Lesson
2.4

Women, Peace and Security

Lesson at a Glance

Aim

To explain the duties of UN peacekeeping personnel in supporting the Women, Peace and Security (WPS) agenda of the Security Council.

Relevance

As UN peacekeeping personnel, the UN expects you to protect and promote human rights, including the human rights of women and girls.

You have a duty to protect the human rights of women and girls affected by conflict. This includes protecting women and girls from sexual violence, and helping victims.

This lesson explains why it is important to promote the UN standard of equality between men and women, boys and girls – especially after conflict. You must be a role model and promote gender equality in your conduct – in your work and private life.

Learning Outcomes

Learners will:

- Explain the different impact that conflict has on women and girls, men and boys
- Explain how women are both victims of conflict and key partners for peace in the activities of UN peacekeeping operations (UNPKOs)
- Explain "gender equality", "gender mainstreaming", and their importance to effective mandate implementation
- List actions to take to protect women and girls, and support gender equality

Lesson Map

Recommended Lesson Duration: 60 minutes total
1-2 minutes per slide
Use short option learning activity

The Lesson	Pages 3-30
Starting the Lesson	Intro Slides
Learning Activity 2.4.1: Differences between Women and Men – Sex or Gender?	
Definitions	Slides 1-3
Learning Activity 2.4.2: Impact of Conflict on Women and Girls	
Importance of Attention to Women, Peace and Security	Slides 4-6
Learning Activity 2.4.3: Film: *Women in Peacekeeping*	
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DPKO-DFS Policy on Gender Equality	Slide 10
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Roles & Responsibilities	Slides 12-15
What Individual Peacekeeping Personnel Can Do	Slide 16
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OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 2.4.5: Shaping Gender Roles	
Learning Activity 2.4.6: Gender and Power Structures – Questions for Peacekeeping Personnel	
Learning Activity 2.4.7: Equal Treatment – Unequal Results	

The Lesson

Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Key words and ideas in this lesson may be challenging to explain and translate. These suggestions may help.

- Ask learners to think about their own and their grandparents' lives. What has changed?
- Note on a flipchart sheet the first points people make. Then ask prompt questions: How was your grandmother's life different from your mother's? Your grandfather's life from your father's?
- Some examples may seem unrelated to sex or gender – for example, access to technology, a city life instead of a rural life. Note them anyway.
- Other examples of difference may be the type of work, paid work outside the home, levels of basic literacy and education, family expectations, different approaches to marriage.
- Encourage examples from people of different cultural groups.
- Select one or two examples that show how social norms differ between groups and change over time. What is "normal" to one person is not to someone else.
- "Sex" is biologically fixed and constant, the physical reality of being male or female. "Gender" is the name given to the social construct of being male or female, not the physical reality.
- Encourage learners to think about the idea of gender by completing prompt sentences. For example: "In my culture… in my community…"
    - Men always…
    - Women never …
    - Boys are encouraged to…
    - Girls are discouraged from…
- People from different cultures will give different responses. Answers relate to social norms and expectations for men and women. Stress that these illustrate the idea of "gender", a core part of this lesson.

Learning Activity   2.4.1
Differences between Men and Women – Sex or Gender?

METHOD
Brainstorm, group work, discussion

PURPOSE
To distinguish sex-based differences from gender-based differences between men and women, and to consider how peacekeeping personnel need to understand the gender stereotypes so attitudes and stereotypes do not undermine equality and human rights

TIME
Short Option: 5 minutes
- Group work: 3 minutes
- Discussion: 2 minutes

Longer Option: 10-15 minutes
- Group work: 5-7 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS
- Define "sex" and "gender"
- Give examples of gender stereotypes
- Discuss how gender results in inequalities
- Should treatment be the same or different?

RESOURCES
- Learning Activity instructions
- Responses to discussion questions

Learning Activity 2.4.1
Differences between Women and Men – Sex or Gender?

Instructions:
- Define "sex" and "gender"
- Give examples of gender stereotypes
- Discuss how gender results in inequalities
- Should treatment be the same or different?

Time: 5 minutes
- Group work: 3 minutes
- Discussion: 2 minutes

Definitions

Slide 1

Key Message: "Gender" and "sex" have different meanings.

Sex refers to biological differences between women and men. Examples are chromosomes, anatomy and hormones. "Men's voices break at puberty, women's do not" is a statement about the sexual differences between women and men.

A person's sex is:

- Biologically defined
- Usually determined by birth
- Universal

Gender refers to what a society considers proper, or fitting for women and men – behavior, actions, expectations and roles. "In Ancient Egypt, men stayed at home and wove cloth. Women handled family business. Women inherited property and men did not." These are statements about gender differences.

Gender is:

- Social meaning and value given to being a woman or a man
- Social characteristics – not biological differences – used to define a woman or a man

What gender does is:

- Define boundaries of what society expects women and men to do and be in their culture
- Shape expectations, behaviour and roles for people, including entitlements of women and men
- Set rules, norms, customs and practices through which biological differences may become social differences

Sex describes the biological differences between men and women which are universal. Societies define and shape gender in different ways so it is:

- **Context specific** to a particular society, culture and point in history
- **Not fixed.** In other words, gender is fluid and changes even over a lifetime in response to wider social changes and challenges by individuals
- **Diverse**. In other words, gender roles and relations vary between and within societies, influenced by a person's class, race, ethnicity, caste, sexual orientation, age, social group and life experience

Gender:

- **Is socially constructed, which means it is learned and can change**
- **Differs within cultures and between cultures, varies over time**
- **Results in different roles, responsibilities, opportunities, needs and constraints for women, men, girls and boys**

*Instructors should emphasise difference between the words "gender" and "sex". Many languages lack a literal translation for the word "gender", so it is often impossible to translate the term. It is important to explain that there is a **difference between** the biological differences between men and women <u>and</u> what they learn from society as boys and girls about how each should behave. The word "gender" is used to describe such learned behaviour.*

If you bridged into the lesson by asking participants to reflect on differences between lives of their grandparents and themselves, refer to the flip-chart sheet with notes. Ask participants if any of the noted points suggest stereotypes. Be ready with some examples to prompt thought. "Women are not good at math and don't make good engineers." "Men don't show feelings and never cry."

In this and other lessons, draw attention to gender stereotypes that surface. Consistently use the ideas of gender and gender equality to reinforce understanding.

Slide 2

Key Message: Inequalities exist between men and women in every society to varying degrees. In many societies, women are subordinate to men. Stereotypes about gender roles of women and men are at the root of discrimination against women and gender inequality.

Pause the lesson for a moment. Ask participants if they have any questions, if the basic ideas are clear. Does "gender" as a social construct make sense, distinct from biological sex? If not, take more time to build foundation understanding. If yes, ask: "So what do you think "gender equality" means?" Encourage open discussion. Note key words from points people raise, grouping related ones together. Refer to points on the flip-chart sheet as you move through the rest of the lesson, building on participants' knowledge. If people do not give useful responses, ask them to work in table groups for five minutes and together come up with a definition of gender equality. The purpose is to get them to do some thoughtful work before giving them a definition.

