How to step out of gender ox • Power imbalance • Participant movement (use of space) • Male power over women • Dominant masculinity • Positive and negative power • How to address issues (conflict) 	<p style="text-align: center;">Heart</p> <p style="text-align: center;">How are you feeling related to the workshop?</p>  <ul style="list-style-type: none"> • Confidence (to share with others) • Good = not boring • Interactive • Better equipped • Boldness • Positive to learn more through sharing experience • So great • Simplified • Relaxed • Practical daily experience 	<p style="text-align: center;">Hand</p> <p style="text-align: center;">What can you do with today's learning?</p>  <ul style="list-style-type: none"> • Clarity to others • Pass it on • Improved facilitation skills (more participatory) • Better practice • Sharing with others • Application; change old ways of presenting • Make it part of my life; take it to family, friends and community • Try to practicalize and roll out to others • Will make presentations more practical
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DAY TWO

Module Two: Masculinity and Violence Against Women and Girls

<i>Time</i>	<i>Duration</i>	<i>Session</i>
8:00-9:00AM	60 mins	Breakfast & Registration
0900-0950AM	50 mins	Session 1: Standing in Her Shoes
0950-1050	60 mins	Session 2: Circles of Influence
1050-1105AM	15 mins	Health break
1105-1150	45 mins	Session 3: Masculinity and Violence against Women and Girls
1150-1235	45 mins	Session 4: Causes of Violence against Women and Girls
1235-1335	60 mins	Session 5: Sexual Harassment in the Workplace
1335-1425	50 mins	Lunch
1425-1505	40 mins	Session 6: Male Privilege and its Costs
1505-1550	45 mins	Session 7: Toward Personal Transformation
1550-1605	15 mins	Health break
1605-1635	30 mins	Wrap-up of Day Two

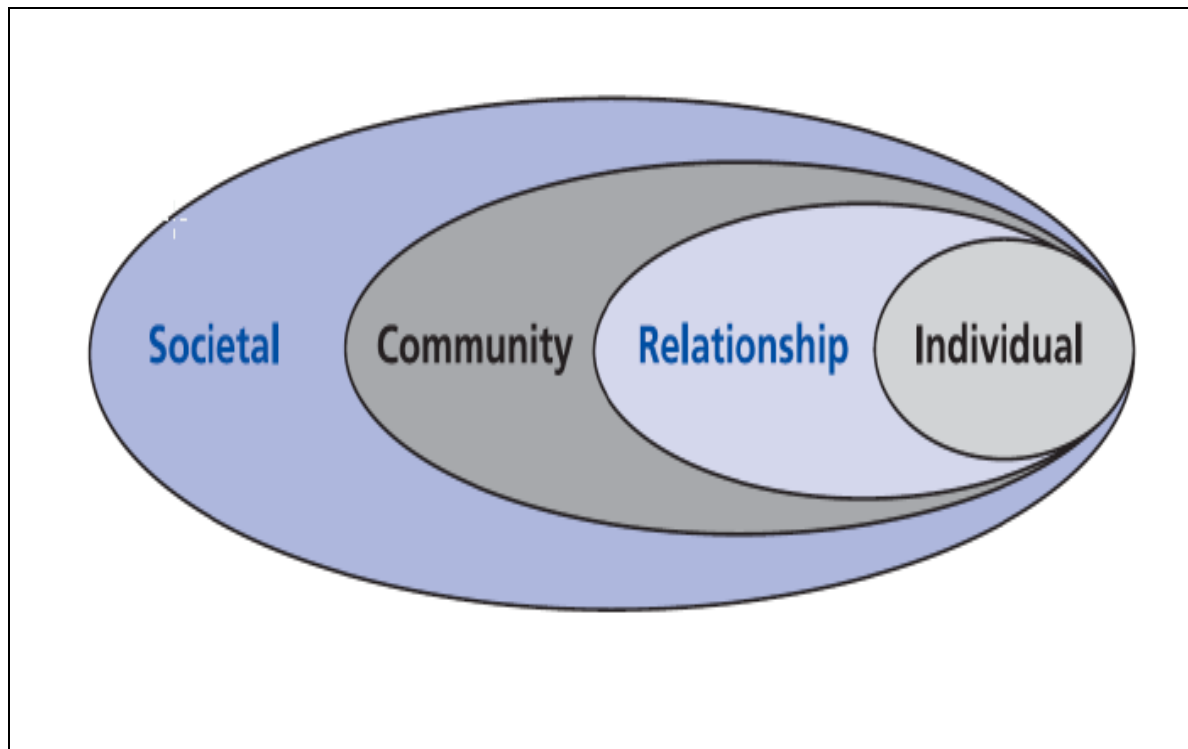
Day Two consisted of a series of interactive presentations and exercises designed to reinforce participants' knowledge and understanding of important foundational concepts necessary to their implementation of 1325 and masculinities.

The first exercise used role playing to guide participants through thinking about how hard women and girls have to think about staying safe to avoid being assaulted. Responding to some of their suggestions, Ghoma pointed out that staying safe can be more complicated than simply taking certain precautions. She used the example of female medical staff who sometimes run night shifts that prevent them from going home before dark as a safety precaution. She also commented on the suggestion that women and girls should dress decently to avoid harassment and assault by stating that dressing is never an excuse for SGBV and that as advocates, participants must be sure to communicate this clearly to all whom they interact with. Such mindsets, being deeply engrained, must be tackled at two levels: by working with girls to teach them that no one has rights over their bodies and second, by

confronting societal norms, including by some women who endorse SGBV as appropriate discipline for indecent dressing.

The Circles of Influence exercise which was done beside the pool was used to teach the socio-ecological model of violence against women and girls (VAWG). It enabled participants reflect on how society influences VAWG either negatively or positively, depending on their beliefs, knowledge and perceptions. It also showed the power of advocacy to change attitudes and mindsets. One participant asked how to deal with people and communities where harmful cultural practices like child marriage and wife beating are so strongly rooted that they are difficult to penetrate and transform. Other participants suggested the importance of timely action and empowerment through knowledge and information. Facilitators also explained that real change takes time and perseverance is key. A male participant shared a personal story about how he did something that made his wife leave their home and he was compelled to make amends and bring her back when he saw the negative effect on their children.

Socio-ecological model



This led into a discussion about the nexus between negative masculinities and VAWG in which role playing was used to stimulate discussion about how harmful ideas about what it means to be a man drive high levels of VAWG. One participant shared a story about an incident that happened in Liberia involving an expatriate staff who alleged that she was raped by her driver during a mission trip as she sought refuge in his hotel room from heavy rain and thunder. The ensuing debate showed that participants had mixed views about who was at fault, whether a rape had actually taken place and the appropriate consequences for both

parties. It revealed that in certain situations, cultural norms about appropriate gender behavior supersede policy and legal provisions and reinforce the need for gender advocates to check their own biases when handling such matters.

In the session on Causes of VAWG, facilitators led participants in a drawing exercise using images to depict the causes and risk factors of VAWG. This led to critical thinking about what the difference and occasional overlaps between both categories. By the end of the activity, participants had clearer views about both factors as a foundation to designing interventions to address them effectively.

Participants had fair knowledge of what constitutes sexual harassment but the session on Sexual Harassment in the Workplace helped clarify further what is appropriate behavior at work. Using a quiz exercise, facilitators led participants in discussions of sexual harassment scenarios and ended the session with clarifications when participants were unsure of the correct answers.

The session on Male Privilege provoke self-reflection, particularly among male participants of the privilege that they have as men and the ways in they use it to exercise power over women. In the final session, participants committed to making any necessary changes in their personal gender views and practices for personal transformation but also to further empower them to ignite transformation in others.

Some photos from Day Two



Participant presents group work on gender and privilege.



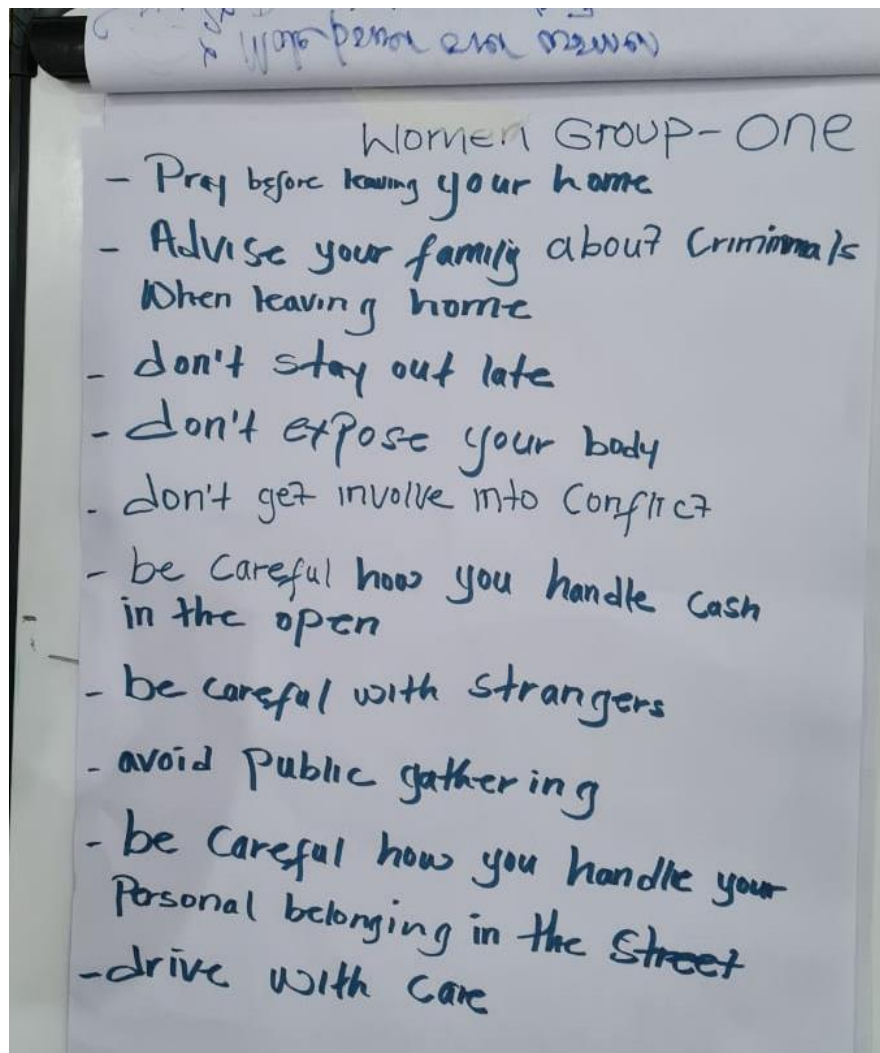
Role play on sexual harassment in school contexts.



Participant presents group work on causes and risk factors of VAWG.



Using thinking with our feet to identify sexual harassment



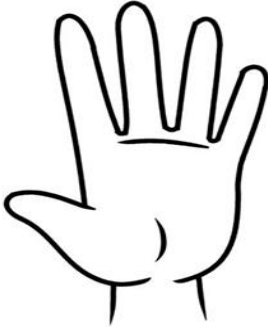


Participant group feedback on how women and girls try to avoid VAWG.



Participants perform the Circles of Influence exercise to illustrate the socio-ecological model of VAWG.

Daily Participant Feedback

<p style="text-align: center;">Head</p> <p style="text-align: center;">What new things did you learn today from the workshop?</p>  <ul style="list-style-type: none"> • Plural masculinity where a man can take up different role. Society identifying 	<p style="text-align: center;">Heart</p> <p style="text-align: center;">How are you feeling related to the workshop?</p>  <ul style="list-style-type: none"> • I am feeling excited • Facilitator was very clear with her explanation 	<p style="text-align: center;">Hand</p> <p style="text-align: center;">What can you do with today's learning?</p>  <ul style="list-style-type: none"> • My knowledge has been enhanced; it puts me in a better position to give awareness
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<p>him with a particular role and labelling him as such</p> <ul style="list-style-type: none"> • Today I learnt a new way of presentation, how we should use our circle of influence to be fully involved in the process of preventing VAWG • The negative impact of sex and harassment on women in the workplace and how to create awareness to mitigate this • Today I learned that even a violence committed against me I cannot find the solution alone. Fighting GBV is to be a collective effort starting with the family. • We unconsciously do set of thing to protect ourselves on a daily basis. • Today I learnt about the circle of influence. Meaning that in order to have a healthy society there must be a healthy family. We must all be our brothers' keepers. • New ice breakers • Standing in her shoes • Circle of influence • Masculinity plural • What you really understand sexual harassment to be with the different categories • Kinds of violence; privilege; causes and risks of VAWG; how men can be controlling; some of the violence women go through 	<ul style="list-style-type: none"> • The workshop is going on well and I'm gaining a whole lot of new skills and knowledge • Confident to speak about it in a more professional manner • The workshop made me to know that people of influence are very important in eradicating GBV from our society • I have gained knowledge • More excited for this new knowledge and understanding about these topic • Create a new way of handling issues • Feeling more knowledgeable on how to handle issues of violence relating to women and harassment • I feel good about the workshop • I feel good about the workshop because things I have learned I also apply it in my daily life at home • I am feeling so so wonderful about this new idea that I have learned • I feel empowered • I feel good and glad to be a part of this great knowledge. I also feel happy that my facilitation skills are adding up. 	<ul style="list-style-type: none"> • I will share the acquired/new knowledge and skills gained from the workshop with my institution for the promotion and advancement of the prevention of all forms of VAWG • Create awareness to speak and avoid it in the workplace • Today's knowledge will be used to help provide insight to my future participants • What I have learned today will pass it on to my community • I am going to use what I've learnt to improve upon my facilitation skills as a trainer and advocate • Change my style of awareness • Remember it, practices it and share with others not in the training • I will teach others in my community and workplace. I can/will use what I've learned today to improve my advocacy for gender equality • I am going to make today's learning part of me and spread the good news • I will teach my kids, so that they can be quick to detect and report any form of harassment towards them • Practise to be an agent of change
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<ul style="list-style-type: none"> • Training on sexual harassment, role plays, never and always exercise • Circle of influence: standing in a circle with messages to read the role of society/community in resolving issues of violence in the home • Privilege men have; masculinity and VAWG; standing in her shoes • Today I learned that harassment is not only by touching but looks are also harassment • When it comes to harassment it is always important to speak up, let the harasser know that his/her attitude(s) are not welcomed • The four dimensions of masculinities 		
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DAY THREE

