

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
2.4.1	Differences Between Women and Men – Sex or Gender?	Brainstorm, group work, discussion	5-15 minutes
2.4.2	Impact of Conflict on Women and Girls	Brainstorm, group discussion	5-15 minutes
2.4.3	Film: <i>Women in Peacekeeping</i>	Film, discussion	15 minutes
2.4.4	Gender Mainstreaming	Brainstorm, discussion	10 minutes
2.4.5	Shaping Gender Roles	Brainstorm in table groups, share in full group	15 minutes
2.4.6	Gender and Power Structures – Questions for Peacekeeping Personnel	Discussion, small and large group	25 minutes
2.4.7	Equal Treatment – Unequal Results	Use of a fable (story), discussion	15 minutes

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

Note on use: The word “gender” does not translate easily. Sometimes it has been translated as “sex”. The purpose of the exercise is to distinguish biological reality (sex) from socialized reality (gender). Use language and examples that will help a group of learners absorb this distinction.

Preparation

- Review the learning activity. Strengthen your own understanding of “gender” as a key concept distinct from “sex”, as well as what is meant by “gender roles.”
- Prepare the first flipchart. Draw a line in the middle of the page to make two columns. Write “Sex” at the top of one column, and “Gender” at the top of the other.
- Prepare two more flip-charts. Write “Men/boys” at the top of one, and “Women/girls” on the other. Post them beside each other at the front of the room.
- Choose the questions you want to use to prompt brainstorming and guide discussion.

Instructions

1. Introduce the exercise by asking participants the question: What is the difference between “sex” and “gender”? Use the first flipchart you have prepared to note points.
2. Ask participants to take a minute or two to reflect on their own culture, and the place of women and men in it. Using the remaining flip-charts, participants must brainstorm the differences between women and girls, men and boys. Prompt brainstorming with questions. Example include:
 - a) What is one difference in how men/boys and women/girls are expected to behave, in your culture?
 - b) What work are women expected to do that men are not? What about the reverse?
 - c) What kinds of social restrictions are placed on males and females?
 - d) Did your grandparents behave in the same ways and do the same work as your parents? Do you follow the same patterns as your parents?
3. Work through the questions. Ask the first question, and note points. Work through the others. People do not need to agree with each other. Invite different perspectives from across the cultural differences represented in the room.
4. When the sheet is full, ask people to read it over. Ask:
 - a) Which of the differences noted are *biological*?
 - b) Which of the differences noted are *social or cultural*?
 Circle any biological ones, and underline gender-related ones.
5. Long option: Expand the exercise. Encourage more discussion. Ask participants to complete these sentences:
 - Women and girls should never ...
 - Men and boys should never ...
 - Girls and women should always ...
 - Boys and men should always ...

6. Wrap up with clarifications. See the Responses to the discussion questions below. Highlight the following:
 - a) Ideas about *gender* (in other words, what defines men as men and women as women) and *gender roles* (in other words, the activities that are socially acceptable for males and females) vary between cultures (even within parts of the same culture) and change over time.
 - b) In many cultures, women and girls tend to be in a lower position or “subordinate” to men and boys. This results in inequalities.
 - c) We are all products of social influence. Peacekeeping personnel need to recognize their own socialization and avoid projecting stereotypes and bias onto men and boys, women and girls from another culture.
 - d) Peacekeeping personnel must be careful not to reinforce discrimination of women and girls, and gender inequality.
 - e) One example of relevance to UN peacekeeping relates to the Disarmament, demobilization and reintegration (DDR) of ex-combatants. Early DDR programmes ignored the active role that women and girls played in conflict, because this role was associated with men and boys. Women and girls were excluded from DDR programmes. Their needs were not addressed in reintegration initiatives. This is an example of being “gender-blind”, the opposite of being “gender-sensitive”.
7. Use the summary of the exercise to introduce Lesson 2.4. During the lesson, link key messages back to points raised in this exercise.

2.4.1 Responses to Discussion Questions: Differences between Men and Women – Sex or Gender?

Questions

What is the difference between “sex” and “gender”?

Can you give of examples of gender stereotypes?

SEX

- Biological – mostly related to physical differences associated with reproduction
- Universal – the same for all human groups
Generally fixed – individuals can have sex changes or “gender reassignment”, but in most cases people live their lives as the sex they were born “male” and “female” are sex-based, biological categories

GENDER

- Social, cultural – specific to a particular society, culture and time (a social construct)
- Social characteristics used to define women and men, in a particular context
- Identifies what a given society considers appropriate for women and men
- Not fixed – changes over time, is challenged by individuals within a society
Diverse – vary in and between societies, influenced by social factors such as economic class, race, caste, ethnicity, sexual orientation and cultural factors such as religion, social norms “masculine” and “feminine” are gender-based, cultural categories

GENDER ROLES

- Activities women and men are expected to do in households and community
- Different cultures have different expectations for women and men
- Ideas about gender roles are formed during early years – childhood, adolescence
- Gender roles change at different stages of a person’s life – and they definitely change in response to violent conflict
- They are affected by changes in context, particularly social movements, and violent conflict
- Ideas about gender roles are influenced by family, school, peers, culture and religion, advertising and media.
- The reality of gender roles is also influenced by necessity – in times of violent conflict, girls and women may have to take on gender roles associated in peace time with boys and men

GENDER-BLIND, GENDER-UNAWARE

- Blind to gender or socialized differences between men and women – unaware or ignorant of them
- Some sources define this as a positive thing, i.e. being unisex or not discriminating on the basis of gender. These definitions confuse sex and gender. In international work, being gender-blind means failing to identify significant differences that have implication for action

GENDER-SENSITIVE

- Being aware of how different people think about gender, and that no “one right way” exists
- Basing actions and decisions on principles of equality and choices women and men make, not one's own ideas
- Avoiding stereotyped and outdated views of what is possible, appropriate for women and men