Gender equality means that women and men, boys and girls have equal rights, equal responsibilities and equal opportunities. It means no discrimination because of sex or gender. Women and men, boys and girls can equally fulfil their potential in all private and public areas of society – social, economic, political, religious. Equal treatment means the interests, needs and priorities of women and men get the same consideration and weight.

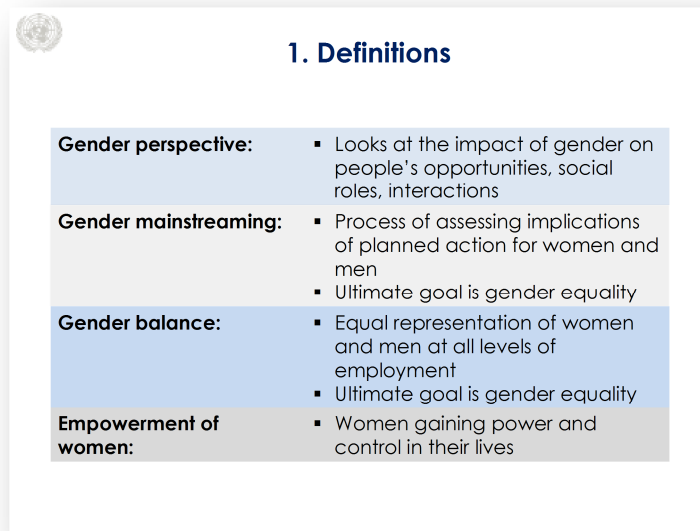Gender equality is important as:

- A human rights issue

- A precondition for and indicator of sustainable development

Equality does not mean women and men become the same. Women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female.

Gender equality is not a women's issue. It is a social issue that concerns and engages men as well as women.

Slide 3

Key Message: Discriminatory laws, policies and practices prevent women and girls from enjoying their full and equal rights. **Gender mainstreaming** and **gender balance** are important because they support gender equality.

A **gender perspective** is a way of looking at things. It always considers the impact of gender on people's opportunities, social roles and relationships. A "gender lens" is another name for a gender perspective.

Mainstreaming a gender perspective or **gender mainstreaming** means to consistently consider gender and integrate gender considerations into decisions and actions. It involves assessing the implications of any planned action – legislation, policies, programmes and decisions – for women and men, girls and boys.

Gender mainstreaming leads to:

- A good understanding of the different needs, priorities and potentials of women and men, girls and boys in a country – including an understanding of how conflict has affected the lives of women compared to men, and girls compared to boys
- Better-informed decisions about possible actions (legislation, policies, programmes and decisions) to take.
  - Actions that do not make matters worse for the local population or reinforce past discrimination.
  - Actions that redress social inequalities in a host country. Examples are girls' limited access to education and lack of representation of women in decision-making processes.

The goal of mainstreaming a gender perspective is gender equality. "Mainstreaming a gender perspective" integrates concerns and experiences of women and men into all work, so:

- Women and men benefit equally
- Inequality is not perpetuated

Gender mainstreaming is one approach to achieving gender equality.

Gender mainstreaming is the responsibility of both men and women.

The definition of gender mainstreaming comes from the 1997 agreed conclusions of the Economic and Social Council (ECOSOC).

Gender balance refers to the equal representation of women and men at all levels of employment. The General Assembly has set the goal of achieving a 50-50 representation of women and men in all professional posts, especially decision-making and senior positions.

Gender balance, having equal numbers of men and women, is another approach to achieving gender equality. To achieve full equality, people must also mainstream a gender perspective through all policies, programmes and activities.

Empowerment of women describes women gaining power and control over their own lives. Some societies raise girls to be confident and aware of their rights. In other societies, empowerment is a life journey. It may involve awareness-raising, building self-confidence, expansion of choices and increased access to and control over resources.

Empowerment of women is not only about individual lives. It needs collective action to transform parts of society that reinforce gender discrimination and maintain inequality. Only women can empower themselves, but both men and women have to address institutionalized inequality and discrimination. The empowerment of women also supports gender equality.

Learning Activity　　　　　　　　　　　　　　　　　　　2.4.2
Impact of Conflict on Women and Girls

METHOD
Brainstorm, group discussion

PURPOSE
To consider how violent conflict has terrible effects on all human beings, but a specifically different impact on women, men, boys and girls

TIME
Short option: 5 minutes
- Group work: 3 minutes
- Discussion: 2 minutes

Longer option: 15 minutes
- Group work: 5-7 minutes
- Discussion: 5-7 minutes

INSTRUCTIONS
- Consider the testimonies of civilians
- List examples of how women and girls, men and boys experience conflict differently
- Discuss the role of gender stereotypes

RESOURCES
- Learning Activity instructions
- Testimonies (1-5 from Learning Activity 2.3.1)
- Responses to discussion questions

Learning Activity　　　　　2.4.2
Impact of Conflict on Women and Girls

Instructions:
- Consider the testimonies of civilians
- List examples of how women and girls, men and boys experience conflict differently
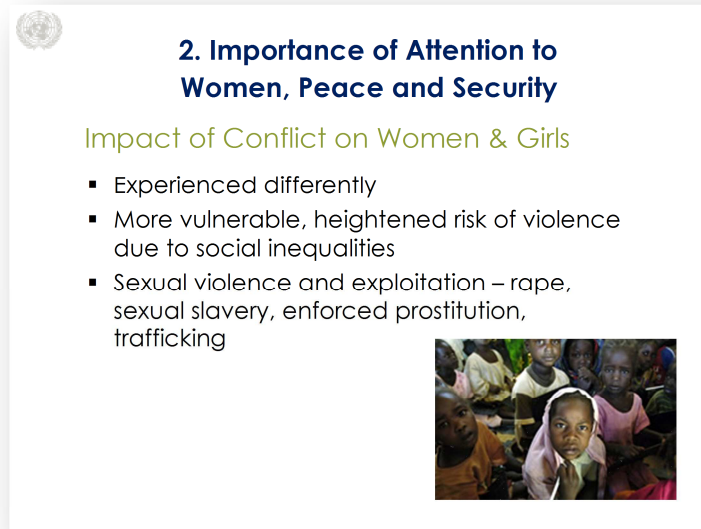- Discuss the role of gender stereotypes

Time: 5 minutes
- Group work: 3 minutes
- Discussion: 2 minutes

Importance of Attention to Women, Peace and Security (WPS)

Bridge into the next part by noting that conflict affects people in both the same way and in different ways. Ask: How are men and women affected in the same ways? What effects are specific to each group? Use the lesson text to fill in gaps and deepen understanding.

Slide 4

Key Message: Special attention is given to women and girls in conflict because they experience conflict differently. During conflict, pre-existing social inequalities magnify, making women and girls **more vulnerable to certain forms of violence**. These range from sexual violence and exploitation, including rape and sexual slavery, to enforced prostitution and trafficking.

Women and girls, men and boys experience conflict in the same way and in different ways.