Module 3: Understanding 1325 and NAP-WPS

<i>Time</i>	<i>Duration</i>	<i>Session</i>
8:00-9:00AM	60 mins.	Breakfast & Registration
0900-0945	45 mins	Session 1: Women and peacebuilding in Liberia/Africa
0945-1100	75 mins	Session 2: Introduction to UNSCR 1325
1100-1115AM	15 mins	Health break
1115-1200	45 mins	Session 3: Pillars of LNAP-WPS 2019-2023
1200-1300	60 mins	Lunch
1300-1400	60 mins	Session 4: Implementing the LNAP-WPS
1400-1500	60 mins	Session 5: Stakeholder Analysis
1500-1515	15 mins	Health break
1515-1545	30 mins	Review/Wrap-up Day Three

The day began with an interactive discussion about the long history of women’s activism for women’s rights in and outside Africa. Photographs were used to illustrate how African women have been leading advocacy on peace and security as far back as the early 1920s and continue to do so both within and independently of national 1325 formal implementation structures. A timeline of the development of the Women, Peace and Security Agenda was used to highlight Africa’s involvement in and contributions to the development of 1325 and associated resolutions. These included the Third World Conference on Women held in 1985 in Nairobi, Kenya and the Rwandan Genocide of 1994. Titilope explained that the conflict experiences and activism of African women informed the need for a framework like 1325 and helped to inform its priorities. The purpose of this discussion was to dispel the idea that had been expressed by some participants early in the workshop that 1325 and its constituent principles are ‘Western’ or derived from other contexts to be imposed on people in other contexts to change their ways of life.

This session was followed by an interactive exercise in which ten participants were given cut-out pieces of all the resolutions that make up the WPS agenda. They were asked to arrange themselves chronologically and read the titles and overviews of each resolution in turn. At the end, they shared reflections on how resolutions were developed in response to changing conflict environments as well as how progressive the focus of each resolution is. Facilitators explained that there are many global policy frameworks that address women's and children's rights but the WPS agenda comprises frameworks that focus specifically on women's and children's rights in conflict.

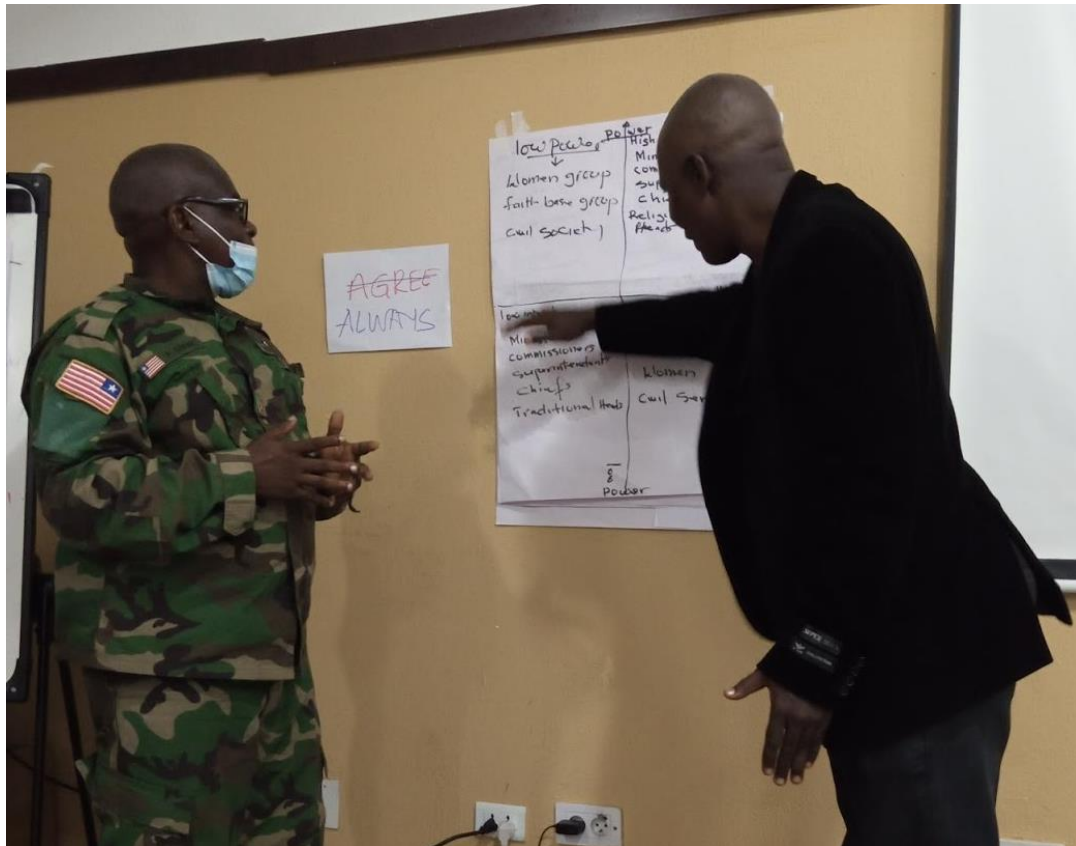
After this exercise, facilitators led an interactive reading of 1325 wherein participants took turns to read different sections with facilitators offering deeper insights and explanations of each provision. Titilope ended this session by inviting participants to think critically about the implications of implementing 1325 action plans based mostly on 1325 given that there are now so many related resolutions.

Ghoma subsequently used the LNAP-WPS to guide participants through a session on the pillars of the NAP. She began by introducing the context of the new NAP, explaining that unlike the previous NAP, the new one has a different title because it incorporates the provisions of 1325 and other WPS resolutions. She also highlighted some of the challenges that hindered the implementation of the first NAP, notably funding, coordination, accountability and awareness, that informed the content of the new NAP. Directing participants to the implementation log frame in the LNAP, Ghoma led participants in an exercise where they worked in small groups to identify their respective institutions' roles in implementing the LNAP. There followed a group discussion during which Ghoma provided feedback on participants' responses.

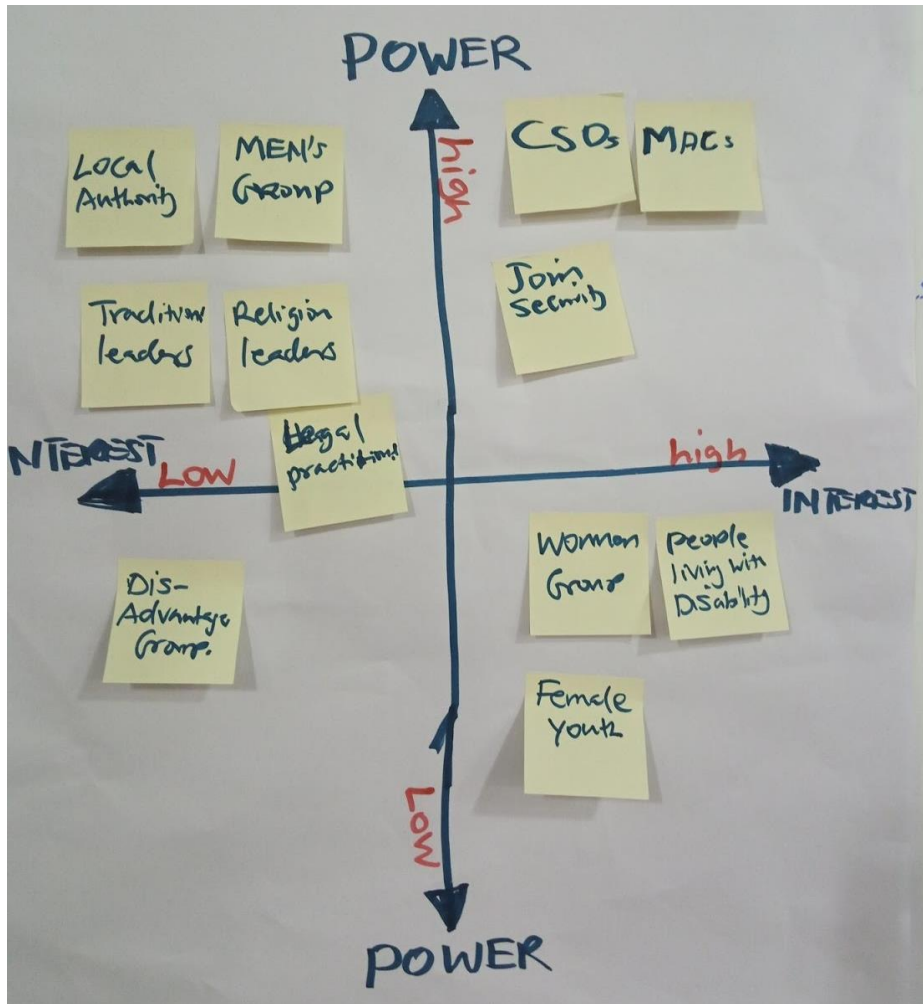
Ghoma also presented the LNAP implementation structure. She explained that the structure needs to be reviewed for a several reasons. First, the first phase of the implementation process has been delayed as the first coordination meeting held only in early 2021. Second, key actors like the Governance Commission were excluded.

Facilitators also explained that there are different versions of the stakeholder map, but they all contain the same basic data and serve the same purpose. Further explanation was needed regarding how to determine varying levels of power and interest. Facilitators advised participants to disaggregate groups as much as possible as they contain subgroups with different interests. Women, for example, are not a homogenous group and would thus fall in different sections of the stakeholder map depending on their positionalities. Participants were also guided to not base their mappings not on assumptions and perceptions but on evidence as much as possible.

Some photos from Day Three



Participants give each other feedback about a power and interest analysis activity.



Group work on power and interest analysis using the power-interest matrix.



Participants map their institutional activities under the five pillars of LNAP-WPS 2019-2023.



Cross-section of participants during the WPS agenda activity.

Daily Participant Feedback

<p>Head</p> <p>What new things did you learn today from the workshop?</p>	<p>Heart</p> <p>How are you feeling related to the workshop?</p>	<p>Hand</p> <p>What can you do with today's learning?</p>
<div data-bbox="235 405 609 756" data-label="Image"> </div> <ul style="list-style-type: none"> • I learnt about the NAP and which pillar my institute is fully involved with. I also learnt about stakeholder map, power and interest matrix and how to engage various stakeholders to achieve my goals and objectives as a trainer. • Learnt about the NAP • Broaden my understanding on how prevailing situations affect people's action • Positive masculinity; some women from different countries that fought for peace; power and interest exercise; more knowledge on 1325, first and second NAPs • I learnt about some analysis of stakeholders. I learnt about NAP. • I learned about the power axis • To come up with people with high power low interest and people with high interest and low power. This was learned through the facilitation. 	<div data-bbox="714 411 1045 743" data-label="Image"> </div> <ul style="list-style-type: none"> • I'm feeling excited each day because I'm learning new things • I feel good about the workshop • This is completely eye opening • Enlightened • The workshop is going good but I need some level of explanation after each exercise to help me improve my understanding • Empowered to take on the task • Feels good and confident • Much more comfortable to contextualize my work, especially in rural community • I feel that I have enough tools for my training • I feel happy and proud to roll out these things in the community • I feel good about this because it explains about power and interest • I am feeling very positive that at the end of the training my goals and expectations will be met. 	<div data-bbox="1190 399 1461 724" data-label="Image"> </div> <ul style="list-style-type: none"> • Share with my family, work mates and friends • I will transfer the education to other people in government • Teach others • Break down each of my target groups into different categories before training them • Today's learning will help me deal with different groups of participants • Share ideas with colleagues on concepts learned • Improve my awareness skill • Use local knowledge and context in my work • I know who to target for my training • Put it into practice by engaging the right stakeholders • My knowledge has been enhanced on the topic. It will help me to roll out my training. • I will use the acquired skills and knowledge to impact others and serve as an ambassador of change

<ul style="list-style-type: none"> • The difference between power and interest. The five pillars of the NAP. • Making use of local knowledge for local ownership and local context • The role of my organization or institute in the NAP • I learned about the different types of stakeholders 		
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DAY FOUR

Module 4: Turning Knowledge Into Practice

<i>Time</i>	<i>Duration</i>	<i>Session</i>
8:00-9:00AM	60 mins.	Breakfast & Registration
0900-1100AM	120 minutes	Session 1: Awareness-raising: Communication and Advocacy
1100-1115AM	15 mins	Health break
1115-1200	45 mins	Practice session: Developing an advocacy/awareness-raising strategy
1200-1250	50 mins	Session 2: Training Skills
1250-1350	60 mins	Lunch
1350-1450	60 mins	Practice session: Developing a 1325 training (only for ToT)
1450-1505	15 mins	Health break
1505-1605	60 mins	Session 3: Practice session: Developing a 1325 training (only for ToT)
1605-1635	30 mins	Review & Wrap-up of Day Four

The day began with a brief debate about a scenario shared the previous day concerning an expatriate staff who had been allegedly raped by her Liberian driver when she sought refuge from heavy rain and thunder in his room during a mission trip up country. This was a heated session with participants fiercely arguing different perspectives of the scenario. Some believed that the survivor violated professional protocol by going into the driver's personal space. Others faulted the driver for betraying the trust of a frightened woman who sought protection from him. Facilitators closed the debate by summarizing that consent can be given and later withdrawn; trauma can prevent survivors from reporting assault immediately, especially in unfamiliar contexts; anti-rape laws are not perfect, but they aim to protect survivors and must be followed at all times.