Examples of gender stereotypes – generalizations and assumptions

- Women do not take active roles in combat. (*Formed Police Units contradict this.*)
- Men enjoy public roles. (*Some men prefer private to public life.*)
- Girls are not good at mathematics or science. (*Human ability for math varies.*)
- Boys don't cry. (*All humans cry.*)
- Women are better parents than men. (*Men can be equally loving and competent parents, and some women are poor parents.*)

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

Note on use: The following learning activities use the same testimonies: 2.3.1, 2.3.3, and 2.4.2. The learning activities analyse the real-life experiences of ordinary civilians in different ways. They build on Learning Activity 1.1.2 on Consequences of Violent Conflict by looking at specific examples of the impact of violent conflict. Learning Activity 2.4.2 looks at the different experiences of women and girls. Lesson 2.7 on Child Protection will further analyse the different experiences of girls and boys.

Preparation

- Review brainstorming results from related learning activities in Module 1 and Module 2. If participants noted different impacts on women, men, girls and boys, prepare to use those in your introduction.
- Read the Testimonies (1-5 from Learning Activity 2.3.1). Make enough copies for all participants.
- Read the Responses to the discussion question for the testimonies.
- Prepare flip-chart sheets or a board to record points from discussion. Prepare two flip-chart sheets, or a white board or black board, with two columns to record points. Write “Women/Girls” at the top of one flip-chart sheet or column; “Men/Boys” on the other. Transfer any specific points made about the impact of violent conflict on the two groups, from the previous exercises. Have extra sheets or space ready if needed.
- Decide on the groups. The timing for the activity is short. You may wish to distribute the testimonies between the groups. There are five testimonies.
- Prepare key points on how different groups are affected differently. Use content in Lesson 2.4 on Women, Peace and Security.

Instructions

1. Assign groups.
2. Introduce the exercise as you hand out copies of the testimonies. As part of continuing work on the consequences of violent conflict and human rights, this activity focuses on how girls and women experience conflict in ways different from boys and men. It brings life to the real challenges faced by ordinary individuals. Participants are encouraged to put themselves in the shoes of these individuals – this is a difficult request.
3. Short option: Ask participants to read the testimonies aloud in their groups. Encourage participants to draw on other learning and experience. Get participants to brainstorm some examples of how conflict may affect human rights, using the posted results from brainstorming on the effects of violent conflict from Learning Activity 1.1.2 on Consequences of Violent Conflict. They must answer the following questions:
 - a) How do women and girls, men and boys experience conflict differently?
 - b) What is the role of gender stereotypes?
4. Long option: Prompt more discussion with selected questions (see below). Note points as participants raise them. Use different colours of flip-chart pen to note points that relate to boys and girls, in both columns.
5. As you move to close, refer to points from brainstorming in previous exercises relating to consequences of violent conflict. Use these summary points to bridge to the main lesson:

- a) Violent conflict has terrible effects on all human beings
- b) Impact of conflict – disruption of normal life, the threat of injury or death, hunger, a need to flee for personal safety
- c) Difference between things that everyone experiences and things that may be specific to people of certain sex and age
- d) Peacekeeping personnel need to take into account these differences in order to be able to successfully protect civilians and carry out other mission tasks

Possible questions

- What kinds of things will women and girls have a harder time with in violent conflict?
- What kinds of things will men and boys have a harder time with?
- What increased risks do women/girls and men/boys face?
- How might the familiar roles of women, girls, men and boys change?
- What kinds of things might women, girls, men and boys be able to do that they were not able to do before?
- What kinds of things might they not be able to do that they did in peace time?
- What changes might influence the situation of men and women after the conflict?

Possible answers

- Harder for women to get food, fuel and water in safety – traditional gender roles for which women continue to be mainly responsible.
- Harder for men to support their families, provide food.
- Men may take up arms.
- Women may have more people to care for, people with serious injuries or conditions. They will probably have reduced access to resources for care as well as survival.
- Boys may be forced to take up arms, become child soldiers. Drugs and alcohol may become part of their daily routines, further desensitizing them and compounding future challenges of reintegrating child soldiers into community life.
- Girls and women may be abducted as sexual slaves and bush wives.
- Pregnant women and girls face increased risk of childbirth complications.
- Women and girls may have to prostitute themselves for survival.
- Women and girls may be victims of conflict-related sexual violence, if rape is used as a weapon of war.
- Boys and men may also be victims of conflict-related sexual violence.
- Psychosocial effects of violent conflict may increase domestic violence, men more violent with all family members, women more violent to children.

2.4.2 Responses to Discussion Question: Impact of Conflict on Women and Girls

Question

How do women and girls, men and boys experience conflict differently?

What is the role of gender stereotypes?

The facts:

Testimony 1

- Abduction; sexual violence; vulnerability as a child
- Unclear whether perpetrators are State army or armed rebel group
- Girls targeted for sexual violence

Testimony 2

- Threat to life; threat to livelihood; vulnerability as a child
- Unclear whether perpetrators are State army or armed rebel group
- Boys (and men) work with the cattle

Testimony 3

- Threat to life; vulnerability as a child
- Unclear whether perpetrators are State army or armed rebel group
- Baby boy killed – potential threat as a future fighter

Testimony 4

- Abduction; recruitment into armed group; threat to life; vulnerability as a child
- Abuse by armed rebel group
- Boy recruited into armed group

Testimony 5

- Sexual violence
- Abuse by armed rebel group
- Women target for sexual violence

2.4.2 Testimonies: Impact of Conflict on Women and Girls

Testimony 1

"Sometimes, fighters come to the school to find girl students.

We [teachers] can't refuse. They [the girl students] go with [the fighters].

Often, students arrive late to school, because they get caught en route....