During armed conflict civilians may die, be forcibly displaced, injured by landmines or other weapons and lose their livelihoods. Women and girls, men and boys **share these experiences.**

However, there are **important differences** in experiences of women and girls, men and boys**.** Women and girls are highly disadvantaged and at heightened risk of violence in times of conflict.

During the Conflict

- Women must work harder to get food, fuel and water; they may be at risk doing these daily tasks
- Men find it harder to support their families
- Men may take up arms
- Women may have more people to take care of, including injured people
- Combatants may abduct and rape women and girls, use them as sexual slaves and bush wives
- Combatants may forcefully conscript boys into combat and use them as sexual slaves

After the Conflict

- Men may be unable to work or provide for others
- Women struggle with breaks in food and water supplies
- Men may become disillusioned, frustrated and resort to violence; women may too
- Family and community may reject abducted women and girls; finding partners may be difficult, especially if children resulted from rape
- Women may resort to prostitution to survive
- Post-conflict programs for re-entry to society may target only male combatants, ignoring women and girls

Young **men and boys** typically have the **role of "protectors**" of their communities. Their high risks are:

- Militia groups and armies recruiting them
- Injury and death through combat

Women and girls typically have the **role of "providers"** of everyday household needs, which can take them to remote locations in search of water and firewood. As a result, the main threat to the security of women and girls in conflict zones may be rape and sexual assault when carrying out household tasks rather than injury and death through combat.

Women and girls may also join armed groups out of poverty, by force or willingly. Usually, they provide support services to combatants such as domestic services, but sometimes combatants use them as sexual slaves.

During conflict, women and girls must typically take on more responsibilities to meet daily household subsistence needs. Necessary resources and social support may not be available. Women and children are more vulnerable economically. This places them at greater risk of exploitation by organized criminal groups active in prostitution rackets or drugs and human trafficking.

The UN has documented use of sexual violence against women and girls as a strategy and tactic of war. Sexual violence is also directed against men and boys. These violent acts are symbolic as well as real. They have political significance and may be endorsed by militia or army leadership.

Slide 5

Key Message: Special attention is given to women and girls as **key partners** for conflict resolution and promoting peace. Women and girls are not only victims in armed conflict. They are also active agents and participants in conflict and peace.

Women and girls have a critical role in peace and security, not always recognized or tapped. Women and girls are key partners as:

- Sources of authority
- Sources of information
- Agents of positive change

Women may have more informal decision-making powers in a community than one expects. When men go to war, women take on the responsibilities of the absent men. As heads of the family or households, they provide for their families and make all family decisions.

Women also have access to valuable information about:

- How the community works
- Fighting or tensions in the community
- Arms caches and planned violence

- Potential threats

Female combatants may have valuable information about fighting forces.

In a number of countries, the moral authority of women as mothers, wives and daughters has been drawn upon to put an end to conflict. An example is the Women of Liberia Mass Action for Peace – a peace movement started by women in Liberia to end the civil war.

However, formal peace processes continue to ignore women. Men dominate. Women are more prominent in informal peace activities, for example, peace marches and advocacy campaigns.

Slide 6

Key Message: Special attention is given to women and girls because **gender equality is an important goal.** It is an issue of human rights and social justice. Promoting greater gender equality can also benefit peace and security.

Gender equality benefits society as a whole.

Peace and security can only be achieved and sustained if all members of a society have equal access to:

- Opportunities
- Protection
- Resources and services
- Decision-making
- All basic rights

The theme of human rights is carried throughout the CPTM. Use this point to link human rights and the goal of lasting peace and security. Links between violent conflict and denial or violation/abuse of a group's human rights are not always clear, but they are strong. Helping learners see and understand this link will assist them in connecting new learning about human rights to their peacekeeping role.

Peace and security efforts that neglect women do not achieve goals and can have negative impacts.

Wrongs done to women in conflict often are not considered as serious as violations and abuses against men. Ignoring human rights violations and abuses committed against women may:

- Slow national reconciliation and healing
- Negatively affect a peace process

Both men and women contribute to ending discrimination: challenging attitudes, changing behaviours and transforming social roles.

UN peacekeeping operations (UNPKOs) also contribute by:

- Providing women with equal opportunities to express their needs and priorities
- Increasing women's full participation in peace processes and their implementation

Learning Activity   2.4.3
Film: *Women in Peacekeeping*

METHOD
Film, discussion

PURPOSE
To consider women and girls as equal to men and boys as active partners of peace, rather than the stereotype where they are seen as subordinate and passive victims of conflict

TIME
15 minutes
- Film: 8:03 minutes
- Discussion: 5-7 minutes
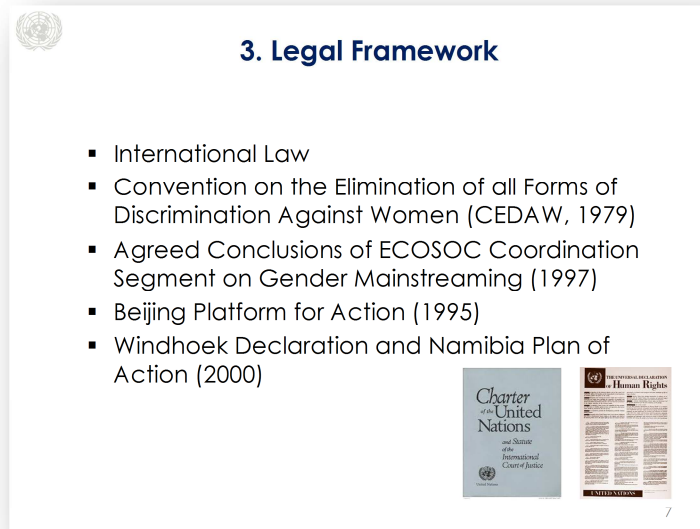
INSTRUCTIONS
- How are women key partners of peace?
- Using the film, explain "inclusiveness", "non-discrimination" and "gender balance"

https://youtu.be/vAuFQj9xBYc

RESOURCES
- Learning Activity instructions
- Photos

Legal Framework

Slide 7

Key Message: The legal framework obligates UNPKOs to promote gender equality.

Gender equality is a goal to which governments and international organizations have committed themselves. The UN Charter and other international instruments enshrine this goal.