Thereafter, at some participants' request, facilitators led a review of the previous day's session on stakeholder analysis to further clarify how to use the stakeholder analysis tool. Using the example of the context of Nimba County, facilitators led participants in a group discussion of 1325 and masculinities' stakeholders, and how to situate different groups and individuals between the axes of power and interest.

Following this, Titilope led participants in a discussion of definitions and objectives of advocacy, using photographs of anti-VAWG billboards, protests and an anti-rape national conference to illustrate the many forms that 1325 advocacy can take. She explained that training is also a form of advocacy, hence the topic. She invited participants to share observations about the different images. They remarked that the first billboard portrayed a common image of domestic violence albeit one that portrays many men in a negative light. They also noted that the second billboard contained mixed messages that could defeat the purpose of public awareness of each of them. This underlined the importance of careful strategy in designing and implementing advocacy strategies. Participants also discussed the synergies among different forms of advocacy with several of them explaining that the anti-rape conference was one of several outcomes of a series of anti-rape protests. Facilitators shared that multiple strategies may be combined to strengthen the impact of advocacy.

The rest of the day was spent going over training skills, designing a training and relevant materials, and practising designing advocacy strategies and training outlines and programmes.

Some photos from Day Four



Participants map the stages of the advocacy cycle.



Participant presents group work on issue mapping for advocacy design.

G-III: VICTIMS SUPPORT

- ⊗ ISSUES:
1. HEALTH CARE ACCESSIBILITY
 2. RELOCATION (SAFE HOMES)
 3. LEGAL SUPPORT
 4. EMPOWERMENT PACKAGE
 5. REINTEGRATION/RESETTLEMENT

- ⊗ CAUSES OF THE GAPS:
1. UNTIMELY RESPONSE
 2. LIMITED RESOURCES
 3. LACK/LIMITED LOGISTICS
 4. LIMITED INTEREST
 5. DELAY IN HEARING OF CASES

- ⊗ EFFECTS:
1. SURVIVORS RECOVERY SLOW
 2. SURVIVORS LOST INTEREST
 3. FEWER CASES REPORTED
 - 4.

- ⊗ RECOMMENDATIONS:
1. GOVERNMENT PRIORITIZING VICTIMS SUPPORT
 2. 2 JUDGES PER COURT TEAM TO SPEED UP CASE TRIALS OF CASES
 3. EXPAND ONE-STOP CENTER ALL OVER 15 COUNTIES
 4. MORE AWARENESS ON VICTIMS SUPPORT

Group mapping of GBV victim support for advocacy design.



Participant presents group work on mapping issues for advocacy.

Daily Participant Feedback

Head

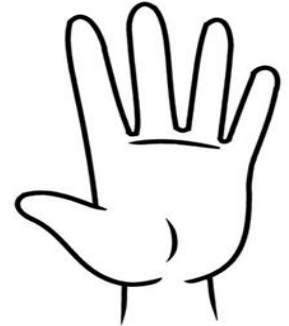
What new things did you learn today from the workshop?

**Heart**

How are you feeling related to the workshop?

**Hand**

What can you do with today's learning?



DAY FIVE

Module 5: Risk Analysis and Practice Sessions

<i>Time</i>	<i>Duration</i>	<i>Session</i>
0800-0900	30 mins	Breakfast & Registration
0900-0950	110 mins	Session 1: Risk Analysis/Dealing with Challenges
1050-1105	15 mins	Health break
1105-1135	30 mins	Session 2: Working Session (Participants)
1135-1220	45 mins	Session 3: Group Presentation of Advocacy & Communication Strategy & Training Outline + Feedback
1220-1320	60 mins	Lunch
1320-1405	45 mins	Session 3: Group Presentation of Advocacy & Communication Strategy & Training Outline + Feedback
1405-1450	45 mins	Session 3: Group Presentation of Advocacy & Communication Strategy & Training Outline + Feedback
1450-1505	15 mins	Health break
1505-1540	35 mins	Course Review & Wrap-Up + Post-Training Evaluation
1540-1600	20 mins	Presentation of Certificates

The day began with a continuation of the final parts of the previous day's session on training skills. Facilitators first responded to participants' concerns about planning and preparing a needs assessment, going over the training material again to explain the purpose of assessing participants' needs as a first step in preparing a training. They then led the group in a discussion of how to use the needs analysis tool. Facilitators subsequently made presentations and led discussions about training design, the training cycle, the role and importance of making preparation checklists, and guidelines for trainers. They stressed that although there are some commonalities to preparing a training, needs and are adaptable according to context and nature of trainings, so the template presented during the workshop should be considered only as a guide.

To initiate the session on risk analysis and dealing with challenges in implementing 1325 and masculinities, Titilope projected an image of Bring Back Our Girls protesters being attacked by a counter group in Abuja in 2014. She asked what participants could see in the picture to which they responded with keywords such as violence, resistance, fighting and attack.

She then explained that given how embedded certain values and norms about 1325 and masculinities are, they should expect and prepare to manage potential risks that they could face in the field. Titilope then presented two tools: the risk analysis process and risk analysis table or matrix. The former lays out the sequence of actions involved in identifying, analyzing, managing and reviewing risks, while the latter enables users to document the severity and probability of identified risks in order to be able to respond adequately.

Participants shared stories about encountering resistance in implementing their work on gender and 1325. One person noted that she once met a hostile man who verbally attacked her during sensitization on underage sex for trying to change their social norms. A separate actor in the same community threw something at her for the same reasons. In response she used humor, persuasion and negotiation to create space for them to listen to her message about the impact of this practice and the importance of her team's advocacy. In this session, participants and facilitators also drew on stories that had been shared at various points during the previous training days to illustrate potential risks.

As had been the practice throughout the workshop, facilitators led discussions based on participants' field experiences to demonstrate the use of training tools. For the risk analysis, participants suggested potential risks that could be faced in Nimba County and they discussed as a group, with guidance from facilitators, where to place them on the risk analysis matrix. Some of the words they suggested appear in red in the table below.

Risk Consequence x Probability		Probability				
		Rare	Unlikely	Not very likely	Possible	Probable
Consequences	Catastrophic	Violence				
	Very serious			Harmful cultural practices		
	Serious		Language barriers		Hostile influencers	

	Mild					
	Insignificant					

The session ended with a caveat for participants to remember to review their risk assessments periodically as environments can change very quickly and they need to be prepared at all times. They were also informed that in situations where it is not considered safe to proceed with any form of intervention, it is preferable to withdraw than risk injury or death.

At the end of this session, participants were given further time to review their advocacy strategies and 1325 training outlines prior to presentation to the rest of the group later that day.

Group presentations of 1325 course outlines

This session consisted of group presentations of participants' 1325 training course outlines and feedback from other participants and facilitators.

Group I

Other participants raised concerns about how to frame key learning points. Facilitators explained that these should derive from stated learning objectives and specify what participants need to learn in order to be able to fulfil learning objectives. It was also pointed out that the content of the section on facilitator notes belongs better under a section that summarizes key learning points. Facilitator notes are instructions to facilitators that help them conduct effective interventions.

Group II

- This group provided a comprehensive course outline that comprised a course framework and a sample course session training programme.

Group III

- Learning objectives were stated as factual statements that would be better placed in the main content
- Title was seen as too broad and unclear and not reflecting exactly what the course was supposed to be about. It was suggested that the group reflect more on their desired topic and craft a clearer course title.

Some photos from Day Five



Participant presents his group's work on course outlines.

Daily Participant Feedback

<p>Head</p> <p>What new things did you learn today from the workshop?</p>	<p>Heart</p> <p>How are you feeling related to the workshop?</p>	<p>Hand</p> <p>What can you do with today's learning?</p>
<div data-bbox="235 346 609 693" data-label="Image"> </div> <ul style="list-style-type: none"> • I learnt about risk analysis and course framework • The advocacy cycle and risk analysis • I learned how to develop a training plan and implement it • Awareness raising and advocacy strategy and conducting training needs assessment • I learnt how to develop and deliver a training • I learnt about risk analysis and management • How to manage risk; needs assessment when preparing a training and advocacy cycle • I learnt about risk analysis and course framework • Risk management; needs assessment in planning training • I learned about course framework. Also risk analysis was something new. • Developing course outline; training cycle • How to prepare for a training, develop my guide, learn how to do practical training 	<div data-bbox="714 346 1047 682" data-label="Image"> </div> <ul style="list-style-type: none"> • Increased my knowledge and skills • I feel so gratified for impacting me the new knowledge • I feel ready to roll out the training • I am feeling power • I feel that my expectation had been met and feel confident that I am fully prepared to roll out future training • I feel good about the training • I am very confident that I can organize my own training and achieve the objective • I feel good and empowered • I've learned/gained knowledge from the workshop and feel good • Feel empowered, capacitated and prepared to take on other trainings in our institutions • Include in my plan • Feel very good and confident • The workshop is going on well and I'm gaining a whole lot of new skills and knowledge • Confident to speak about it in a more professional manner 	<div data-bbox="1193 336 1469 661" data-label="Image"> </div> <ul style="list-style-type: none"> • I will use my new knowledge and skills in my work as a trainer • It has given me a pool of knowledge; I will be able to take precaution about where I am going to train. I make all the risk analysis before training. • I will train at MACs on the NAP-WPS • I will educate others • Roll out the acquired knowledge and skills to other colleagues to achieve my goals and objectives as a agent of change on the NAP-WPS • Share the knowledge with others • Prepare my training plan • Put what I learned into practice and be an agent of change • Will pass on what I have learned to my place of work and community • Help to conduct similar trainings in my institution • Use in my advocacy

End of workshop reflections and participant feedback

After the end of the final session on Friday, 19 February, UN Women programme manager for Women, Peace and Security and co-facilitator, Ghoma Karloweah led participants in a group discussion of their own practices of evaluation and verbal feedback on the workshop. Most shared that they normally use verbal feedback, though some suggested that this approach might intimidate less vocal participants.

Participant feedback about the workshop was overwhelmingly positive. Many expressed appreciation for MGCSP, UN Women and OHCHR's initiative and efforts in organizing the event. The event was viewed as an expression of these institutions' growing confidence in Liberians' capacities to help expand and improve the implementation of NAP WPS and masculinities across the country.

One participant stated that in the past, she used to just research selected topics and teach about them, but the workshop had helped her to improve her facilitation skills and deepened her understanding of her institution's role in implementing the NAP-WPS 2019-2023. She added that she would put her newly gained knowledge to use in other areas of her life as well. Another participant said that risk analysis was a major learning point for him from the workshop. He used to find it confusing but is now able to understand it because the workshop made it simple.

Many expressed their appreciation that the training was participatory and interactive, and employed a rich mix of methods that kept them actively engaged.

Participants' recommendations

- Incorporate training content that portrays both positive and negative images of masculinities. This carried over from a conversation about how negative images that are usually used in advocacy campaigns to discourage harmful behavior can be misinterpreted and reinforce negative stereotypes that can alienate and discourage positive male behavior.
- Participants recommended that a WhatsApp group be formed to help them all stay in touch and form a practice and support network to help them further strengthen their professionalism and continued learning.
- The delegate from the Association of Disabled Persons thanked the organizers for including him in the workshop and plans for the rollout as persons with disability are also affected by VAW. Female persons living with disability are especially vulnerable and there is high impunity regarding abuses to them. He enjoyed taking part in the workshop and

requested that persons living with disability be included in the rollout in order to expand the knowledge further among affected communities.

- Participants proposed to leverage one another's institutional resources and give mutual concessions, i.e. include one another if they need extra support for their rollouts and other trainings on 1325 within their various sectors and institutions.

Closing remarks from the MGCSP

The Minister who had been scheduled to present certificates of participation sent her regrets for her absence as she was unavoidably out of town. On her behalf, Mr. Worlobah Momolu, Human Rights Director, expressed thanks and appreciation to the organizers. He also stated that the Ministry would be available for further interactions and any support within their capacity to provide. He shared information about two upcoming meetings of the Technical Working Group on 1325 and looked forward to interacting with those participants who would attend.

The workshop ended with presentation of certificates by Ghoma Karloweah and Ernestine Ebai, and a group photograph.

Facilitators' reflections

Participants demonstrated high levels of interest in the workshop, knowledge of key concepts, field experience, positive group dynamics, passion and commitment to deepening their work as actors of change. All these qualities made the interactions lively and enjoyable. Throughout the workshop, there was a strong sense of the importance and value of context, local knowledge, networks, experience and expertise to the successful and effective implementation of 1325 and masculinities throughout Liberia. Facilitators were especially pleased to note the patriotism with which participants owned the workshop and their sense of duty as Liberians to carry forward their learnings.