Soldiers don't come into the classroom, but when a fighter knocks on the door, you have to answer.

This happened in May. I said, 'Hello.' He asked for a girl. I can't refuse. So I called the girl, the one that he named, and she went with him. He didn't have a gun, but his escorts were behind him, and they had guns, three of them.

[The fighters] know [the students] names from encountering them on the road. It would happen three to four times a month [at my school]. It would be lots of girls, maybe 10 a month or so. I can't really say.

We can't say anything; if we do, we could be killed."

—A female teacher from Rutshuru territory in the Democratic Republic of Congo (DRC), whose school was under the control of the M23.

(Source: Human Rights Watch, "Our School Became the Battlefield": Using Schools for Child Recruitment and Military Purposes in Eastern Democratic Republic of Congo, October 2015)

<https://www.hrw.org/report/2015/10/27/our-school-became-battlefield/using-schools-child-recruitment-and-military>

Sometimes, soldiers and fighters target girls from schools for abduction and sexual violence.

2.4.2 Testimonies: Impact of Conflict on Women and Girls

Testimony 2

"We fled with cattle to the river [but] we had to leave the cows behind because they were shooting right up to us.

We were in the river for three days because you can't come out because of the shooting.

There was random shooting into the reeds to get [us] hiding people. We ate water lily and roots [in the river]."

—A 13-year-old boy, originally from Bauw, Koch county in South Sudan, was left to tend the cattle after adult men ran from the camp before the Bul carried out raids to take cattle.

(Source: Human Rights Watch, "They Burned it All", Destruction of Villages, Killings, and Sexual Violence in Unity State South Sudan, July 2015)

<https://www.hrw.org/report/2015/07/22/they-burned-it-all/destruction-villages-killings-and-sexual-violence-unity-state>

Children, who are often cattle herders, have been killed or shot and killed by armed groups stealing cattle.

Bul fighters are from the Bul Nuer ethnic group.

2.4.2 Testimonies: Impact of Conflict on Women and Girls

Testimony 3

"I was with my neighbor when they asked her whether her baby was a boy or a girl.

When she said 'boy' they told her that they were going to kill the baby because 'when he grows up he will fight with us so I have to kill him before that happens.'

They shot the boy in front of the mother."

—A woman from Koch town, Koch county in South Sudan.

(Source: Human Rights Watch, "They Burned it All", Destruction of Villages, Killings, and Sexual Violence in Unity State South Sudan, July 2015)

<https://www.hrw.org/report/2015/07/22/they-burned-it-all/destruction-villages-killings-and-sexual-violence-unity-state>

2.4.2 Testimonies: Impact of Conflict on Women and Girls

Testimony 4

"They took us by force.

(Then) they took us in a boat to Diteng. We got training in Diteng, how to use weapons, how to stand to attention, we were also in parades.

I was (then) taken to Bakang, there was fighting there. There was one battle, it was two days long, I was shooting. There were many children fighting there.

... Yes we saw Olony, he used to come to us in Diteng. He said we need to be strong."

—A 17 year-old boy from South Sudan, was captured by Olony's forces outside the UN base.

(Source: Human Rights Watch, "We Can Die Too": Recruitment and Use of Child Soldiers in South Sudan, December 2015)

<https://www.hrw.org/report/2015/12/14/we-can-die-too/recruitment-and-use-child-soldiers-south-sudan>

Johnson Olony is a South Sudanese leader of a rebel group.

2.4.2 Testimonies: Impact of Conflict on Women and Girls

Testimony 5

“One of the men came in and raped me while the second and third men stood outside [the hut] and guarded it. They took turns.

The men didn't hurry because mostly women live in the camp and are no threat to them. During the attack, one of them told me, “You can tell anyone that we did this, we're not scared.”

—Shamso, a 34-year-old woman was raped, in the presence of her three young children, by three men who broke into her home in a camp in the Dharkenley district, Mogadishu, Somalia.

(Source: Human Rights Watch, “Here, Rape is Normal”: A Five-Point Plan to Curtail Sexual Violence in Somalia, February 2014)

https://www.hrw.org/sites/default/files/reports/somalia0214_ForUpload.pdf

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

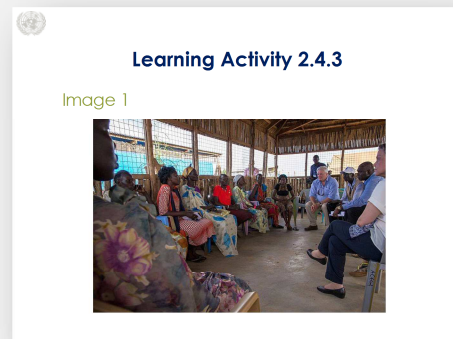
INSTRUCTIONS

- 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



Note on Use: Films are excellent visual supports. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://youtu.be/vAuFQj9xBYc>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) How are women key partners of peace?
 - b) What does “inclusiveness” mean?
 - c) What does “non-discrimination” mean?
 - d) What does “gender balance” mean?If time allows, you may ask specific questions about the film based on preparation.

Variation

- Use photos in addition or as an alternative as prompts for discussion.
- Research into the women as key partners of peace – especially Liberian case of Leahmeh Gbowee and the emergence of the first female President in Africa. The Women of Liberia Mass Action for Peace was a peace movement started by women in Liberia to end the Second Liberian Civil War – and Nobel Peace prize winner Leahmeh Gbowee as a social worker was one of the organisers. You may wish to use the photos provided as examples. Carry out research of the specific cases reflected in the photos.