International human rights norms and standards on gender equality are in the:

- Universal Declaration of Human Rights, (UDHR, 1948)
- International Covenant for Civil and Political Rights (ICCPR, 1966)
- International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966)
- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW, 1979)
- Agreed Conclusions of ECOSOC Coordination Segment on Gender Mainstreaming (1997)
- Beijing Platform for Action (1995)
- Windhoek Declaration and Namibia Plan of Action (2000)

Slide 8
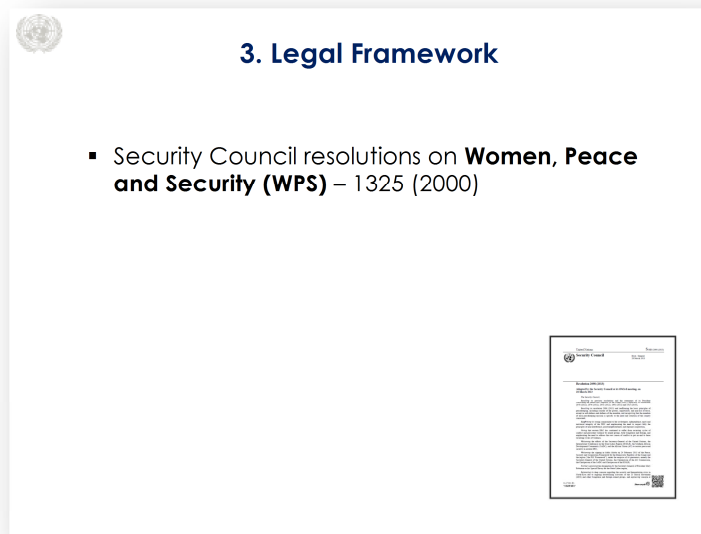
Key Message: In 2000, Security Council resolution 1325 was the groundbreaking resolution on Women Peace and Security (WPS). The Security Council has adopted additional resolutions to guide the international community's commitments to women's rights in conflicts. These resolutions reflect the disproportionate and unique impact of armed conflict on women and girls.

Consider making a wall graphic or visual of the timeline for the WPS agenda, with key dates. Use it to show the Security Council's increased attention. Conflict-related sexual violence (CRSV) is part of WPS and protection of civilians (POC).

Together, the resolutions are the Security Council's "Women Peace and Security (WPS) agenda". The WPS agenda emphasizes:

- Women's empowerment
- Women's participation
- Women's protection
- **Gender equality**

The Security Council resolutions on WPS include:

- **SCR 1325 (2000):** Stresses the importance of women's equal and full participation as active agents in preventing and resolving conflicts, peacebuilding and peacekeeping.
- **SCR 1820 (2008):** Reinforces resolution 1325 by directly linking sexual violence as a tactic of war with women peace and security issues.

- **SCR 1888 (2009):** Calls for the UN to deploy Women Protection Advisers (WPAs); sets up the Special Representative of the Secretary-General on Sexual Violence in Conflict (SRSG-SVC). A follow up to Resolution 1820.
- **SRC 1889 (2009):** Calls for the development of indicators to monitor and measure progress on Resolution 1325.
- **SCR 1960 (2010):** Focuses on Monitoring, Analysis and Reporting Arrangements (MARA) on conflict-related sexual violence(CRSV).
- **SCR 2106 (2013):** Focuses on protection; builds on and deepens the WPS agenda on CRSV.
- **SCR 2122 (2013):** Focuses on participation; calls for further strengthening of women's engagement at all levels of decision-making.
- **SCR 2242 (2015):** Focuses on using gender analysis at all stages of the mission from start-up to draw-down, and increased accountability by senior mission leader on gender equality.

These SCRs on WPS guide UNPKOs in advancing gender equality in post-conflict societies.

UN Partners Leading in WPS

Slide 9

Key Message: All UN entities are to implement the WPS agenda in their work. The *United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)* leads on gender equality and women's empowerment.

WPS resolutions and mandates have wide scope. Different entities lead on different parts:

- UN Women
- Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict (SRSG-SVC)
- United Nations Development Programme (UNDP)
- United Nations Population Fund (UNFPA)
- Office of the United Nations High Commissioner for Human Rights (OHCHR)

National and external partners also lead in specific areas. The UNPKO and its UN partners advocate for gender equality, women's rights, women's empowerment and the WPS agenda, along with:

- Governments
- National defence and police institutions
- Non-governmental and community based organizations
- Women's groups
- Local communities
- Faith based associations
- Member States

DPKO-DFS Policy on Gender Equality

Slide 10

5. DPKO-DFS Policy on Gender Equality

- Principles for gender equality:
  - Inclusiveness
  - Non-discrimination
  - Gender balance
  - Efficiency
- Mainstream a gender perspective in all plans, policies, activities, analysis, reports

Key Message The *DPKO-DFS Policy on Gender Equality in UN Peacekeeping Operations* (2010) guides peacekeeping personnel. All UN peacekeeping work and personnel must

promote, respect and protect gender equality. The policy requires UNPKOs to integrate or mainstream gender perspectives. SCR 1325 and other WPS resolutions apply.

The DPKO and DFS policy states:

- Women and men are equal
- All peacekeeping personnel must promote equality between men and women

The following principles underlie DPKO-DFS work for gender equality:

- **Inclusiveness:** Peacekeeping personnel are to consult equally with women and men in post-conflict countries on all decisions that affect them. The goal is to consider perspectives of all community members and integrate these into policies.
- **Non-discrimination:** Peacekeeping personnel are to uphold equal rights of women and girls in policies and decisions and protect women from sexual and gender-based violence (SGBV) and harmful traditional practices.
- **Gender balance:** Staffing profiles at Headquarters and in missions are to reflect commitments to equal representation of men and women at all post levels.
- **Efficiency:** To build and sustain peace, efforts have to harness all human resources capacity in post-conflict societies - women, men, boys and girls.

The policy applies to all UN peacekeeping personnel:

- Military, police and civilian
- In the field and at Headquarters
- In official duties and personal life

The policy requires a gender perspective to be mainstreamed in all plans, policies, activities, analyses and reports.

Mainstreaming a gender perspective involves five (5) measures:

1. **Gender analysis**. Gain an understanding of the social position and relationships between men and women. This includes:

   - Access to resources
   - Activities and work – constraints women and men face in areas of work and fields of expertise

   Gender analysis always uses data broken down or "disaggregated" by sex and age. This is important for peacekeeping personnel to make a comparison. All reports need to present this same information.

The information on gender analysis helps further clarify the difference between the two key ideas, sex and gender. Sex is biological, gender is social. The

relationship between them is as important as clear definitions. Gender analysis uses these two ideas, sex and gender, to better support gender equality. All information needs to be analysed separately for men, boys, women and girls. Comparisons are possible.

2. **Programme planning and design.** Ensure consultation with gender experts:

   ▪ Gender unit of the UN peacekeeping mission
   ▪ Specialist UN entities working on gender issues, for example UN Women, UN Children's Fund (UNICEF), UNFPA
   ▪ National and local women's organizations

3. **Monitoring.** Regularly review plans and progress on gender mainstreaming, in consultation with gender experts.

4. **Implementation.** Integrate gender considerations into all activities, including in training and reporting.

5. **Coordination and networking.** Coordinate on gender issues with UN entities, external and national partners, including women's organizations.

DPKO-DFS also has a strategy to support gender mainstreaming in peacekeeping. The ***DPKO-DFS Gender Forward Looking Strategy 2014-2018***:

   ▪ Sets objectives for gender mainstreaming in peacekeeping
   ▪ Stresses its importance
   ▪ Outlines a strategic direction
   ▪ Gives tools to better support and protect women and girls where missions are deployed

Instructors should note that the new DPKO-DFS Policy on Gender Equality in UN Peacekeeping Operations due in 2017 replaces the 2010 policy.

Gender Equality in UN Peacekeeping

Slide 11

Key Message: The UN expects peacekeeping personnel to make progress towards gender equality. Ending discrimination against women and girls is everyone's job.