Some discussions pointed to the need to include targeted content on the links between religion, gender and 1325, which will be discussed during the facilitators' debriefing following the conclusion of the consultant's mission. Although there was some consensus during extended discussions among participants about women's and girls' dressing not being an excuse for rape/sexual assault, some expressed reservations about what constitutes decent dressing per cultural norms. This points to a need to include targeted content about this subject as well as more content on what constitutes consent in varying scenarios of sexual assault. This should be done with caution to avoid traumatizing participants who may have experienced sexual violence. It would also be useful to include content on female-on-male violence.

As much as participants supported the need for mindsets and norms that enable SGBV, some of them made statements that showed that they hold some views that reflect an inner conflict between their perceptions of cultural appropriateness and their support for change. These

included comments about what is suitable to wear in and outside the home, and the negative Western influence on dressing obtained transmitted through various media. Future trainings should incorporate some content about this in ways that enable in-depth discussion and an examination of participants' own biases.

Facilitators did their best to model some of the training content with regard to keeping interactions dynamic, interactive and practical. Participants repeatedly commended, recognized and appreciated this, especially during the session on Facilitation dos and don'ts which provided tips for successful trainings.

All participants proved to be strong candidates to participate in the rollout trainings. They will consolidate their training outlines in bilateral and small group meetings with Titilope from 22 to 24 February 2021 and in the following weeks, prior to implementing their trainings on dates to be agreed with MGCSP, UN Women and OHCHR.

Challenges and facilitators' recommendations

There were challenges with the training manual. The printing quality affected the visibility of some key content which led to complaints from participants and some delays in making supplementary material available. Also, the version of the manual used for the workshop was a draft that was printed before the final version was approved by UN Women and the consultant. This points to a need for better coordination on the preparation of training resources for the rollouts to avoid a repetition, especially for those going out of Monrovia where communication infrastructures are less robust.

In the absence of a dedicated notetaker, the consultant had to take notes while co-facilitating, which made it difficult to capture exchanges comprehensively. For future events, it is strongly recommended that the organizers designate someone with the right skills and experience to take notes to enable facilitators focus and ensure holistic notetaking for informative reporting.

Regarding the finalization of the training manual, although the consultant made notes based on a few comments by participants and the flow of events during the workshop, it would be useful to have participants comment on the final version which they received by email toward the end of the workshop to attain a rounded feedback process. The manual can then be finalized and made available, including online, to other participants and trainer-facilitators in and outside Liberia.

Finally, to sustain momentum and some measure of sustainability of the efforts of the ToT participants who have now become the leading cohort of trainer-facilitators on NAP-WPS and Masculinities in Liberia, it would be helpful for UN Women, OHCHR and MGSCP to ensure regular communication and collaboration among them. The WhatsApp group created by participant Bishop Wolah is active and could be pivotal to maintaining digital communication. Project collaborating institutions could consider supporting in-person meetings at intervals to be agreed among members where they could provide updates on

gender issues at their various institutions, their interventions through trainings and other activities, discussion and planning of any upcoming events, exchange ideas on how to advance even further change by working together. It would also be useful to provide some support toward fundraising to enable this important work to continue after the project ends.

PART TWO

Report from consultant's bilateral meetings with ToT participants, 22-24 February 2021

Overview and key objectives

As indicated, the consultant held bilateral individual and small group meetings with participants from 22 through 24 February 2021. The meetings had three main objectives: (1) to provide post-workshop follow-up support to participants and respond to any issues arising from the workshop; (2) to guide each person or group in their rollout activities in different parts of the country as a follow-on from the workshop and (3) to identify those participants best prepared to work as trainers.

Each session was focused on supporting participants to hold at least one activity before the end of the project period in April 2021 as a prelude to them organizing further activities independently thereafter. Each session was slightly different depending on participants' needs and how prepared they were to discuss rollout plans.

Although the plan was for the consultant to meet participants individually, some of them opted to work in small groups both for convenience and because they were working on related issues. The meetings took place at the offices of the MGCSP, the Ministry of National Defense, Rights and Rice Foundation and the National Disaster Management Agency respectively. The meeting schedule is included in Annex E.

The consultant met with a total of 13 participants during the bilateral sessions. Two persons were unavailable during the scheduled timeframe and thus did not participate in the bilateral sessions, namely:

- SGM. Peneca Sakar, Judge Advocate, AFL (unavoidably absent from MOND meeting due to prior court appointment). We agreed to follow up by WhatsApp.
- Martha Summerville, Gender Officer, LLA (absent from MOND meeting; agreed to work with Vivian Neal on a collaborative land project)

HeForShe Crusaders

As the sole participant, programme assistant, Bishop Wolah did not come prepared with a draft activity plan, this was an open discussion about the organization's past work (trainings and awareness on VAWG) and potential future projects.

Action points:

- Bishop Wolah to:
 - share evidence of past work as a first step to organizing an activity on NAP-WPS and masculinities in the communities where the organization works (urban slums)

- draft a training or awareness outline based on the organization's interests and expertise for review by the consultant.

MGCSP

This team had prepared a draft outline of two joint activities targeted at ministers and technocrats with NAP-WPA responsibilities on their roles and responsibilities under the NAP. The consultant noted that the scope of targeted actors was too broad and would make it difficult to hold a focused and meaningful activity. She also suggested a review of proposed content which was also broad to ensure that it responded to identified needs. Together with the consultant and Ghoma, the team members worked through the importance of carefully selecting and being able to justify the choice of a specific target group. narrowed their focus to members of the Technical Working Group and agreed to hold a working session instead of a training. They agreed to begin the process by conducting a needs survey for potential participants to help assess capacity and knowledge gaps in order to help focus their intervention. There was some discussion about the most efficient and cost-effective way to conduct the needs assessment and it was suggested that the team might leverage the opportunity of the monthly TWG meeting which was due to hold on 26 February 2021. Both team members are knowledgeable and committed but need to do more background research to better know the needs of their target audience and give more thought to the best ways to engage them. There was also discussion about finding out what other participants were working on and reconciling to avoid duplication.

Action points:

- Identify gender focal points in each TWG institution and develop a roster with their names and direct contact information to ensure that the right people are involved from the start and throughout all activities
- MGCSP to collate data on TWG members from existing sources
- Plan and implement needs assessment (choose a strategy, draft questions/talking points, prepare other material)



Titilope Ajayi, J Worlobah Momolu and Wondarneh Lymas at MGCSP

NDMA

This meeting involved five participants: two from the NDMA and three from other institutions. It emerged that Talking Drum Studio is actively implementing a project in partnership with UN Women on male champions of gender issues. However, other participants were at various stages of designing NAP-WPS activities. The discussion centered on potential topic of interest and target groups of the Liberia National Police, the NDMA and the Union of Disabled Organizations. There was a consensus for each person to do more background research on their topics and targets and send draft activity outlines to the consultant by 6 March 2021.

Action points:

- Nicodemus to draft course outline on engendering Liberia's security sector
- Augustine and Mardea to draft course outline and training programme on Gender and disaster response in Liberia
- Heylove to draft course outline and training programme on ending or mitigating violence against women living with disability



From left: Naomi. M. Joboe, Titilope Ajayi, Augustine Kemokai and Mardea Julius Johnson at NDMA office.

MOND

This session was attended by staff from the MOND, Ministry of Justice and Association of Female Lawyers of Liberia. The consultant explained the objectives of the session and guided them through selecting outcomes and activities from the log frame in the NAP-WPS to inform their proposed activities. She provided feedback as participants drafted and discussed their various topics, suggested reading resources and agreed with them tentative timelines for the submission of initial drafts activity plans

Action points:

- Consultant to share DCAF report on Gender and Security in West Africa as a resource and guide
- Edwina and Linda to:
 - find reports on the functioning of the GSSNT to date
 - Compile names of gender focal points in all SSIs
 - Submit to consultant draft course outline and training programme by 24 February 2021
 - Consider partnering with the LNP to hold joint activity on similar issues
- Vivian and Martha to collaborate on a joint activity related to women's land rights



From left: Edwina Carr, Linda Barrolle, Ttilope Ajayi and Vivian Neal at MOND headquarters.

Rights and Rice Foundation

In this meeting, Rights and Rice staff discussed with the consultant their training plans as part of an ongoing project on women's participation in governance and sustaining peace. Though they have a project proposal and workplan, they have yet to develop or deliver any of the planned training activities. The consultant thus suggested that they draft a course outline and training programme for discussion and base their intervention on a specific outcome and activity in the NAP-WPS log frame. The group discussed strategies for a needs assessment and committed to submit their draft documents by 28 February 2021.



From left: Titilope Ajayi, Miatta Morgan and Joseph T. Ballah at Rights and Rice Office.

Observations and recommendations

As noted, there were disparities in information among participants in the bilateral meetings about next steps, logistics of the NAP-WPS activity rollouts, their individual and institutional roles and those of the project partners (UNW, OHCHR and MGCSP), training content, location, funding, contracting and dates, among others. The consultant offered the information that was available to her, which was that the goal is to hold as many preliminary activities as possible before the project end date of 15 April 2021 so that she can accompany some of them during her next mission to Liberia. However, there is a need to make known to participants the central coordination point for these activities and to provide them comprehensive information to ensure that everyone is on the same page. Given that coordination was identified as one of the challenges to implementing the first NAP-WPS, it is crucial that the central coordinating body, ostensibly the MGCSP, be more proactive in coordinating communication and collaboration among the ToT participants as the core NAP-WPS and masculinities body of trainers in Liberia.

The consultant also observed similarities in some participants' proposed topics and target groups, notably the SSIs. She recommends further coordination to help prevent duplication and bring trainers from different institutions together, if needed, for more robust activities.

ANNEXES

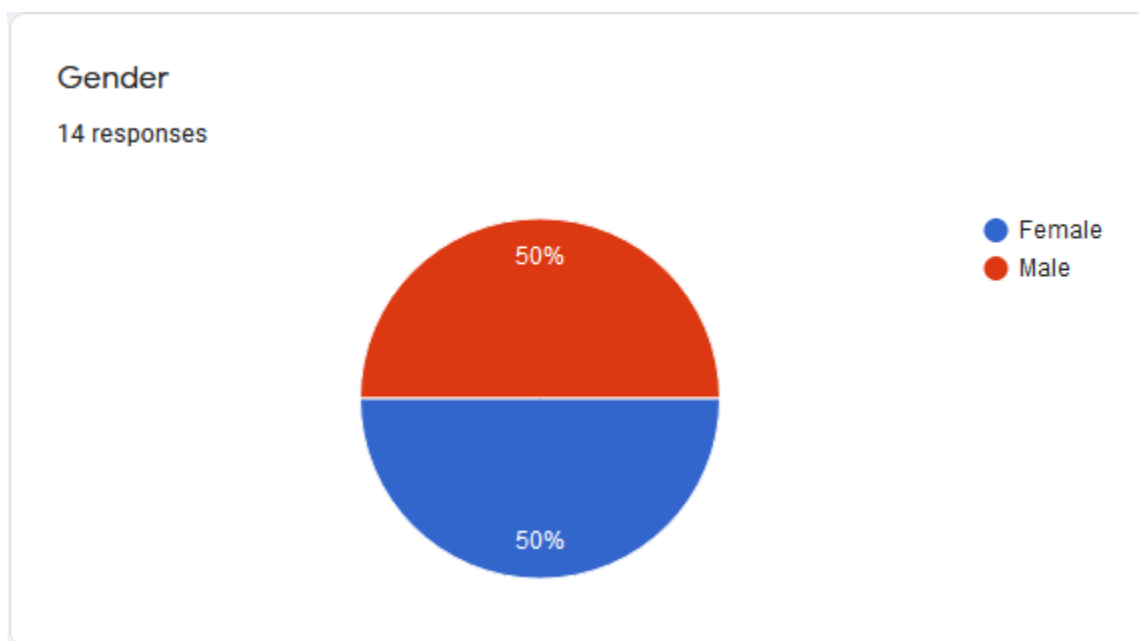
A. Pre-Workshop Needs Survey and Analysis

A pre-workshop survey consisting of 12 questions was prepared and administered to workshop participants ahead of the workshop. Out of the 17 participants, 14 completed the questionnaire. Their responses are analyzed below. The survey can be accessed here <https://docs.google.com/forms/d/1f9dgFmPHj2LleDRRaFE011T5EGfEnywLjaHp7V5oLc0/edit>

Full responses can be accessed here:

<https://docs.google.com/forms/d/1f9dgFmPHj2LleDRRaFE011T5EGfEnywLjaHp7V5oLc0/edit#responses>

1. Gender



2. Job title

Five participants were director-level officers. Seven participants were gender officers of varying ranks, including one at director level. The other participants were treasurer, project officer and JAG.

Chief of Gender
Treasure

Project Officer
Assistant Director

Gender officer, Women &Children
Gender officer, Women &Children
President
Director
Director
Gender Officer
Assistant Gender Coordinator
Assistant Gender Coordinator
Assistant Gender Coordinator
JAG

3. Institutional affiliation

Ten institutions were represented. There were single representatives from the underlisted institutions, except the National Disaster Management Agency which had four representatives. As seen, one participant misunderstood the question and inserted their job title instead of their institution.

Liberia National Police
National Union of Organizations of the Disabled NUOD
Talking Drum Studio-Liberia Peace Center
Ministry of Gender, Children & Social Protection
National Disaster Management Agency
National Disaster Management Agency
Association of Female Lawyers of Liberia
Ministry of Gender, Children and Social Protection
Ministry of National Defense
Liberia Land Authority
National Disaster Management Agency
Assistant Gender Coordinator
National Disaster Management Agency
Armed Forces of Liberia

4. Linkages between participants' work mandates and 1325 and masculinities

Participants' work ranged from direct implementation of either all or selected aspects of UNSCR 1325, as reproduced below. As seen, some participants seemed to have a clearer understanding and were thus better able to explain than others the linkages between their work and UNSCR 1325.