2.4.3 Photos: Women in Peacekeeping

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p>  <p><small>UN Case File: Disarmament Training, Indonesia, 2014</small></p>	<p>UN Emergency Relief Coordinator meets with women representatives in the Protection of Civilians site 3, in the capital Juba, South Sudan.</p>
<p>2.</p>  <p><small>UN Case File: Disarmament Training, Indonesia, 2014</small></p>	<p>Women carry placards with messages of peace in Goma, Democratic Republic of the Congo (DRC). Women pay the highest price in times of conflict.</p>
<p>3.</p>  <p><small>UN Case File: Disarmament Training, Indonesia, 2014</small></p>	<p>Women fighters turning in mortar shells during Liberia's disarmament and demobilization process.</p>
<p>4.</p>  <p><small>UN Case File: Disarmament Training, Indonesia, 2014</small></p>	<p>UNDP-EU partnership supports peacebuilding. EU- funded Local Trust-Builders Network promotes conflict conciliation, positive dialogues and the prevention of violence in the Hill Tracts in Bangladesh.</p> <p>N.B. Not an example of peacekeeping, but peacebuilding. Still relevant, as UN peacekeeping plays a role in early peacebuilding.</p>

5.



Women of Liberia Mass Action for Peace, a peace movement started by women in Liberia to end the Second Liberian Civil War.

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
- Scenarios with photos (2, 4, 10, 11 from Learning Activity 1.1.2)

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?



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Preparation

- Consider whether you will include photos. Select the photos. Decide whether you will project the photos on slides, or prepare them as handouts. Photos have been pre-selected from Learning Activity 1.1.2 (photos numbered 2, 4, 10, and 11).
- Read the Responses to the discussion question for the scenario.
- Write the question on a flip-chart sheet or board: How can the concerns and experiences of women and girls be integrated into peacekeeping work?
- Prepare key points on the importance of “gender equality” and “gender mainstreaming”. Use the content from Lesson 2.4.
- Decide on the groups. The timing for the activity is short. You may wish to distribute the scenarios between the groups, with one scenario for each group. There are four scenarios. Divide people into four teams.
- Consider assigning preparation on the briefing as homework. Encourage people to do on-line research and draw on their own experience.

Instructions

1. Introduce the activity. The purpose of the activity is for participants to apply a gender perspective to peacekeeping work. For each scenario, participants must think of practical ways to eliminate the discrimination and inequality experienced by women and girls.
2. Distribute the photos and scenario.
3. Ask participants to read the scenarios. Group work involves brainstorming how to make sure the experiences and concerns of women and girls are considered in each situation – this is gender mainstreaming. Refer them to the posted question on the flip-chart sheet. Get participants to discuss in small groups.
4. Ask participants to report back after the allocated time. Get several responses from the group before expanding with provided explanations, below.
5. When the group has finished discussing the scenario, reflect on the discussion and experience. Expand with any more points.
6. Highlight:
 - a) Women and girls have different experiences, concerns and needs in conflict situations
 - b) Women and girls are not just victims, but actors in conflict – both positive and negative actors (for example, as peacemakers and combatants)
 - c) The need to be aware of gender stereotypes – in the country, and even your own
 - d) Importance of integrating or mainstreaming a gender perspective (i.e. gender mainstreaming) to help us to be aware of and address the different concerns and experiences of women and girls
7. Close the exercise. Key message: To eliminate discrimination and gender inequality against women and girls, peacekeeping personnel must mainstream a gender perspective. This helps them to understand the impact of any planned action for women and girls, men and boys

2.4.4 Responses to Discussion Question: Gender Mainstreaming

You are deployed to a UN peacekeeping mission. You must eliminate the discrimination and inequality experienced by women and girls.

How would you integrate the concerns and experiences of women and girls in your work?

Scenario 1: Reintegration of combatants

Early UN work on DDR focused on male ex-combatants. Experience showed women were neglected during and after conflict. For example, demobilization incentive programmes ignored the needs of female combatants. Demobilization packages included only male clothing, or tools not used by women.

Combatants may have abducted women and girls as sex slaves – also known as “bush wives”. After conflict, partners rejected these women and girls. When families reject them, women and children may be destitute. They need help to find jobs and feed their children.

DDR programmes designed with only male combatants in mind may not consider them. Women often know of stockpiles of weapons and may want to rid their communities of arms.

Responses

- DDR work now stresses the importance of meeting the needs of all. Disarmament can gain by focusing on women as well as men.
- Consider women's needs in the design of demobilization packages and services, as well as men's, in proportion to the numbers of women and girls in affected groups
- Consider the needs of female ex-combatants as well as those of males. Consider the needs of associates of male ex-combatants (wives and dependents).
- Include and provide for dependents of combatants and other camp followers, and women and girls associated with male ex-combatants.
- Consult with women separately when questioning community members about arms caches and the status of developments for peace
- Inform themselves about initiatives for women and girls that are part of implementing mission mandate. Provide ex-combatants with information and links to psycho-social counselling and the support services available

Scenario 2: Refugees and IDPs

Conflict within the country has resulted in major social and economic disorder. In recent years, violent conflict has deliberately targeted civilians, especially women and children. Many flee their home communities in search of safety away from conflict zones.

Most refugees and IDPs are women and children. They often arrive at reception centres traumatized by attacks before and during fight. The attack may vary according to whether victims are boys, men, girls or women. Each group has different needs for support and rehabilitation.

Women and girls in camps for refugees and displaced people may suffer further abuse. Camp residents or officials may sexually abuse them, or demand sex in exchange for rations and other benefits. Men in camps may suffer from trauma and frustration. Unable to fulfil their traditional roles as household heads and family protectors, and with an unclear future, they can become depressed or violent with others, including women and children.

Responses

- Be aware of different numbers of women, men, girls and boys in refugee or IDP populations. Consider family structures and relationships.
- Assess different needs and threats that women and children face as IDPs or refugees. Distinguish between threats to women and men, girls and boys.
- Include information on different numbers of women and children and their needs in all reports. Disaggregate data by age as well as by sex.
- Ensure women and men have equal levels of safety and security. They may need different programmes or support.