Gender equality in peacekeeping missions means:

- Getting more women in key mission components to address under-representation and lead by example
- Addressing policy and practice that may result in or reinforce inequality
- Advising the SRSG/HOM and component heads on the women-specific impacts and implications of actions by the mission or partners
- Working with national partners to strengthen capacity to effectively address women's and girls' needs and rights, as well as men's and boys'
- Working directly with women and girls to ensure their voices are heard and capacities tapped in wider efforts for stabilization, peace and development

Roles and Responsibilities

Slide 12

Key Message: The Gender Adviser of the mission leads and coordinates on gender issues.

Gender Advisers lead in key areas:

- Advise mission leadership, military, police and civilian components on gender issues
- Guide integration of gender perspectives into work of all components - policies, planning instruments, actions and reports
- Contribute to building capacity of national and local partners (civil society, government), working with mission components
- Coordinate with UN partners on gender mainstreaming
- Develop and oversee the delivery of training on gender mainstreaming and SGBV for all peacekeeping personnel
- Coordinate with WPAs

The **Gender unit** supports gender mainstreaming in mission priority areas, for example:

- Political processes and governance structures
- Human rights protection and promotion
- Disarmament, demobilization and reintegration (DDR)
- Security sector reform (SSR)
- Mine action
- Legal, judicial and corrections reforms
- Prevention, protection and response to SGBV
- POC and CRSV

Slide 13
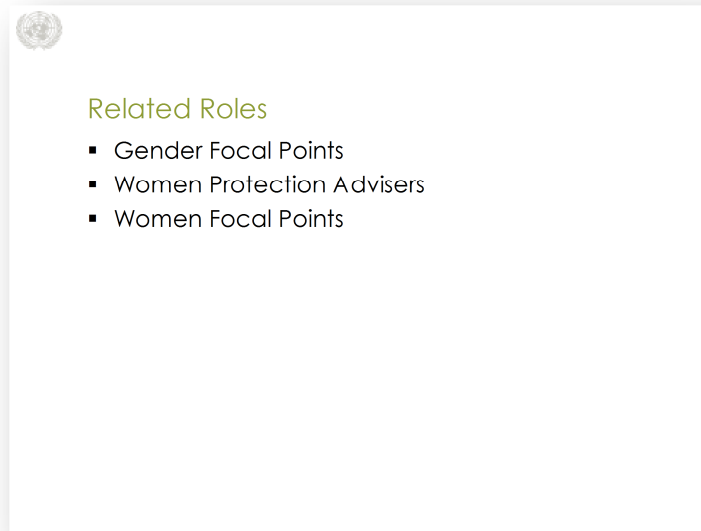
Key Message: Others contribute to integrating gender perspectives into all work components.

They are a resource for mission leadership to mainstream gender into plans and work, supporting:

- HOM
- Force Commanders
- Police Commissioners
- Heads of sections
- All peacekeeping personnel

Gender Focal Points in traditional peacekeeping operations:

- Are appointed in peacekeeping missions that do not have a Gender unit
- Advise mission leadership, military, police and civilian components on gender issues
- Ensure all mission components effectively integrate gender equality in their work
- Build capacity of all in the mission to address gender issues

Women Protection Advisers (WPAs): WPAs advise mission leadership, military, police and civilian components on addressing CRSV.

Focal Points for Women (FPW):

- Serve as reference person on gender balance
- Support increasing numbers of female civilian staff in DPKO and DFS, at Headquarters and in the field
- Help female civilian staff develop and move up in their careers

Gender Focal Points and WPAs are technical posts. The FPW is an assignment on top of one's regular job.

Slide 14

Gender Advisers vs. Women Protection Advisers

WPS Agenda	
PILLAR 1	**PILLAR 2**
"Gender Equality"	"Conflict Related Sexual Violence"
Gender Advisers	Women Protection Advisers
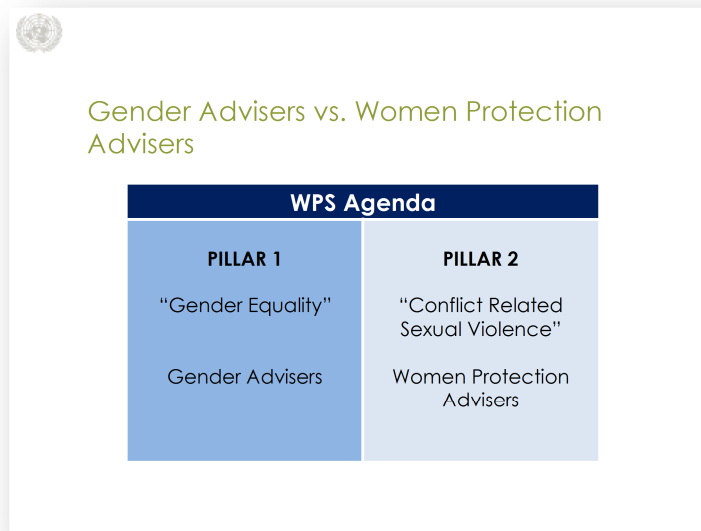
Key Message: The aim of the **WPS** agenda in UN peacekeeping is **to guarantee that participation and protection of women and girls** are priorities in all peacekeeping settings. Two pillars underpin the WPS agenda in UN peacekeeping:

- Gender equality – the focus for Gender Advisers
- CRSV – the focus for WPAs

Gender Advisers and WPAs work together to help missions implement the WPS agenda.

WPS Pillar 1: Gender Equality

Gender Advisers advance the goals of gender equality through a holistic approach to WPS. They:

- Make sure all mission components consider gender issues and the root causes of gender inequality

- Concentrate on women's full participation – for example, women can be partners in their own protection

WPS Pillar 2: CRSV

WPAs focus on protecting women from and preventing sexual violence. They:

- Give dedicated capacity in missions carrying out a CRSV mandate
- Lead on this theme within Gender and Human Rights units

Gender Advisers and WPAs carry out work on the WPS agenda through:

- Participation of women in all post-conflict processes
- Protection of women and girls from sexual violence
- Robust training, building capacity of peacekeeping personnel and partners

Slide 15

Key Message: All components in a mission contribute to gender equality in daily tasks.

A cross-section of units contribute to gender equality, protection and participation of women and girls.

Their work involves:

- Security and political assessments of local communities
- Rebuilding local institutions

As part of mainstreaming gender and the WPS agenda, these units must:

- Recognize women and girls as **key partners,**
- Ensure their **equal participation**
- Engage with them as important **sources of authority, information and support for positive change**

All UN peacekeeping personnel have a duty to promote gender equality in their work.

What Individual Peacekeeping Personnel Can Do

Slide 16

Key Message: All UN peacekeeping personnel have a duty to promote, protect and respect human rights. Through their official roles and personal conduct, all peacekeeping personnel contribute to ending discrimination against women and gender inequality.