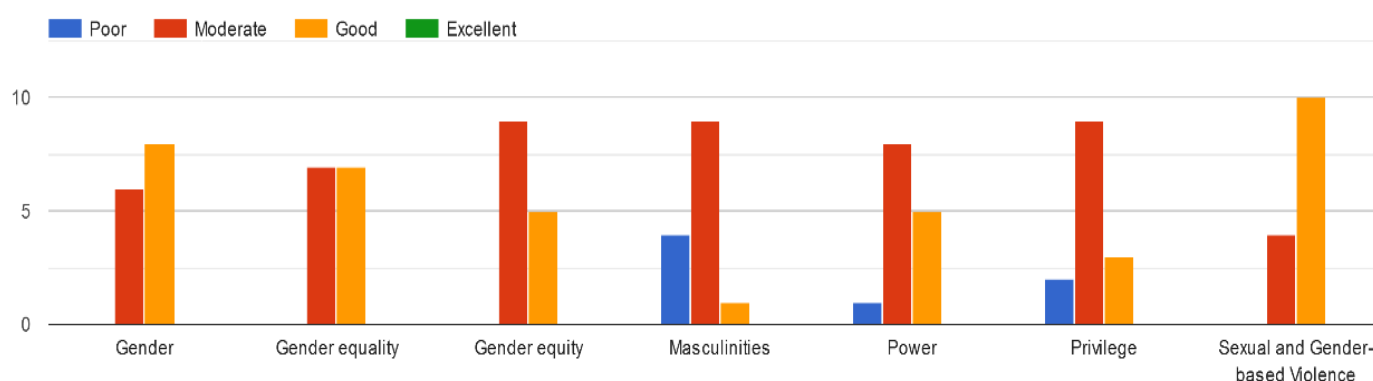
Ensuring that UNSCR 1325 is implemented at all levels of my institution
The Union is organization that advocates for person with disabilities through the length and birth of Liberia. As such, the union promulgate social inclusion, peace, and security as well as justice for women with disability
Talking Drum Studio is implementing a project for UN Women called MENgaged! One objective of this project is to foster behavior change and understanding at the community level in support of women's rights, including the right to participate in public and peacebuilding processes.
My work relates to Women, Peace and Security/UNSCR 1325 and Gender in that, Women Peace and Security talks about women participation in decision making at all levels and it entails empowering women to enable them make decisions that affects them, and that's why the Ministry of Gender is empowering adolescent, advocating for their rights to be protected in order to eradicate gender inequality and promote Gender equality.
It speaks to the protection of women & Children
It speaks to the protection of women & Children

We assist in addressing the issues of SGBV through giving awareness to our beneficiaries and assist them to get justice when victimized. We also collaborate with other women group in advocating for gender mainstreaming, especially in decision making.
My core work include supervising the NAP WPS Secretariat and coordinating the implementation of the NAP WPS by providing administrative support to all the implementing structures of NAP.
Yes, I serve as the gender coordinator and as part of my job I work to monitor the implementation of UNSCR 1325 within the Ministry.
My work relates to women, peace and security in that my unit is responsible to mainstream gender into our institution and the land sector.
My work is related to Women peace and Security on Relief.
On Gender awareness
Awareness of Gender based violence's
Because my work is on prosecution and human rights

5. Understanding of key concepts

Regarding their self-assessment of understanding of key concepts related to gender, most participants rated themselves as moderate and good and a few as poor.

Please rate your understanding of the following key concepts.

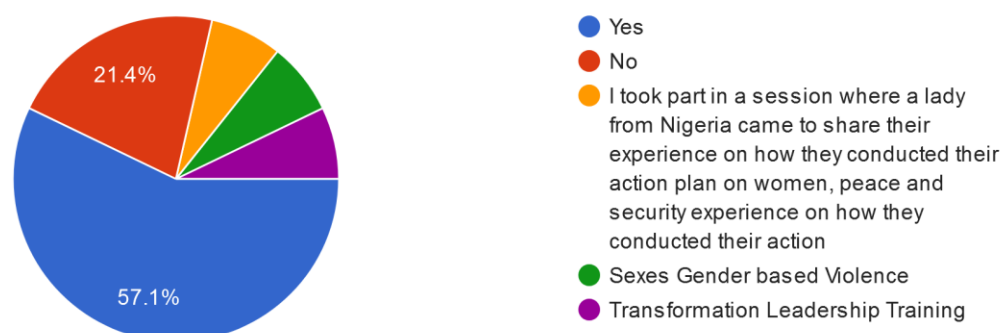


6. Previous participation in WPS, UNSCR 1325 and gender trainings

57.1 per cent of participants stated that they had taken part in related trainings while 21.4 had not. Of the remaining 31.5 per cent, one person had taken part in an experience-sharing session on NAP implementation in Nigeria while approximately 20 per cent had taken part in SGBV and gender leadership training but not indicated these as related to the workshop themes.

Have you ever taken part in trainings on women, peace and security/UNSCR and gender?

14 responses



7. Types of previous WPS/1325 and gender trainings

Participants had taken part in trainings on gender equity, Transformation Leadership for Gender and women's rights, Prevention and Response to Sexual Exploitation and Abuse, Women Peace and Security, SGBV and gender mainstreaming. Of the four people who provided dates, three were recent (within the last three years) while one dated to 2007. Two persons had participated in NAP-WPS activities in Liberia, notably developing the second NAP and M & E training on reporting on the same.

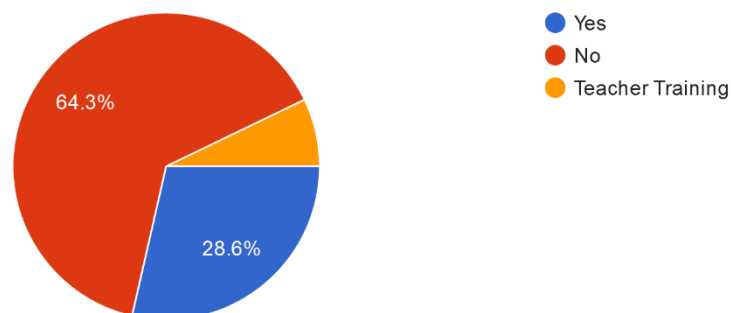
Gender Equity, December 20, 2019
Gender concepts
Gender Terminology
Masculinity and various conventions of Gender
I took part in the development of the second NAP with was done in the 15 counties through broad consultative meetings and individual interview in Bomi and Bong Counties in November 2018
Transformation Leadership for Gender Equality and women's right
Transformation Leadership for Gender and women's rights.
Protection Core Group Training of Trainers Workshop on Prevention and Response to Sexual Exploitation and Abuse (PSEA) May 15 -17 ,2007
M & E training on monitoring and reporting on the second NAP WPS from December 9-11, 2020
2017 Women Peace and Security Training at Kofi Annan Institute
Transformation Leader Training
SGBV Training
Gender mainstreaming

8. Previous experience delivering 1325 trainings

Only 28.6 per cent (roughly four persons) had ever led 1325 related trainings, revealing capacity and experience gaps in this regard.

Have you ever led a training on women, peace and security/UNSCR 1325 and gender?

14 responses



9. Challenges implementing 1325-related work

Responses to this question fall into three main categories: resistance to key concept and norms by individuals and communities (5/14), low institutional support and leadership (4/14), and logistical and contextual challenges (3/14). One person noted that they had faced no challenges in their work. These responses show that entrenched gender norms remain a challenge to the effective implementation of the NAP-WPS in Liberia.

Acceptability of the concept gender by male counterparts
Non
One major challenge is working with communities that do not believe in gender equality.
One of the key challenges I faced in implementing those aspects of my work was when I had to facilitate a workshop for Trained Traditional Mid-Wife on harmful traditional practices.
Lack of logistics and good environment
Lack of Logistics and good environment
Traditional/cultural practices and believes, some participants, especially male having the mindset that gender focuses only on women
Limited support from supervisor (s)
Lack of willingness of the institution to financially support
In my work, the challenge I often face is the resistant from men when it comes to promoting gender equality because of our cultural practices.
the challenges that I have in implementing my work when it comes to Gender is Management will.
Management wiliness
Management Decision
Senior. Commander intervention

10. Workshop expectations

Participants expected the workshop to help them deepen their own knowledge and capacities in order to help them build the knowledge and capacities of senior officers in their institutions and communities in Liberia. A few responses were not clear and could not be categorized.

Give me better mitigation strategies
Non
The training will help me with the necessary skills and knowledge in addressing gender related issues.
This training will teach us new and advanced technique and strategies in presenting on sensitive topic like FGM
by recommendation
by recommendation
One of the ways is presenting the right messages through continuous training/awareness raising and interactive discussion,
This training will increase my knowledge and skills to raise awareness on the NAP WPS with emphasis on gender and masculinity as drivers of inequalities in society.
Continue to emphasize to our bosses the importance of mainstreaming gender and supporting the gender unit
The training could help to address this challenge if there is a content that speaks to men accepting women as human beings and that what they grown up seeing their fathers doing by discriminating against women was or is not the best way to life , and that gender equality brings about development.
this training will help me learn more on Gender and women peace and security.
to address gender issue
To address Gender Awareness at my Office
Training for senior commanders

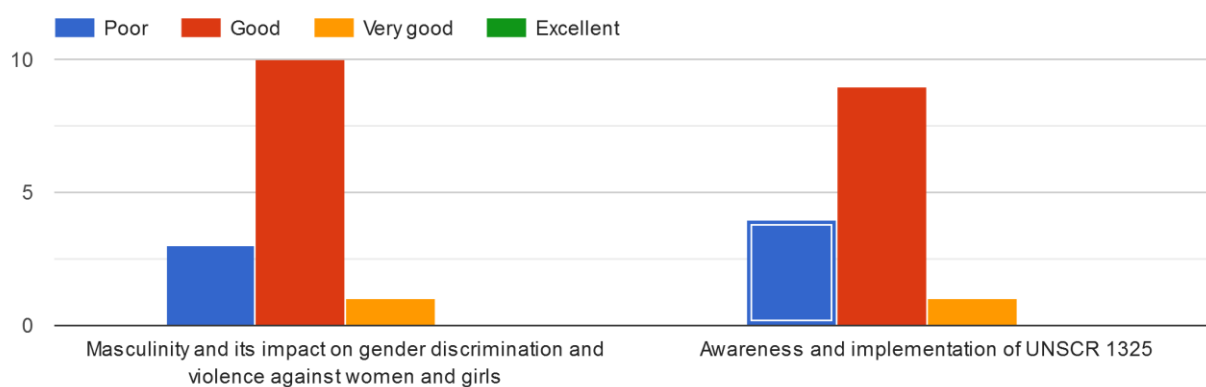
Also included here (below) is a PowerPoint slide of expectations expressed by participants via email which was shared a few days before the workshop to compensate for the initial low response to the pre-workshop survey.

- Increase my **knowledge and skills** in raising awareness on gender and masculinity to address the gender disparity in Liberia
- Develop **facilitation skills** to adequately plan and conduct trainings independently
- Mastery in the **use of training module** that will be given during the training
- Increase my **knowledge and skills** in raising awareness on gender and masculinity **across public institutions and in rural communities** to address the gender disparity in Liberia.
- Acquire **adequate knowledge on masculinity, gender and the NAP WPS**.
- **My skill in facilitating workshop** will improved and I will have **vast knowledge** on the topics:
- Gender and Masculinity and the National Action Plan on Women Peace and Security.
- **Understand** more about masculinity.
- A **theoretical understanding** along with **an in-depth analysis** of the practical approaches involved on issues of masculinity, gender and awareness on the NAP WPS as well as **research skills** which can allow me to develop **expertise as a future facilitator** as well as having a better understanding on the **challenges in global and Intercultural environment** and how they can be address.
- **Gain knowledge** on gender and masculinity
- **In-depth understanding and knowledge** on gender and masculinity, as well as the national action plan on women, peace and security
- Added **skills and techniques** of my approach in conducting training and facilitating to a larger group.
- **New ways of thinking, motivation, skills and opportunities.**

11. Awareness and capacity of/for UNSCR 1325 and Masculinities

On masculinities, 10 persons rated themselves as good, three as poor and one as very good. On awareness and implementation of UNSCR 1325, nine participants rated themselves as good, four as poor and one as very good. This indicates a fairly high understanding of both issues which were focal points of the workshop with some gaps for 21-28 per cent of participants.