Scenario 3: Rule of law

Before the conflict, the society regulated unacceptable conduct through formal systems of law and order, and informal ones of tradition and culture. As a result of conflict, these cultural, traditional and legal restraints disappeared. Women and children especially lost special protection.

For example, poverty, desperation and the weakness of the rule of law have allowed violent crime to increase dramatically, especially as small arms and weapons are available. Women and children are vulnerable to violent crime and often fall prey to organized crime as they face increasing pressures to earn a living. Some beg and others sell sex. Trafficking of women and children is also a feature of a post-conflict, criminal economy. Domestic violence by males in the home against women and children increases in post-conflict societies.

Rule of law must be restored in communities. Rule of law-related activities are also carried out in refugee and IDP camps.

Responses

- Know the different numbers of women and men in the community of different age groups.
- Talk to women and women's groups about threats to safety.
- Consult with the marginalized as well as influential people. Reach out.
- Make sure that programmes to restore law and order address the concerns of women and men equally.
- Encourage equal representation of women and men in local security forces (for example, military and police) or community organizations involved in community safety.
- Under no circumstances are peacekeeping personnel to take advantage of this unfortunate reality. The UN prohibits exploitation and abuse of women and children for all peacekeeping personnel.

Scenario 4: Economic opportunities

Conflict has destroyed and disrupted government and social services, such as education and health. It has caused shortages in goods and services. Prices of essential commodities may rise, or not be available at all. An illegal black market has grown. Collapse of social services and infrastructure affects women acutely because they have primary responsibility for children and households.

The physical infrastructure of roads, bridges, transport, power and communication lines is also often badly damaged as a result of violent conflict. Women have lost access to reproductive health care. Social confusion disrupts children's schooling.

The period immediately after conflict is still violent, when violence can take many new forms. Men and women face different challenges because normal services and infrastructure have collapsed.


Men and women often lose their peacetime jobs and pensions. Landmines and other explosive hazards may be in land they used to work and crops destroyed. Women are especially vulnerable in this environment. Their access to jobs and livelihoods were limited before the conflict. They are more limited in the post-conflict setting. Women may now head households, as sole providers for extended families of children and elderly relatives.

Responses

- Investigate challenges women face accessing social services.
- Investigate why women may not have equal access to such economic opportunities. Include information on discriminatory barriers and bias in reports.
- Women and men have different needs and reactions to the challenges. Peacekeeping personnel need to be aware of such differences. These differences need to be a) factored into plans and activities and b) reported on in routine reporting duties.
- Work with mission partners to find creative short-term or long-term solutions. For example, advertising mission vacancies in media women are more likely to access. Seek out and work with companies that have fair and equal employment practices as a basic part of procurement.
- Make sure women and men have equal access to land ownership and economic opportunities in society, as well as jobs and contracts in the mission. This includes mission support staff issuing contracts or recruiting people to local companies.


2.4.4 Scenarios with Photos: Gender Mainstreaming

Photos are the same as Learning Activity 1.1.2 (numbers 2, 4, 10, and 11).
Available as slides for the learning activity.




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?




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Learning Activity 2.4.4

Scenario 2
You are deployed to a UN peacekeeping mission. You work with refugees and internally displaced persons. How would you integrate the concerns and experiences of women and girls?




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Learning Activity 2.4.4

Scenario 3
You are deployed to a UN peacekeeping mission. You work on rule of law activities. How would you integrate the concerns and experiences of women and girls?




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Learning Activity 2.4.4

Scenario 4
You are deployed to a UN peacekeeping mission. You support economic opportunities. How would you integrate the concerns and experiences of women and girls?



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2.4.4 Scenarios: Gender Mainstreaming

You are deployed to a UN peacekeeping mission.

You must eliminate the discrimination and inequality experienced by women and girls.

How would you integrate the concerns and experiences of women and girls in your work?

Scenario 1: Reintegration of combatants

Early UN work on DDR focused on male ex-combatants. Experience showed women were neglected during and after conflict. For example, demobilization incentive programmes ignored the needs of female combatants. Demobilization packages included only male clothing, or tools not used by women.

Combatants may have abducted women and girls as sex slaves – also known as “bush wives”. After conflict, partners rejected these women and girls. When families reject them, women and children may be destitute. They need help to find jobs and feed their children.

DDR programmes designed with only male combatants in mind may not consider them. Women often know of stockpiles of weapons and may want to rid their communities of arms.

2.4.4 Scenarios: Gender Mainstreaming

You are deployed to a UN peacekeeping mission.

You must eliminate the discrimination and inequality experienced by women and girls.

How would you integrate the concerns and experiences of women and girls in your work?

Scenario 2: Refugees and IDPs

Conflict within the country has resulted in major social and economic disorder. In recent years, violent conflict has deliberately targeted civilians, especially women and children. Many flee their home communities in search of safety away from conflict zones.

Most refugees and IDPs are women and children. They often arrive at reception centres traumatized by attacks before and during fight. The attack may vary according to whether victims are boys, men, girls or women. Each group has different needs for support and rehabilitation.

Women and girls in camps for refugees and displaced people may suffer further abuse. Camp residents or officials may sexually abuse them, or demand sex in exchange for rations and other benefits. Men in camps may suffer from trauma and frustration. Unable to fulfil their traditional roles as household heads and family protectors, and with an unclear future, they can become depressed or violent with others, including women and children.

2.4.4 Scenarios: Gender Mainstreaming

You are deployed to a UN peacekeeping mission.

You must eliminate the discrimination and inequality experienced by women and girls.

How would you integrate the concerns and experiences of women and girls in your work?