Every **society creates certain expectations** about what women and men can and should do, say or how they can act. As UN peacekeeping personnel, your job is to uphold what is fair and just, according to UN standards. **As UN personnel, you must promote UN standards of equality between men and women.**

Peacekeeping personnel are ambassadors. They represent the UN and their country.

To eliminate discrimination against women and gender inequality, all peacekeeping personnel must take action.

Individual peacekeeping personnel can:

- **Be gender sensitive.** In other words, use a "gender lens" or take on a **"gender perspective"** which looks at the impact of gender on people's opportunities, social roles and relationships. Make sure you **mainstream a gender perspective** into all plans, policies, activities, analysis and reports.
- **Consult widely:**
  - Consult women and men
  - Consult girls and boys
  - Consult elderly people
  - Gather perspectives on the status of the community, needs, threats, impact of the conflict and highest priorities of each group
  - Ensure no group is left out, especially the marginalized as part of community scans to help understand the area
- **Promote equality.** Make sure that as peacekeeping personnel any help you give, any service you provide, any jobs or contracts you create benefit women and men equally. Support women's empowerment, ensuring their equal representation and full participation in comparison with men.
- **Observe carefully.** On patrol, or during any task, observe different activities of men and women. When and where do they carry them out? Where do women go to get food, fuel and water? Are they safe? Are special measures needed to ensure that women are and feel as safe as men? Consider security issues for children on the way to school and the different risks for boys and girls.
- **Investigate properly.** Talk to women and men for a full picture. Do not assume that men can give you the whole picture, or know what women think. Local women may be more comfortable talking to female peacekeeping personnel or talking in a group. Talk to women and men separately. Have male-female teams interview and be in contact with local women, or where culturally challenging, have female peacekeeping personnel lead to encourage women's participation and trust. Make sure interpreters and translators understand the importance of accuracy and equal weight to inputs from women and men.
- **Report accurately.** Make sure your reports reflect the realities for both women and men. Use a checklist of issues to cover in reports. Include relevant facts about the situations of women and men. Disaggregate data in reports, giving clear evidence of differences between women's and men's views and inputs.
- **Behave respectfully.** Your behavior can have far reaching impact. Support dignity and equality between women and men. Be aware of the power imbalance between peacekeeping personnel and the host population. You have money, mobility and access to food, water and other goods. The UN does not tolerate exploitation of local people. Women and girls are more vulnerable to sexual exploitation and abuse. The UN has a strict "zero tolerance" policy prohibiting sexual exploitation and abuse.

Learning Activity   2.4.4
Gender Mainstreaming

METHOD
Brainstorm, Discussion

PURPOSE
To apply understanding of gender mainstreaming to mission tasks

TIME
10 minutes
- Brainstorming: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS
- Consider the scenarios
- You must eliminate the discrimination and inequality experienced by women and girls
- How would you integrate their concerns and experiences in the work carried out?

RESOURCES
- Learning Activity instructions
- Responses to discussion questions
- Scenarios
- Photos (2, 4, 10, 11 from Learning Activity 1.1.2)

Learning Activity   2.4.4
Gender Mainstreaming

Instructions:
- Consider the scenarios
- You must eliminate the discrimination and inequality experienced by women and girls
- How would you integrate their concerns and experiences in the work carried out?

Time: 10 minutes
- Brainstorming: 3 minutes
- Discussion: 5-7 minutes

Learning Activity 2.4.4

Scenario 1
You are deployed to a UN peacekeeping mission. You work with ex-combatants. How would you integrate the concerns and experiences of women and girls?

UN Core Pre-Deployment Training Materials 2016

Summary

Conflict has a different impact on women and girls, men and boys

- Women and girls, men and boys experience conflict in the same way and in different ways.
- During conflict, pre-existing social inequalities magnify, making women and girls **more vulnerable to certain forms of violence**. These range from sexual violence and exploitation, including rape and sexual slavery, to enforced prostitution and trafficking.
- Young men and boys typically have the role of "protectors" of their communities. Their high risks are a) militia groups and armies recruiting them, and b) injury and death through combat.
- Women and girls typically have the role of providers of everyday household needs and are vulnerable to rape and sexual assault when carrying out household tasks, such as the search of water and firewood in remote locations. Women and girls may also join armed groups, usually as sexual slaves. During conflict, women and girls typically take on more responsibilities to meet daily household subsistence needs and are at greater risk of exploitation in prostitution or drugs and human trafficking.

Women and girls are not only victims; they are active in conflict and peace, and key partners for peacekeeping and peacebuilding

- Women and girls are highly disadvantaged and at heightened risk of violence in times of conflict.
- Women and girls are **not only victims** in armed conflict; **they are also active agents and participants in conflict**. In many conflict and post-conflict situations they have been instrumental in promoting peace.
- Women and girls have a critical role in peace and security, not always recognized or tapped. Women and girls are key partners as:
  o Sources of authority
  o Sources of information
  o Agents of positive change
- Women may have more informal decision-making powers in a community than expected and authority as heads of the family or households when men go to war. Women also have access to valuable information about the community and the fighting or tensions that take place. In a number of countries, the moral authority of women as mothers, wives and daughters has been drawn upon to put an end to conflict. Women take part in peace marches and advocacy campaigns.

(Cont.)

(Summary cont.)

"Gender equality" refers to equal rights, responsibilities and opportunities for both sexes

- **Gender equality** means that women and men, boys and girls have equal rights, equal responsibilities and equal opportunities. It means no discrimination because of sex or gender. Women and men, boys and girls can equally fulfil their potential in all private and public areas of society – social, economic, political, religious. Equal treatment means the interests, needs and priorities of women and men get the same consideration and weight.
- Gender equality is important as:
  - A human rights issue
  - A precondition for and indicator of sustainable development
- **Mainstreaming a gender perspective** or **gender mainstreaming** means to consistently consider gender and integrate gender considerations into decisions and actions. It involves assessing the implications of any planned action – legislation, policies, programmes and decisions – for women and men, girls and boys.
- **Gender mainstreaming** is important because it supports gender equality. "Mainstreaming a gender perspective" integrates the concerns and experiences of women and men into all work, so:
  - Women and men benefit equally
  - Inequality is not perpetuated

You must take action – be gender sensitive, promote equality, coordinate, intervene

- To help protect women and support gender equality in daily work, individual peacekeeping personnel can:
  - Be gender sensitive
  - Consult widely
  - Promote equality
  - Observe carefully
  - Investigate properly
  - Report accurately
  - Behave respectfully