How would you assess your understanding and capacity regarding the following:



B. List of participating institutions

No.	NAME	INSTITUTION	POSITION	GENDER
1	J. Worlobah Momolu	MGCSP	Director	Male
2	Wondarneh Lymas	MGCSP	Assistant Dir.	Female
3	Linda Barrolle Saygbe	MOJ/SGBV CU	Training Coord.	Female
4	Edwina Carr	MOND	Director	Female
5	Nicodemus S. Boyd	LNP	Head, Gender Unit	Male
6	SGM. Peneca Sakar	AFL	Judge Advocate	Male
7	Martha Summerville	LLA	Gender Officer	Female
8	Atty. Vivian D. Neal	AFELL	National President	Female
9	Mardea Julius Johnson	NDMA	Women & Children Officer	Female
10	Heylove R. Mark Sr.	National Union of Org. of Disabled	Treasurer	Male
11	Bishop Wolah	HeForShe Crusaders	Programme Assistant	Male
12	Augustine Kemokai	NDMA	Assistant Gender Coordinator	Male
13	Joseph T. K. Ballah	Rights and Rice	Peer Educator	Male
14	Miatta Morgan	Rights and Rice		Female
15	Naomi M. Joboe	Talking Drum Studio		Female

C. Workshop Outline

Day 1	Day 2	Day 3	Day 4	Day 5
MODULE 1: KEY CONCEPTS IN WPS: GENDER POWER RELATIONS AND MASCULINI TY	MODULE 2: MASCULINI TY AND VIOLENCE AGAINST WOMEN AND GIRLS	MODULE 3: UNDERSTAND ING 1325 AND NAP-WPS	MODULE 4: TURNING KNOWLED GE INTO PRACTICE	RISK ANALYSIS
Session 1: The New Planet	Session 1: Standing in Her Shoes	Session 1: Women & Peacebuilding in Liberia/Africa	Session 1: Awareness- raising through communicati on & advocacy	Session 1: Risk Analysis/Dea ling with Challenges
Session 2: Space Between Us	Session 2: Circles of Influence	Session 2: Introduction to UNSCR 1325	Session 2: Practice Session: Developing an awareness- raising strategy	Session 2: Working Session
Session 3: Thinking With Our Feet	Session 3: Masculinity & Violence against Women & Girls	Session 3: Pillars of LNAP-WPS 2019-2023	Session 3: Training Skills	Session 3: Group Presentations and Feedback
Session 4: Gender Box	Session 4: Causes of Violence against Women and Girls	Session 3: Pillars of LNAP-WPS 2019-2023	Session 4: Practice Session: Developing a 1325 training	
Session 5: Experiencing Power	Session 5: Toward Personal Transformati on	Session 4: Implementing the LNAP-WPS 2019-2023		
Session 6: Understandin g Masculinity		Session 5: Stakeholders & Power Analysis		
Session 7: Cool Guys				

D. Workshop Programme

Topic	Objectives	Content/Approach
Pre-test (to be administered at least two weeks before training)**	<ul style="list-style-type: none"> – Ascertain participants' knowledge and experience of/with training topics – Identity capacity needs 	Online short survey of questions targeting major areas of training, most likely using Google Forms: https://forms.gle/z4NxiAeL5V38nTfc7
DAY ONE		
Introduction of course & Warm-up/Ice breaking	<p>Set the context and stage for the rest of the course</p> <p>Create conducive atmosphere to get people comfortable to engage freely, stimulate interest and build team spirit</p>	<ul style="list-style-type: none"> – Facilitators explain course objectives and structure – Facilitators' self-introductions – Presentation of participants' expectations (from pre-training questionnaire) – Introduction of participants through speed meet ice breaker – Brainstorming of ground rules
MODULE 1: KEY CONCEPTS IN WPS: GENDER, POWER RELATIONS AND MASCULINITY		
Session 1: The New Planet	Enhancing understanding on human rights, human rights violations and injustice	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussions and exercises by participants
Session 2: Space Between Us	Understanding inequality and its relationships with gender	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussions and exercises by participants
Session 3: Thinking With Our Feet	Demonstrating how women and men experience human rights differently	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussion on gender concepts; use photos and audiovisual media clips to stimulate discussion on gender perceptions and norms and practices – Self-reflections of gender experiences from childhood, work, etc. – Gendered analysis of selected scenarios – Discuss how it affects their work – Questions/Discussions

Session 4: Gender Box	Understanding gender socialization and construction	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussions – Participants will share experiences of their own and others' power positionalities and reflect critically on how this affects different aspects of life, including VAW/G
Session 5: Experiencing Power	Understanding power, and reflecting individuals' experience of power	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussions
Session 6: Understanding Masculinity	Learning some concepts about masculinity	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussions
Session 7: “Cool” Guys	Identifying dominant masculinity and the “operationalization” of masculinity hierarchy	<ul style="list-style-type: none"> – Facilitator presentations and interactive discussions
Module Review/Wrap-up		
DAY TWO		
MODULE 2: MASCULINITY AND VIOLENCE AGAINST WOMEN AND GIRLS		
Session 1: Standing in Her Shoes	Understanding women's and girls' experiences of living in constant fear of violence	Presentations, interactive discussions and exercises to discuss: <ul style="list-style-type: none"> – Awareness of these issues – Forms of VAW/G – Women's vs men's perspectives – Questions/Discussions
Session 2: Circles of Influence	Identifying different levels of influence on violence, from individual to societal	Presentations, interactive discussions and exercises to discuss: <ul style="list-style-type: none"> – Perspectives of violence – Interplay/interconnectedness among individual, relationship, community and societal factors – Violence prevention – Questions/Discussions
Session 3: Masculinity and Violence against Women and Girls	<ul style="list-style-type: none"> – To draw links between harmful forms of masculinity and 	<ul style="list-style-type: none"> – Interactive discussions of linkages between masculinities and violence

	<p>violence against women and girls.</p> <ul style="list-style-type: none"> – To understand the different dimensions in which masculinity operates using violence as a tool – To explore privileges that men gain from a gender-inequitable society and to understand how male privilege is linked with violence. – To understand the costs of the harmful forms of masculinity, to both men and women. 	<ul style="list-style-type: none"> – Exercises to stimulate critical thinking about this topic – Concept of privilege – Normalisation of privilege – Structures and systems that uphold privilege – Effect on men and women – Overturning privilege – Questions/Discussions
Session 4: Causes and risk factors of VAW/G	<ul style="list-style-type: none"> – To discuss causes and risk factors of violence against women and girls. – To understand the complexity of violence and to dig deeper into its causes. – To attempt to link the concepts of control, masculine power-over and violence. 	<p>Presentations, interactive discussions and exercises to discuss:</p> <ul style="list-style-type: none"> – Factors that influence VAW/G – Vulnerability to VAW/G – Interplay between individual, relationship, community and societal factors – Violence prevention – Questions/Discussions
Session 5: Toward Personal Transformation	<p>Getting participants to think about their own beliefs, attitudes and practices of gender and masculinities, and plan for positive change</p>	<ul style="list-style-type: none"> – Interactive discussions of gender norms and attitudes, motivations for change and challenging self-privilege, building positive masculinities, etc.
Module Review/Wrap-up		
DAY THREE		
MODULE 3: UNDERSTANDING UNSCR 1325 AND NATIONAL ACTION PLANS ON WOMEN, PEACE AND SECURITY (NAP-WPS)		

Session 1: Women and Peacebuilding in Liberia/Africa	Demonstrate the history of African women's peacebuilding in Liberia and the rest of Africa and how African women contributed to the development of 1325	<ul style="list-style-type: none"> – Presentations, interactive discussions and exercises – Audiovisual resources – Questions/Discussions
Session 2: Introduction to UNSCR 1325	Assess and deepen participants' awareness of the broad normative framework of WPS to set the foundation for the training	<ul style="list-style-type: none"> – Interactive pre-discussion to test awareness – Overview of global and national contexts of 1325, other resolutions and trajectory of WPS-NAPs, highlighting key pillars and action points – Importance of 1325 and NAP-WPS with examples from different contexts – Questions/Discussions
Session 3: Pillars of LNAP-WPS 2019-2023 <ul style="list-style-type: none"> – Conflict prevention & Structural and physical violence against women and girls, including SGBV – Gender Equality and Human Rights & Safety, physical and mental health of women, young women and girls – Participation of women, young women and girls in decisionmaking processes related to the prevention, management and resolution of conflicts and humanitarian action – Relief and recovery – Coordination and accountability 	<ul style="list-style-type: none"> – Assess and deepen awareness and understanding of context and content of LNAP-WPS – Deepen awareness on how it affects participants' work – Strengthen their commitment to take action 	<ul style="list-style-type: none"> – Interactive pre-discussion to test awareness (use scenarios from real life experiences) – Gendered analysis of roles and needs in conflict (use scenarios) – Present and discuss each NAP-WPS Pillar – Discuss how it affects their work – Questions/Discussions

Session 4: Implementing the LNAP-WPS	<ul style="list-style-type: none"> – Assess participants' awareness and understanding of their roles in implementing 1325, how it affects their work and what/if they have implemented so far – Guiding reflection on the targets of participants' implementation and the power dynamics among them 	<ul style="list-style-type: none"> – Discussion of roles under LNAP-WPS – Stakeholder mapping and power relations and analysis – Challenges encountered so far – Effective implementation strategies in resource-challenged contexts – Participants work in same and cross-sector groups to aid understanding of how they can work effectively with other implementing bodies
Session 5: Stakeholders and Power Analysis	<ul style="list-style-type: none"> – Mapping and strategizing engagement of 1325 stakeholders and power dynamics in different implementation and advocacy contexts 	<ul style="list-style-type: none"> – Presentations, interactive discussions and exercises – Audiovisual resources – Questions/Discussions
Module Review / Wrap-up		
DAY FOUR		
MODULE 4: TURNING KNOWLEDGE INTO PRACTICE		
Session 1: Awareness-raising: Communication and Advocacy	<ul style="list-style-type: none"> – Help participants understand the concept of awareness, structural and cultural challenges, their roles in addressing these and effective strategies – Assist participants to understand how they can help raise awareness using tools of communication, advocacy and training 	<ul style="list-style-type: none"> – Brainstorm knowledge and understanding to test knowledge and experience of awareness, communication and advocacy – What is advocacy? Different levels of advocacy and how to map, analyse. and engage different stakeholders – What is awareness? Different concepts and levels of awareness and how to link them – Designing and channelling a message and assessing its effectiveness – Importance of awareness – Barriers to awareness and possible responses – Good practices from other countries – Discuss how it affects their work

		<ul style="list-style-type: none"> – Questions/Discussions/Quiz to recap learning points
Session 2: Training Skills	<ul style="list-style-type: none"> – Prepare participants to design and lead trainings – Deepen participants' understanding of key training skills and tools – Participants self-assess their capacity and confidence to replicate training, deepen awareness of how knowledge gained can be converted into further trainings and enhance their capacities to design and conduct trainings <p>(advocacy & communication strategy and 1325 course outlines)</p>	<ul style="list-style-type: none"> – Brainstorm knowledge and understanding to test knowledge of key concepts – Introduce key topics of learning styles, conducting needs assessments/pre- and post-test analysis, rolling out interactive training, training/ learning circle, designing a training session, giving and receiving feedback, etc. – Demonstrate use of key training tools – Targeted discussions and exercises on training and communications approaches, methods and tools • Experience-sharing on what works and what doesn't – Develop plans for how to apply training knowledge in practice – Practical exercises
Session 3: Practice Sessions: Develop a 1325 training/an awareness-raising strategy	Support participants to design trainings and strategies for replicating trainings on the importance of 1325 and implementing NAP-WPS	<ul style="list-style-type: none"> – Hands-on practical exercises and simulations guided by lead facilitator – Interactive discussions of participants' knowledge and experience and effective strategies – Self-assessment of capacities – Questions/Discussions/Quiz to recap learning
Module Review / Wrap-up		
DAY FIVE		
MODULE 5: RISK ANALYSIS & PRACTICE SESSIONS		
Session 1: Risk Analysis/Dealing with Challenges	<ul style="list-style-type: none"> – Support participants to identify potential risks to 1325 advocacy and implementation, 	<ul style="list-style-type: none"> – Presentations, interactive discussions – Use of risk mapping and analysis tools – Questions/Discussions/Group work

	management strategies and monitoring – Helping participants prepare for and navigate challenges they may encounter as they implement next steps	
Session 2: Working session	Participants review advocacy/communication strategies and 1325 course outlines	<ul style="list-style-type: none"> Group work and facilitator guidance
Session 3: Group presentations & feedback	Participant groups present to plenary their advocacy/communication strategies & 1325 course outlines and receive feedback from colleagues and facilitators	Interactive discussions
Module Review/Wrap-up		
Post-training assessment (https://forms.gle/qziQe6d2BuKsD7Yx5)		
Presentation of Certificates & Closing/Workshop Wrap-up		

E. Schedule of Bilateral Meetings

Date	Time	Name/Org.	Location	Participants
Monday 22 February	8-9:30am	n/a	n/a	
	10am-12pm	Covid test		
	12-1pm	Covid test	n/a	
	1-3pm			
	3-5pm	He for She	Hotel	Bishop Wolah, Programme Assistant, HeForShe Crusaders
Tuesday 23 February	8-10am			
	10am-12pm	MGCSP		J. Worlobah Momolu, director, MGCSP Wondarneh Lymas, assistant director, MGCSP
	12-1pm	Lunch break	n/a	
	1-3pm	NDMA		Augustine Kemokai, Assistant Gender Coordinator, NDMA Mardea Julius Johnson, Women & Children Officer, NDMA Heylove R. Mark Sr., Treasurer, National Union of Orgs. of Disabled Nicodemus Boyd Naomi M. Joboe, programme assistant, Talking Drum Studio
	3-5pm			
Wednesday 24 February	8-10am			
	10am-12pm	Ministry of National Defense	MND HQ	Edwina Carr, director, MOND

				Linda Barrolle Saygbe, Training Coord., MOJ/SGBV CU Atty. Vivian D. Neal, National President, AFELL
	12-1pm	Lunch break	n/a	
	1-3pm	Rights & Rice	Ri	Joseph T. K. Ballah, Gender coordinator Miatta
	3-3:30pm	Meeting with UNW country rep. and Ghoma Karloweah	Zoom	Marie Joreth Nizigama