Scenario 3: Rule of law

Before the conflict, the society regulated unacceptable conduct through formal systems of law and order, and informal ones of tradition and culture. As a result of conflict, these cultural, traditional and legal restraints disappeared. Women and children especially lost special protection.

For example, poverty, desperation and the weakness of the rule of law have allowed violent crime to increase dramatically, especially as small arms and weapons are available. Women and children are vulnerable to violent crime and often fall prey to organized crime as they face increasing pressures to earn a living. Some beg and others sell sex. Trafficking of women and children is also a feature of a post-conflict, criminal economy. Domestic violence by males in the home against women and children increases in post-conflict societies.

Rule of law must be restored in communities. Rule of law-related activities are also carried out in refugee and IDP camps.

2.4.4 Scenarios: Gender Mainstreaming

You are deployed to a UN peacekeeping mission.

You must eliminate the discrimination and inequality experienced by women and girls.

How would you integrate the concerns and experiences of women and girls in your work?

Scenario 4: Economic opportunities

Conflict has destroyed and disrupted government and social services, such as education and health. It has caused shortages in goods and services. Prices of essential commodities may rise, or not be available at all. An illegal black market has grown. Collapse of social services and infrastructure affects women acutely because they have primary responsibility for children in households.

The physical infrastructure of roads, bridges, transport, power and communication lines is also often badly damaged as a result of violent conflict. Women have lost access to reproductive health care. Social confusion disrupts children's schooling.

The period immediately after conflict is still violent, when violence can take many new forms. Men and women face different challenges because normal services and infrastructure have collapsed.

Men and women often lose their peacetime jobs and pensions. Landmines and other explosive hazards may be in land they used to work and crops destroyed. Women are especially vulnerable in this environment. Their access to jobs and livelihoods were limited before the conflict. They are more limited in the post-conflict setting. Women may now head households, as sole providers for extended families of children and elderly relatives.

Learning Activity**2.4.5**

Shaping Gender Roles**METHOD**

Brainstorm in table groups, share in full group

PURPOSE

To brainstorm dominant influences on “gender” (in other words, socialized ideas about who women and men are and what they do in a particular culture), to illustrate how many different influences reinforce a set of “gender” norms

TIME

15 minutes

- Introduce the activity: 2 minutes
- Table groups: 5 minutes
- Full group: 7 minutes
- Close: 1 minute

INSTRUCTIONS

- Recall the definition of “gender”
- Consider the different influences in life
- How do they influence “gender”?

RESOURCES

- Learning Activity instructions
- Responses to discussion questions

Note on use: While “gender” is a more flexible concept than “sex”, and changes between cultures and time – ideas about “gender” can also be remarkably fixed and resistant to change. Many influences reinforce certain gender roles in a culture. This exercise is helpful to explain those influences and why changing our ideas about women and men can be so challenging.

Learning Activity 2.4.5 on Shaping Gender Roles and Learning Activity 2.4.6 on Gender and Power Structures are similar. They both focus on examples in society which influence “gender”. Learning Activity 2.4.5 focuses on influences in life such as family, school, peers, religion, media (including advertising), and culture. Learning Activity 2.4.6 has a more detailed focus on power structures, which includes the constitution, national laws, parliament and governance structures, schools, workplaces, public services, the family (nuclear or extended), community and social traditions, and marriage. If you decide to deliver both learning activities, consider merging them.

Preparation

- Prepare flip chart sheets or organize a whiteboard or blackboard to take notes. Write the following, one per sheet or in an area of the board – they represent the different examples of influences in life:
- Family
 - School
 - Peers
 - Religion
 - Media including advertising
 - Culture
- Review the Responses to the discussion (see below). Prepare some key questions to prompt brainstorming for each category.
- Review Lesson 2.4, particularly the definitions of “gender” and “sex.”

Instructions

1. Introduce the exercise, noting that it uses concepts from Lesson 2.4. This exercise will deepen the participants' understanding of “gender”.
2. Ask participants to reflect on their own lives. Family through school, peers, the wider community, dominant culture, religion, and many other different influences shape gender norms.
3. Ask participants to consider the different examples of influences in life, and answer the following question: How do they influence “gender”?
4. Work through each example using the flip-charts or board. Ask for an example of influences on gender from “family”. Once you have several examples, move to the next category, “school”. The goal is to have a range of examples that illustrate how pervasive socialization on gender is, not to create a complete list.
5. Ask participants if they can think of examples where boys and girls, or men and women do not follow conventional gender norms. Invite them to share examples.
6. Summarise and close the exercise. Reinforce these key messages:
 - a) Gender is ever-changing, and changes in context, including violent conflict.
 - b) Ideas about *gender* (in other words, what defines men as men and women as women) and *gender roles* (in other words, the activities that are socially

- acceptable for males and females) vary between cultures (even within parts of the same culture) and change over time.
- c) In many cultures, women and girls tend to be in a lower position or “subordinate” to men and boys. This results in inequalities.
 - d) We are all products of social influence. Peacekeeping personnel need to recognize their own socialization and avoid projecting stereotypes and bias onto men and boys, women and girls from another culture.
 - e) Peacekeeping personnel must be careful not to reinforce discrimination of women and girls, and gender inequality.

2.4.5 Responses to Discussion Question: Shaping Gender Roles

Question

Consider the different influences in life. How do they influence “gender”?