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). Types of learning evaluation questions are:
1) Narrative
2) Fill in the blank/sentence completion
3) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 2.4	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. What does gender equality mean?	No discrimination because of sex or gender ▪ equal rights ▪ equal responsibilities ▪ equal opportunities ▪ equal benefits ▪ equal status in public and private ▪ equal value in social, economic, political, religious and cultural life ▪ equal consideration and weight to interests, needs, priorities and views of women and men
2. What is gender balance?	Equal numbers of men and women Equal representation of women and men ▪ at all levels of employment ▪ in all kinds of work – productive, reproductive and community The UN General Assembly has set the goal of achieving a 50-50 representation of women and men in all professional posts,

	especially decision-making and senior positions. Peacekeepers with experience may note the goal is not yet achieved. True. All need to increase efforts.
3. Give examples of important differences in experiences of men and boys, women and girls during and after conflict.	***During the Conflict*** ▪ Women must work harder to get food, fuel and water. They may be at risk doing these daily tasks. ▪ Men find it harder to support their families. ▪ Men may take up arms. ▪ Women may have more people to take care of, including injured people. ▪ Combatants may abduct and rape women and girls, use them as sexual slaves and bush wives. ▪ Combatants may forcefully conscript boys into combat, use them as sexual slaves. ***After the Conflict*** ▪ Men may be unable to work, provide for others. ▪ Women struggle with breaks in food and water supplies. ▪ Men may become disillusioned, frustrated, and resort to violence. So may women. ▪ Family and community may reject abducted women and girls. Finding partners may be difficult, especially if children resulted from rape. ▪ Women may resort to prostitution to survive. ▪ Post-conflict programs for re-entry to society may target only male combatants, ignoring women and girls.
4. Through the Women Peace and Security agenda, what is the international community calling for?	▪ better protection for women from human rights violations and abuses; ▪ access to justice for women; ▪ access to services and support to eliminate discrimination

	▪ women's participation as an essential ingredient in achieving and sustaining peace
5. What steps can all peacekeepers take to contribute to ending discrimination against women and gender inequality?	1. **Be gender sensitive** – use a gender lens or gender perspective to consider different impact of all actions and decisions on males and females of different ages 2. **Mainstream a gender perspective** in all plans, policies, activities, analysis, reports 3. **Consult widely in community scans,** ensure no group is left out • women and men • boys and girls • elderly women and men • disabled women and men 4. **Promote equality –** be proactive 5. **Observe carefully** – notice different patterns and security issues that affect women and men, boys and girls differently 6. **Investigate properly** – talk to women and men separately; have female teams interview and be in contact with local women 7. **Report accurately** – include relevant facts about men and women, disaggregate data 8. **Behave respectfully** 9. **Use the power they have for good** 10. **Support dignity and equality of all**
Fill in the blanks	
6. A gender perspective is _____.	A way of looking at a social situation – a lens. One that always considers impact of gender on people's opportunities, social roles and relationships
7. Gender _____ and gender _____ are both necessary to achieve full equality.	Gender balance and gender mainstreaming Equal numbers of women and men, and mainstreaming a gender perspective in all policies, programmes, activities and decisions

8. Women and girls may be _____ of armed conflict, and _____.	▪ Victims ▪ Active agents or participants
9. Critical roles of women and girls in peace and security include as _____ and_____.	▪ sources of authority and information ▪ agents of positive change
True-False	
10. Promoting gender equality in peacekeeping is important as an issue of human rights and social justice, and because it can benefit peace and security.	**True** Sustaining peace and security means equal access for all members of a society to: ▪ opportunities ▪ protection ▪ access to resources and services ▪ decision-making ▪ all basic rights

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Gender roles	**Gender roles** are the activities that a household or community expects women and men to do. Are women active in religious life, or barred from it? Are men active in domestic work, or live separately from the household? Human culture and nature are wonderfully diverse. Three main kinds of work are necessary for groups of people to survive and thrive: • productive work; • reproductive work; • community work. **Productive work:** e.g. household food production, production of cash crops. Women and men both play a strong role. Women may lead on household food production, men on production of cash crops. Women may lead on both. **Reproductive work:** e.g. domestic tasks. Women have a lead role, often limiting time available for engagement in paid productive work. Men have a lesser role. **Community work:** Men may spend more time in community-level political activities than women. Women may have a background or support role. Society and culture set expectations for women's and men's engagement and behaviour in each area. Gender influences who does what work. Programmes of assistance and support need to consider gender roles. Gender roles and relations vary across social class, economic status, political context and culture. Race, age, and ethnicity affect them. So do individuals' desires and aspirations. Sometimes social expectations about gender roles become stereotypes, fixed beliefs about a group of people.

	Many influences shape gender roles. These include family, school, peers, community, wider culture, religion, media and advertising. In all cultures and societies, throughout history, individuals have challenged and changed gender roles.
Sex	**Sex** refers to biological differences between women and men. Examples are chromosomes, anatomy, and hormones. "Men's voices break at puberty, women's do not" is a statement about the sexual differences between women and men. **A person's sex is:** • **Biologically defined;** • **Determined by birth;** • **Universal.**
Gender	**Gender** refers to what a society considers proper or fitting for women and men – behavior, actions, expectations and roles. "In Ancient Egypt, men stayed at home and wove cloth. Women handled family business. Women inherited property and men did not." These are statements about gender differences. Gender is: • Social meaning and value given to being a woman or a man • Social characteristics – not biological differences – used to define a woman or a man. **Gender:** • **Is socially constructed, which means it is learned, and can change;** • **Differs within cultures and between cultures, varies over time;** • **Results in different roles, responsibilities, opportunities, needs and constraints for women, men, girls and boys.**

Gender equality	**Gender equality** means that women and men, boys and girls have equal rights, equal responsibilities, and equal opportunities. It means no discrimination because of sex or gender. Women and men, boys and girls can equally fulfil their potential in all private and public areas of society – social, economic, political, religious. Equal treatment means the interests, needs and priorities of women and men get the same consideration and weight.
Gender perspective	A **gender perspective** is a way of looking at things. It always considers the impact of gender on people's opportunities, social roles and relationships. A "gender lens" is another name for a gender perspective.

Gender mainstreaming	**Gender mainstreaming** consistently considers gender, and integrates gender considerations into decisions and actions. It assesses implications for women and men of any planned action: legislation, policies, programmes, and decisions. (The 1997 agreed conclusions of the Economic and Social Council **ECOSOC).**
	
	The approach is also called **mainstreaming a gender perspective.**
	
	"Mainstreaming a gender perspective" integrates concerns and experiences of women and men into all work, so:
	      a) women and men benefit equally and
	      b) inequality is not perpetuated.

Gender balance	**Gender balance** refers to the equal representation of women and men at all levels of employment. The General Assembly has set the goal of achieving a 50-50 representation of women and men in all professional posts, especially decision-making and senior positions.
Empowerment of women	**Empowerment of women** describes women gaining power and control over their own lives. Some societies raise girls to be confident and aware of their rights. In other societies, empowerment is a life journey. It may involve awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources.
Women Protection Advisers (WPAs)	**Women Protection Advisers (WPAs):** • Advise on integrating CRSV: mission leadership, military, police and civilian components;

	• Put in place and manage MARA, monitoring, analysis and reporting arrangement on CRSV; • Promote early warning and accountability of CRSV perpetrators, working closely with Human Rights components; • Dialogue to get commitments on CRSV: with parties to a conflict, addressing CRSV prevention and accountability; • Coordinate response to cases of CRSV and promote accountability of perpetrators of CRSV; • Train all peacekeepers on CRSV.
Gender analysis	**Gender analysis** involves gaining an understanding of the social position and relationships between men and women. This includes an understanding of: • access to resources • activities and work- constraints each face in areas of work and fields of expertise Gender analysis relies on data broken down or disaggregated by sex and age.