F. Snapshots of Training Resources Used During the Workshop

DAY ONE

Spotlighting Female Referee, Love

**Daily
OBSERVER**

HOME NEWS BUSINESS OPINION SPORTS C

By **Anthony Kokoi** - February 12, 2021



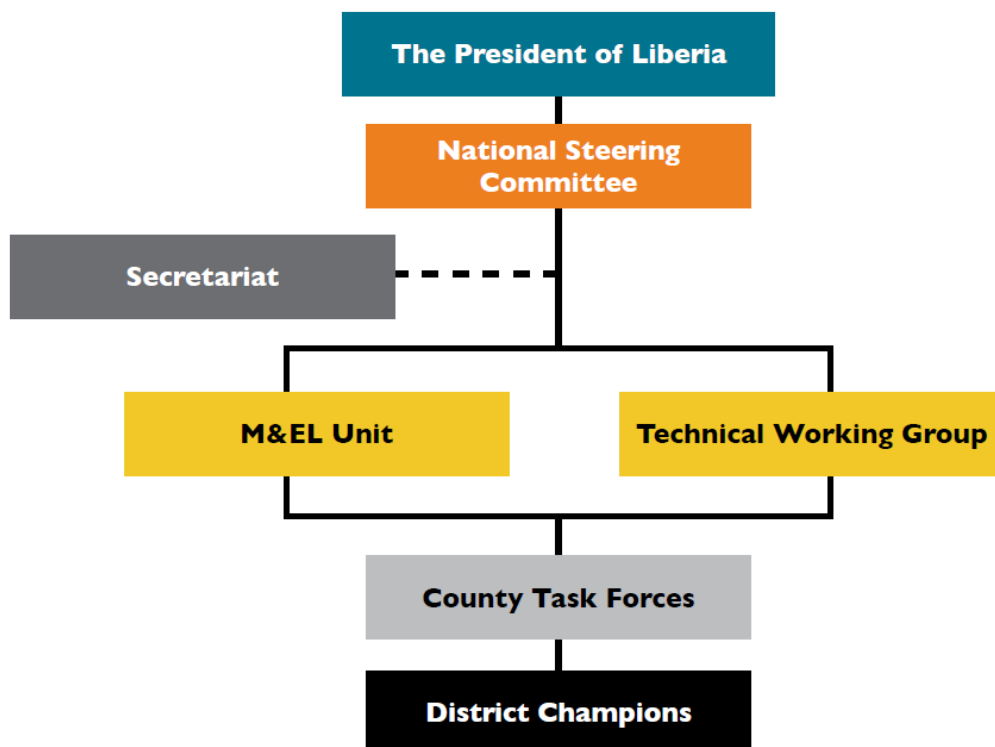
Day Two

Day Three

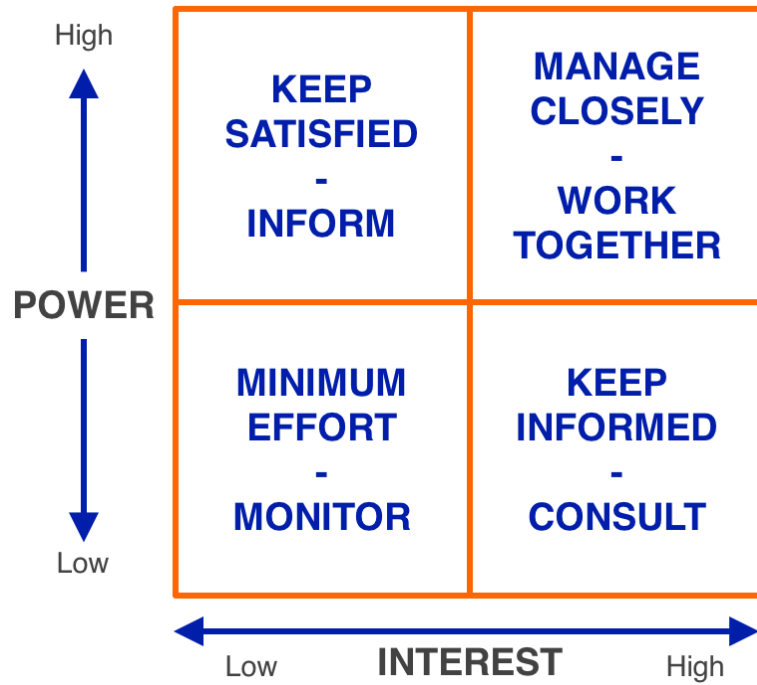


1. **Prevention:** Prevention of relapse into conflict and all forms of structural and physical violence against women and girls, including sexual and gender-based violence (SGBV) and violence done under the threat of terrorism.
2. **Protection:** Women, young women and girls' safety, physical and mental health are assured, and their human rights respected.
3. **Participation:** Participation of women, young women and girls in decision-making processes related to the prevention, management and resolution of conflicts, humanitarian action and countering terrorism.
4. **Relief and recovery:** Women and girls' specific needs are met in relief and recovery and peacebuilding interventions, including under the threat of terrorism and especially those most vulnerable to violence.
5. **Coordination and accountability:** Capacity and resources to coordinate, implement, monitor and report on WPS plans and programmes are ensured.

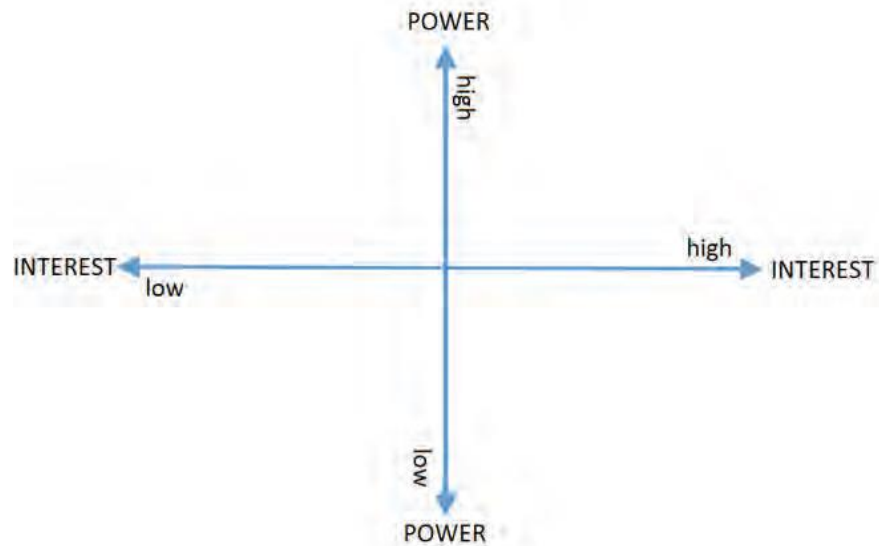
FIGURE: NAP Organogram (2019-2023)



LIBERIA'S SECOND PHASE NATIONAL ACTION PLAN
ON WOMEN, PEACE AND SECURITY 2019-2023



Source: Dr. Mike Clayton (Palgrave Macmillan)



Day Four



President Weah addressing participants and guests at the First Anti-Rape Conference
Photo Credit: Executive Mansion

Day Five



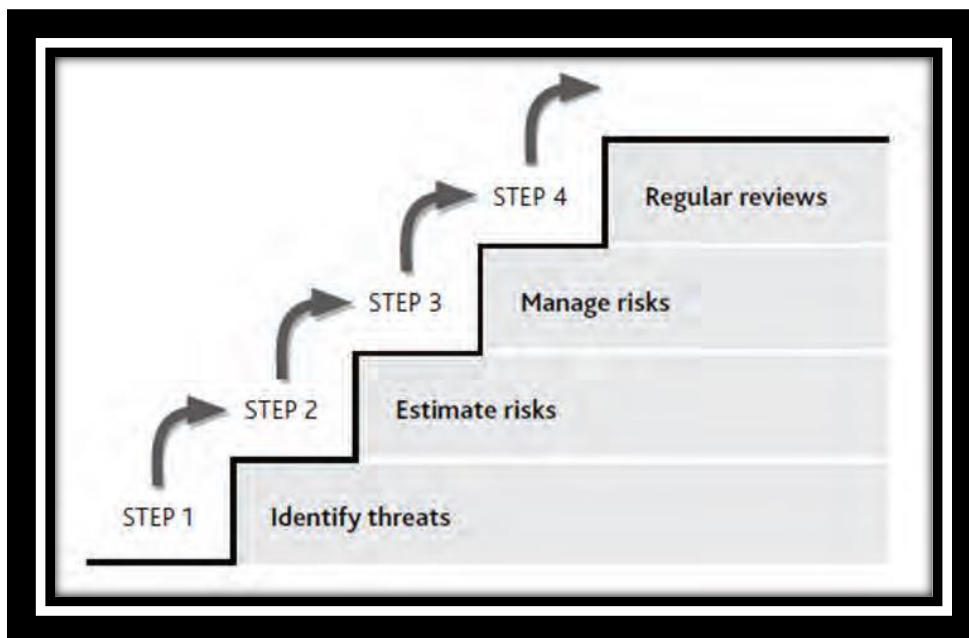
Govt hired violent thugs attacking and disrupting #BringBackOurGirls protests! Photo Credit: Zainab Usman

Outrage as pro-govt. crowd attacks #BringBackOurGirls campaigners in Abuja

Risk analysis tool/process

Search

ENHANCED BY Google



G. Post-workshop survey and analysis

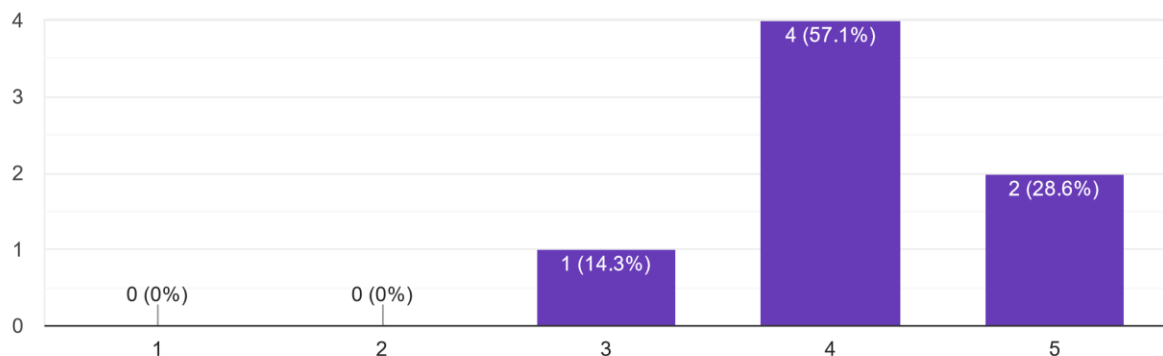
At the time of compiling this report (8 March 2021), seven participants had completed the post-workshop survey. The analysis of responses is included below based on these figures which constitute approximately 50 per cent of the total number of participants.

1. Pre-workshop communication

This question sought to determine participants' perspectives on the quality of pre-workshop communication. On a scale of 1 to 5, four persons (51.7 per cent) assessed it as Very Good, two felt it was Fair while one person rated it as Poor.

How well did the pre-training communication prepare you for the course?

7 responses



2. Overall assessment of topic relevance, training delivery and training resources.

Thinking about specific modules in the course, please rate the following components:



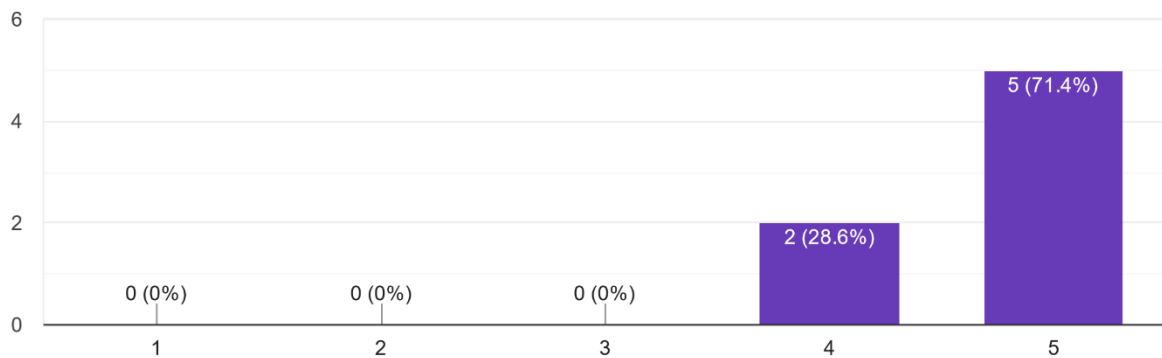
The next series of questions invited participants to assess each module.

3. Assessment of Module One.

As seen in the chart below, five persons (71.4 per cent) rated Module One as Very Helpful while two rated it as Somewhat Helpful.

Please rate Module I.

7 responses



4. Open feedback on Module One.

As seen, comments here were not detailed, except for the few that commend the module or make recommendations for improving the quality of training materials.

Any comments about Module I?

7 responses

No

It was really informative and helpful

Module 1 was very good and helpful as I have learned something new (masculinities).

No comment.

Pages are not number, and some activities are missing.