GENDER ROLES

- Activities women and men are expected to do in households and community
- Different cultures have different expectations for women and men
- Ideas about gender roles are formed during early years – childhood, adolescence
- Gender roles change at different stages of a person's life – and they definitely change in response to violent conflict
- They are affected by changes in context, particularly social movements, and violent conflict
- Ideas about gender roles are influenced by family, school, peers, culture and religion, advertising and media.
- The reality of gender roles is also influenced by necessity – in times of violent conflict, girls and women may have to take on gender roles associated in peace time with boys and men

Family influences on gender

- How women and men treat each other
- Attitudes of parents towards boys and girls
- Assignment of domestic chores in the household
- Who works outside the home and at what
- Access to and control over household resources – money, time, power
- Household division of labour for both productive (paid) and reproductive (unpaid) work

School influences on gender

- Sex of teachers, influential role models on children
- Accessibility of school to girls and boys
- Different expectations for boys and girls, for recreational activities and studies
- Whether girls and boys are taught together or separately
- Degree of gender-sensitivity evident in school arrangements and curricula

Peer influences on gender

- Whether games available to girls and boys promote equality or stereotypes
- Degree of rigidity or flexibility for choices of colour, clothing, activities
- Separate or shared games, equality of opportunity for self-directed recreation
- Popular role models for peers, their projection of gender norms
- Freedom of social interaction with male and female peers available to boys and girls

Religion

- Religious figures – their sex and their attitudes
- Religious systems, stereotypes perpetuated in religious practices
- Extent to which religion prescribes gender norms for males and females

Culture

- Popular images and projection of narrower expectations for girls than boys, women than men
- Valuing of masculine traits more than feminine traits (strength more than emotion)
- Setting male traits as the cultural “norm”, so women are by definition “other”
- Extent to which discriminatory language and practices are embedded in cultural practice

Learning Activity**2.4.6****Gender and Power Structures – Questions for Peacekeeping Personnel****METHOD**

Discussion, small and large group

PURPOSE

To deepen understanding of how power structures in communities of the host country influence gender norms, to ensure peacekeeping personnel promote gender equality

TIME

25 minutes

- Introduction: 5 minutes
- Small groups: 10 minutes
- Full group: 10 minutes including 1 minute to close

INSTRUCTIONS

- Think about the different power structures in your own country
- How do they reflect “gender”?
- How do they influence “gender”?
- What are the questions you need to ask about power structures in the host country to better understand “gender”?

RESOURCES

- Learning Activity instructions
- Responses to discussion questions

Note on use: Learning Activity 2.4.5 on Shaping Gender Roles and Learning Activity 2.4.6 on Gender and Power Structures are similar. They both focus on examples in society which influence “gender”. Learning Activity 2.4.5 focuses on influences in life such as family, school, peers, religion, media (including advertising), and culture. Learning Activity 2.4.6 has a more detailed focus on power structures, which include the constitution, national laws, parliament and governance structures, schools, workplaces, public services, the family (nuclear or extended), community and social traditions, and marriage. If you decide to deliver both learning activities, consider merging them.

Preparation

- Prepare a flip-chart or a presentation slide listing different examples of main power structures, as well as social and legal frameworks:
 - The constitution
 - National laws
 - Parliament and governance structures
 - Schools
 - Workplaces
 - Public services
 - Family – nuclear or extended
 - Community and social traditions
 - Marriage
- Prepare some key questions to prompt discussion on how the examples reflect and influence gender norms. See examples below.
- Review the Responses to the discussion question (see below).
- Finalize your preparation of the exercise by tailoring it to the particular group of learners. Consider how in-depth the discussions need to be, and identify key points to cover. Depending on the level of understanding, decide whether to deliver the learning activity using small groups, or to one large group. Delivering the activity to one large group will allow you to monitor complex discussions.
- Ensure key points on the importance of “gender equality” and “gender mainstreaming” are included. Use content from Lesson 2.4.
- Decide on groups.

Instructions

1. Introduce the activity by explaining the following:
 - a) Each society has social and legal frameworks through which it manages social relations, including relationships of power.
 - b) Gender may be said to be “invisible” in these social institutions and structures. However, it also may be said that gender is not invisible. It is there, but people are not looking.
 - c) Looking helps make it visible. Peacekeeping personnel need to “look”, to ask questions about power structures and social relations so they can better understand the context of their work.
 - d) “Mainstreaming a gender perspective” helps – this is also called “gender mainstreaming”.
2. Go through the power structures listed, as examples. Invite questions from participants who need clarification.

3. Ask participants to reflect on these power structures in their own country. Participants must work in groups and answer general questions about the power structures:
 - a) How do they reflect “gender”?
 - b) How do they influence “gender”?
4. Ask participants to then consider the peacekeeping context, and what they have learned so far. Task the small groups to brainstorm answers to the question: What are the questions you need to ask about power structures in the host country to better understand “gender”? Identifying specific questions to ask will help deepen understanding of power structures in communities of the host country, and ensure peacekeeping personnel promote gender equality.
5. Bring the small groups together for the large group discussion. Invite key points from participants from the tasks set. Use the flip-chart to capture the examples of questions for peacekeeping personnel to ask about power structures.
6. Summarise the key points discussed, and close the activity. Highlight the following:
 - a) **Gender:** what defines men as men and women as women
 - b) **Gender roles:** the activities that are socially acceptable for males and females
 - c) In many cultures, women and girls tend to be in a lower position or “subordinate” to men and boys. This results in inequalities.
 - d) Gender may be said to be “invisible” in these social institutions and structures. However, it is there, but people are not looking.
 - e) Peacekeeping personnel must be careful not to reinforce discrimination of women and girls, and gender inequality.
 - f) Peacekeeping personnel need to “look”, to ask questions about power structures and social relations so they can better understand the context of their work.
 - g) Promotion of women's equality and women's human rights is expected of all UN peacekeeping personnel.

2.4.6 Responses to Discussion Question: Gender and Power Structures

Question

What are the questions you need to ask about power structures in the host country to better understand “gender”?