Commonly asked questions from participants:

Possible Questions	Possible Responses
What influences the differences in how males and females experience violent conflict?	a) Subordinate position of women and girls in many areas of life; b) Gender roles. Inequalities exist between men and women, in every society, to varying degrees. In many societies, women are subordinate to men. Discriminatory laws, policies and practices prevent women and girls from enjoying their full and equal rights. Stereotypes about gender roles of women and men are at the root of discrimination against women and gender inequality.
Why was Security Council resolution 1325 (2000) ground-breaking?	In 2000, Security Council resolution (SCR) 1325 was the ground-breaking resolution on Women Peace and Security (WPS). SCR 1325 was the first resolution and also broke new ground in: • Urging member states and all actors to increase women's equal participation and incorporate a gender perspective in peace and security efforts; • Recommending specialized training for peacekeepers on protection, special needs and human rights of women and children; • Urging greater representation of women at all levels in peacekeeping operations; • Stating the need to consolidate data on the impact of armed conflict on women and girls; • Asking the Secretary-General to include in reports to the Security Council progress on gender mainstreaming in peacekeeping missions. The Security Council has adopted additional resolutions on Women Peace and Security: 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), and 2242 (2015). Through the WPS agenda, the international community calls for: 1) better protection for women from human rights violations; 2) access to justice for women; 3) access to services and support to eliminate discrimination. It also recognizes that women's participation is vital to achieving and sustaining peace.

Does gender equality mean that women and men are the same?	Gender equality means equal rights, responsibilities and opportunities of women and men, girls and boys. Gender equality does not mean that women and men will become the same. Gender equality means that women and men have the same opportunities – their rights, roles and responsibilities do not depend on whether they were born male or female.
Is gender mainstreaming the same as gender balance?	Gender mainstreaming means ensuring that – in all areas of our work and all planned actions including laws, policies and programmes – we take into account the different experiences, concerns, needs, and priorities of women, men, girls and boys. Women, men, girls and boys should benefit equally from all development. It is one way to achieve gender equality. Gender balance refers to the equal representation of women and men at all levels of employment. This means that in our recruitment we must have equal number of women and men employees – in other words, 50-50 where possible. It is another way to achieve gender equality.
Can men be gender experts?	Yes, men can also be gender experts, and are being encouraged to work in UN peacekeeping operations as gender officers. A few are already working in this field, but more are needed.

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- Charter of the United Nations, 1945
- United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008
- Review peacekeeping mission mandates (See 'Additional Resources')
- The Geneva Conventions and their Additional Protocols, 1949
- International Bill of Human Rights
- Universal Declaration of Human Rights, 1948
- International Covenant for Civil and Political Rights (ICCPR),1966
- International Covenant on Economic, Social and Cultural Rights (ICESCR),1966
- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW),1979
- Agreed Conclusions of ECOSOC Coordination Segment on Gender Mainstreaming,1997
- Beijing Platform for Action, 1995
- Windhoek Declaration and Namibia Plan of Action, 2000
- Security Council resolution 1325 (2000) on Women Peace and Security (S/RES/1325)
- Security Council resolution 1820 (2008) on Women Peace and Security (S/RES/1820)
- Security Council resolution 1888 (2009) on Women Peace and Security (S/RES/1888)
- Security Council resolution 1889 (2009) on Women Peace and Security (S/RES/1889)
- Security Council resolution 1960 (2010) on Women Peace and Security (S/RES/1960)
- Security Council resolution 2106 (2013) on Women Peace and Security (S/RES/2106)
- Security Council resolution 2122 (2013) on Women Peace and Security (S/RES/2122)
- Security Council resolution 2242 (2015) on Women Peace and Security (S/RES/2242)
- Security Council resolution 1674 (2006) on Protection of Civilians (S/RES/1674)
- DPKO-DFS Policy on Gender Equality in United Nations Peacekeeping Operations, 2010
- DPKO-DFS Guidelines on Integrating a Gender Perspective into the Work of the United Nations Military in Peacekeeping Operations, 2010
- DPKO-DFS Guidelines for Integrating a Gender Perspective into the Work of United Nations Police in Peacekeeping Missions, 2008
- DPKO-DFS Gender Forward Looking Strategy 2014-2018, 2014
- DPKO-DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010

Additional Resources

UN Information

The website for UN peacekeeping: http://www.un.org/en/peacekeeping/

Original Security Council Resolutions on peacekeeping mission mandates:
http://www.un.org/en/sc/documents/resolutions/
(You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: http://www.un.org/en/peacekeeping/operations/current.shtml;
http://www.un.org/en/peacekeeping/operations/past.shtml)

The DPKO website for Women, Peace and Security:
http://www.un.org/en/peacekeeping/issues/women/wps.shtml

UN Documents for Women, Peace and Security: http://www.securitycouncilreport.org/un-documents/women-peace-and-security/

UN Documents

UN documents can be found on: http://www.un.org/en/documents/index.html(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database**:** http://ppdb.un.org (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: https://www.youtube.com/user/unitednations

Side by Side – Women, Peace and Security (32:44 minutes)
Women Count for Peace: Open Days on Women, Peace and Security (4:40 minutes)
Women in Peacekeeping: The Power to Empower (8:03 minutes)

Additional Information

Human rights information on the situation in a country from the website of the Office of the High Commissioner for Human Rights (OHCHR):
http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx
Latest human rights reports issued by the UN Secretary-General, the UN High Commissioner for Human Rights and to identify key human rights violations:
http://www.ohchr.org/EN/Countries/Pages/PeaceMissionsIndex.aspx
(Click on the appropriate link for countries with peace operations).

Country-specific information on the international humanitarian response:
http://www.reliefweb.int

OHCHR, The Core International Human Rights Treaties:
http://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx

OHCHR, New Core International Human Rights Treaties:
http://www.ohchr.org/Documents/Publications/newCoreTreatiesen.pdf

Trainers should let participants know that in addition to the Mission-specific information received during this training, participants should also familiarize themselves with the Pre-deployment Information Package (PIP). The PIP provides information on the mission and the local context.

Additional Training Resources

UN peacekeeping training materials can be found on the Peacekeeping Resource Hub:
http://research.un.org/en/peacekeeping-community/Training

UN peacekeeping Specialised Training Materials (STMs) include:
Gender Toolkit – for UNPOL
Investigating and Preventing Sexual and Gender based Violence (SGBV) – for UNPOL
Conflict Related Sexual Violence (CRSV)

UN mandatory training 'United Nations Human Rights Responsibilities' and 'I Know Gender' can be accessed on Inspira:
http://inspira.un.org

UN mandatory training 'I Know Gender' can also be accessed on the UN Women website:
https://trainingcentre.unwomen.org/course/description.php?id=2

For additional information or support on human rights aspects of this lesson, instructors can contact the Methodology, Education and Training Unit of the Office of the High Commissioner of Human Rights (OHCHR) in Geneva at *Metu@ohchr.org*