Non for now

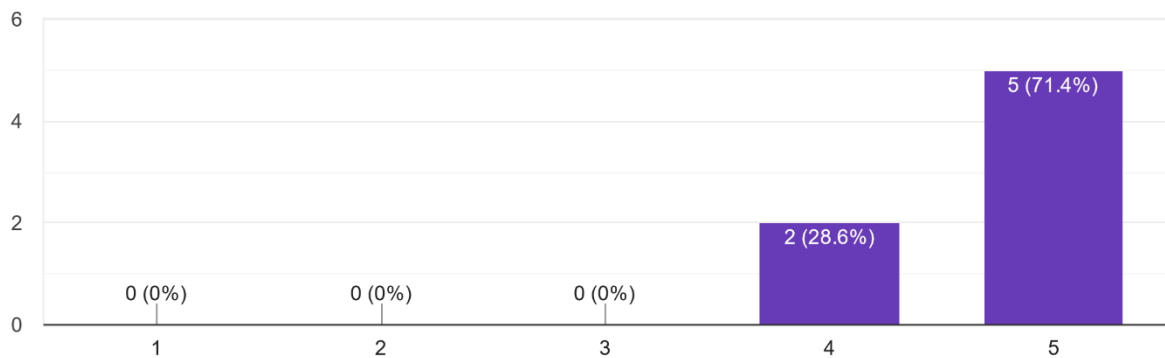
Review and amend where

5. Assessment of Module Two.

As seen in the chart below, five persons (71.4 per cent) rated Module One as Very Helpful while two (28.6 per cent) rated it as Helpful.

Please rate Module II.

7 responses



6. Open feedback on Module Two.

Any comments about Module II?

7 responses

No

Same

This module was also helpful as it build up what I already knew , and gave me more in sight on masculinities.

In module 2, the role play on circle of influence was benefiting

Pages are not number

non for now

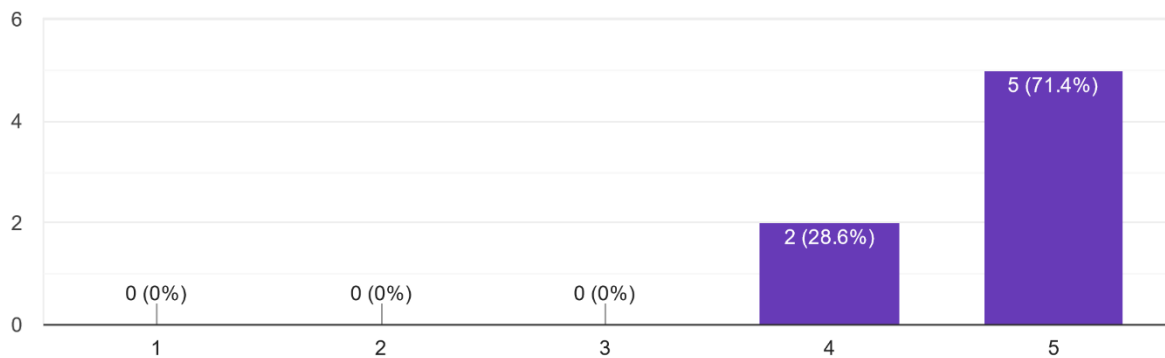
Review and amend where necessary

7. Assessment of Module Three.

As seen in the chart below, five persons (71.4 per cent) rated Module One as Very Helpful while two (28.6 per cent) rated it as Helpful.

Please rate Module III.

7 responses



8. Open feedback on Module Three.

Again, here, responses were scanty except for two respective comments on the impact on participants' understanding of 1325 and affiliate resolutions, and stakeholder and power analysis.

Any comments about Module III?

7 responses

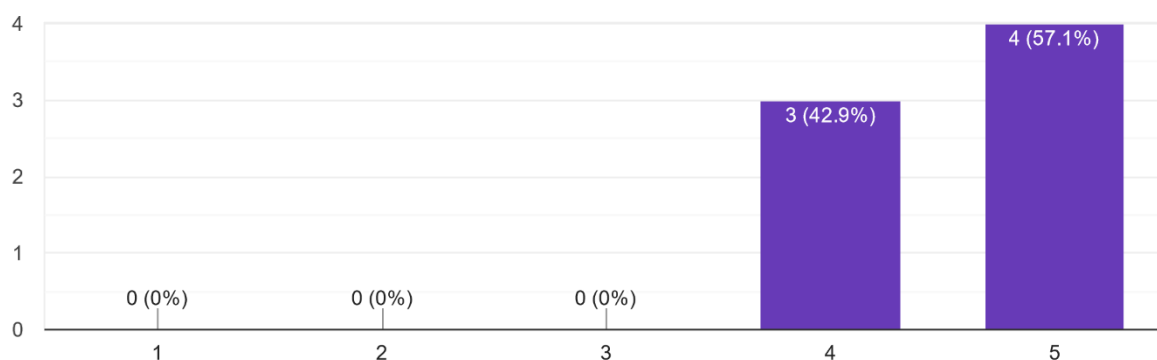
- NO
- Same
- Module III broaden my understanding of 1325 along with power analysis .
- The following topics: stakeholders and power analysis, the pillars of the LNAP- WPS 2019-2023 and what are UNSCR 1325 and following resolutions where clearly done.
- Pages are not number
- Non for now
- Review and amend where necessary

9. Assessment of Module Four.

Four participants rated Module 4 as Very Helpful while three rated it as Helpful.

Please rate Module IV.

7 responses



10. Open feedback on Module Four.

As with assessments of previous modules, responses do not offer detailed feedback with which to make substantive reviews of Module Four. The repetition of answers by some participants suggests that they had challenges completing the survey or found it too cumbersome and alternative evaluation methods should be considered for further trainings.

Any comments about Module IV?

7 responses

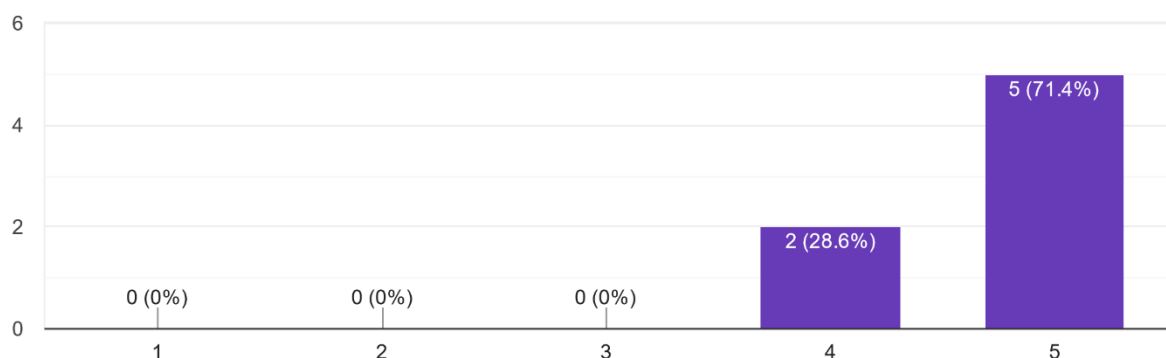
- NO
- Same
- This module was one areas I enjoy most, as the participants practicalize all that they were trained to do.
- It was well presented
- Pages are not number
- non for now
- Review and amend where necessary

11. Assessment of Module Five.

Responses to this question were similar to previous ones: five participants rated Module Five as Very Helpful while two rated it as Helpful.

Please rate Module V.

7 responses



12. Open feedback on Module Five.

Feedback on this question was not much different from open responses about other modules: there was one substantive response and some repeated responses from previous questions.

Any comments about Module V?

7 responses

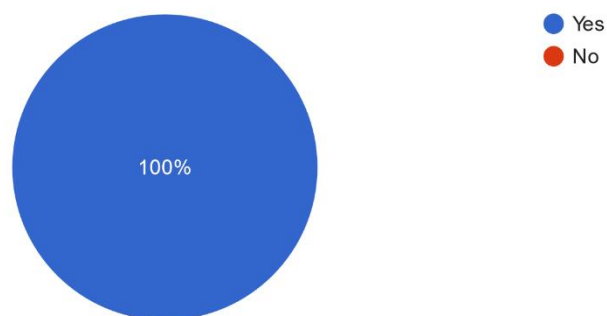
- NO
- Same answers to the different modules
- This module was centered around dealing with challenges we are going to face in the field and went on to trained us on how to mitigate such .
- No comment
- Pages are not number
- non for now
- Review and amend where necessary

13. Achievement of learning goals

All participants (100 per cent) who completed the post-workshop survey indicated that they had achieved the overall learning goals of the workshop.

Did you achieve the overall learning goals?

7 responses

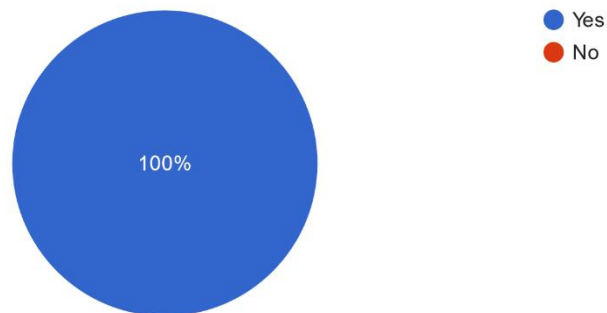


14. Fulfilment of participants' expectations

As with the previous question, all participants (100 per cent) who completed the post-workshop survey indicated that their workshop expectations had been fulfilled.

Were your training expectations fulfilled?

7 responses

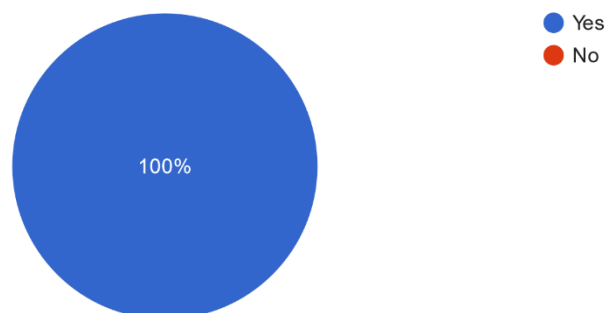


15. Impact on participants' knowledge and skills

All seven participants (100 per cent) who completed the post-workshop survey indicated that the workshop had helped to improve their knowledge and skills.

Do you feel that your knowledge or skills have improved by taking the course?

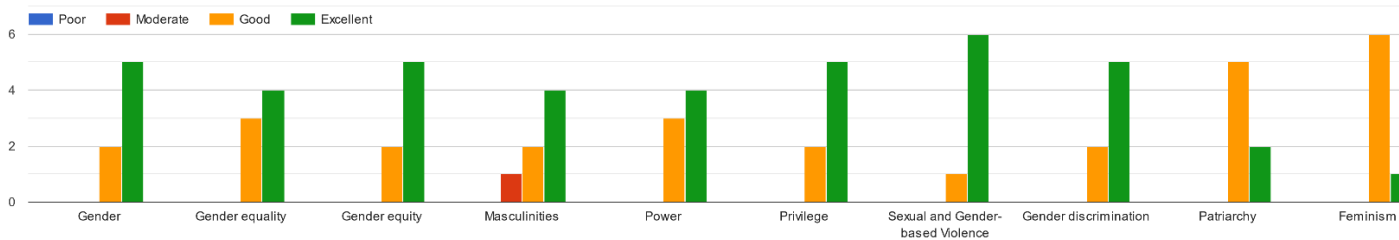
7 responses



16. Change in understanding of key concepts

In the pre-workshop survey, several participants expressed that they had challenges with understanding some key concepts, notably masculinities, power, privilege, patriarchy and feminism. They rated themselves as Poor. In the post-workshop survey, there are no more Poor ratings; participants rated themselves as mostly Good or Excellent with one person rating their understanding of these concepts as Moderate. This clearly shows that the workshop helped to improve participants’ knowledge and understanding of key concepts relating to women, peace and security and masculinities.

How would you assess your understanding now of the following key concepts?



17. Workshop highlights

This question sought to ascertain participants’ views on what was most enjoyable about the workshop. They cited specific content and facilitation approaches. Both responses validate the facilitators’ efforts to contextualize the workshop and keep it dynamic, interactive and related to participants’ personal and professional lived experiences.

What did you enjoy the most in this course?

7 responses

Masculinity, Sexual and Gender-based Violence, Risk analysis and Training analysis and design

The practical aspect because it gave me more and clearer understanding

Masculinities, even though when I went through the application, it seems to be something new that I have look forward to learn but during the training it was something we deal with in our everyday work but the training also enhance my knowledge on it.

The sessions on gender based violence and masculinity.

The course was contextualize and local base. More practical and interactive.

The practical exercises.

The presentation style

18. Areas for improvement

Here, participants were invited to share what they liked least about the workshop. The responses suggest that the question was not well understood, given the affirmation in the previous question. Similar questions will need to be reworded for future interventions.

What did you like the least in this course?

6 responses

Not

I like it all the way

The experiential learning circle

The days were not enough to explore more ideas and experience sharing

The facilitation.

Not sure

19. Final comments

This open question was designed to solicit participants' feedback on any other issues concerning the training. Comments were a mix of commendations, affirmations of learning points and approaches, and one recommendation for more fresher trainings and experience sharing sessions.

Any additional comments you would like to share?

6 responses

No

Yes, the new training styles to keep your participants active, not sleep on you and also that Masculinities has a positive side after all.

I want to extend thanks and appreciation to UN Women, OHCHR and the Ministry of Gender, Children and Social Protection for helping to enlighten my mind on the various topics and for improving my training skills. Thank you.

I would recommend more refresher and experience sharing trainings.

Thanks for having us at your training, waiting to hear from you.

I would to extend my profound thanks and gratitude to the MGSCP, UN Women and OHCHR for the opportunity of been a part of the course. It has broaden knowledge and skills on Gender, Masculinity and Awareness on NAP WPS. It is my fervent hope that as we about to rollout the acquired knowledge and skills to others stakeholders or organizations it will get the expected outcome.