Examples of questions for peacekeeping personnel to ask about power structures

- How many women are in the current parliament, of total seats?
- If there is a senate, what is the ratio of men to women in the senate?
- Does a quota system protect a number of seats for women?
- How many female candidates are standing for office in upcoming elections?
- Are women represented in local government councils?
- Are girls and women organized in civil society or non-governmental organizations that represent their specific interests and needs?
- Do women have more power than men in any social or community institution?
- What does the constitution say about rights and obligations of women and men?
- How do legal frameworks address family law, inheritance law?
- What are the most important cultural practices and traditions in a community? What events are celebrated?
- What are women's and men's contributions to and roles in those practices?
- What is a typical family profile, and family size?
- Who has most power through social structures and institutions, and who has less?
- What do the answers to these questions say about how power is distributed through social institutions?

Learning Activity

2.4.7

Equal Treatment – Unequal Results

METHOD

Use of a fable (story), discussion

PURPOSE

To show that equal treatment can bring unequal results – sometimes to achieve equality, different treatment may be needed

TIME

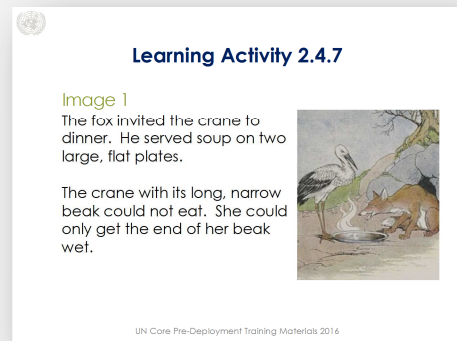
15 minutes

INSTRUCTIONS

- Consider the fable (story)
- Does equal treatment lead to equality?
- What lessons can you learn for your peacekeeping work?

RESOURCES

- Learning Activity instructions
- Responses to Discussion Questions
- Fable (story)
- Images with story



Preparation

- Read the fable. One version of the moral from the original fable is that “one bad turn deserves another”. Another is that “one should not play tricks unless s/he can stand the same treatment”. The fable is being adapted for a different purpose in this usage.
- Review Responses to the discussion question (see below).
- Prepare the materials that will be used. Print copies of the fable if needed. See the images of the fox and crane for the fable. Decide whether you will include the images for the fable in the handouts, or project as presentation slides for the lesson.
- Prepare reading the fable with the group. If you decide to project the images for the fable as presentation slides for the lesson, practice projecting the relevant image for the related part of the story.

Instructions

1. Begin the activity by reading the fable of the fox and the crane.
2. Ask participants if they draw any conclusions from the fable. Share the following conclusion: *What works to meet the basic needs for one creature or person may not work at all for another.*
3. Explain the following:
 - a) Differences between what women/girls and men/boys need may not be as visible as in the fable of the fox and the crane
 - b) Differences between what men and women need do exist
4. Ask participants what lessons they might draw from this fable in relation to how they approach peacekeeping work. Prompt discussion with the following questions:
 - a) Does equal treatment lead to equality?
 - b) How does this relate to “gender”?
 - c) Why is it important to consider the different needs of women/girls and men/boys?
 - d) How will this affect your peacekeeping work?
5. Wrap up with examples of lessons applicable to peacekeeping work.

2.4.7 Responses to Discussion Question: Equal Treatment – Unequal Results

Question

What lessons can you learn for your peacekeeping work?

Examples of lessons applicable to peacekeeping work

- Keep in mind that your decisions and actions can lead to unequal results in how women/girls and men/boys are positively affected.
- Take the real and different needs of everyone (women/girls and men/boys) into account when planning and implementing decisions and actions.
- Try not to make assumptions about what people need – consult with them.
- Make sure that everyone (women/girls and men/boys) participates in consultations, decision-making and the implementation of actions.
- Do not assume that all individuals in one group (either as women/girls or men/boys) have the same needs – take into consideration age as well as sex.
- Do not let one person speak for another – listen to individuals in all sub-groups.
- It may be challenging, but it is important to identify where decisions and actions can lead to discrimination and gender inequality – this includes identifying barriers to opportunities for women and girls.
- You must adjust decisions and plans to promote greater equality in how results positively affect women and girls, men and boys.
- Do not mistake “gender blindness” for “gender sensitivity”.

GENDER-BLIND, GENDER-UNAWARE

- Blind to gender or socialized differences between men and women – unaware or ignorant of them
- Some sources define this as a positive thing, i.e. being unisex or not discriminating on the basis of gender. These definitions confuse sex and gender. In international work, being gender-blind means failing to identify significant differences that have implication for action.


GENDER-SENSITIVE

- Being aware of how different people think about gender, and that no “one right way” exists
- Basing actions and decisions on principles of equality and choices women and men make, not one’s own ideas
- Avoiding stereotyped and outdated views of what is possible, appropriate for women and men

2.4.7 Images with story: Equal Treatment – Unequal Results

The Fox and the Crane

Available as slides for the learning activity.




Learning Activity 2.4.7


Image 1

The fox invited the crane to dinner. He served soup on two large, flat plates.

The crane with its long, narrow beak could not eat. She could only get the end of her beak wet.



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Learning Activity 2.4.7

Image 2

Later, the crane invited the fox to dine. She served the food in a deep vase. The fox with his short, wide face could not eat.

Both had an equal opportunity for nourishment, but at each meal, one was not able to take advantage of the opportunity. (So it was not a real opportunity).



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Source of images: Images are from *Aesop for Children, 1919*, illustrations by Milo Winter (1886-1956). Available online at Project Gutenberg.

2.4.7 Fable (Story): Equal Treatment – Unequal Results

The Fox and the Crane

The fox invited the crane to dinner. He served soup on two large, flat plates.

The crane with its long, narrow beak could not eat. She could only get the end of her beak wet.

Later, the crane invited the fox to dine. She served the food in a deep vase.

The fox with his short, wide face could not eat.

Both had an equal opportunity for nourishment, but at each meal, one was not able to take advantage of the opportunity. (So it wasn't a real opportunity).

Source: From *Aesop for Children*, 1919