

Evaluation

Notes on Use: 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 | |
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| Questions | Answers |
| Narrative | |
| <i>Note: Frame narrative evaluations as questions, requests or directions</i> | |
| 1. Explain the differences between sex and gender of a person. | <p>Sex</p> <ul style="list-style-type: none"> ▪ refers to biology, biological differences between men and women ▪ set at birth, generally not changeable ▪ universal, across societies and cultures <p>Gender</p> <ul style="list-style-type: none"> ▪ refers to patterns shaped by a society – social characteristics ▪ not fixed – changes within and between cultures and over time ▪ also refers to what a society considers proper and fitting for men and women – behaviour, expectations, actions, roles ▪ social meaning and value given to being a women or a man ▪ results in different roles, responsibilities, opportunities, entitlements, needs and constraints for women, men, girls and boys |
| 2. Many influences shape gender roles and relations in a society. Name at least five. | <ul style="list-style-type: none"> ▪ social class ▪ economic status ▪ political context |

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| | <ul style="list-style-type: none"> ▪ culture ▪ race ▪ age ▪ ethnicity ▪ religion ▪ people's own desires and aspirations |
| 3. What is the root of discrimination against women and gender inequality? | Stereotypes about gender – social roles, what is acceptable for women and men |
| 4. What does gender equality mean? | <p>No discrimination because of sex or gender</p> <ul style="list-style-type: none"> ▪ 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 |
| 5. What prevents women and girls from enjoying their full and equal rights? | <p>Discriminatory laws, policies and practices</p> <p>Attitudes and stereotypes</p> <p>*** Key point is these can change, are not fixed.</p> |
| 6. What is gender mainstreaming? | <p>Mainstreaming or integrating a gender perspective into all plans and actions. This means integrating concerns and experiences of women and men into all work to ensure:</p> <ul style="list-style-type: none"> ▪ women and men benefit equally ▪ inequality is not perpetuated <p>A gender perspective always considers the impact of gender on people's opportunities, social roles and relationships. It assesses implications for women and men of every option and planned action. The UN expects both men and women to mainstream gender considerations.</p> |
| 7. What is gender analysis? | <p>Gender analysis is a first step in gender mainstreaming. The purpose is to gain understanding of social position and relationships of men and women. Gender analysis separately considers:</p> <ul style="list-style-type: none"> ▪ access to resources ▪ activities: division of labour in productive, reproductive and community work |

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| | <ul style="list-style-type: none"> ▪ constraints each face in areas of work and fields of expertise <p>Gender analysis always uses data broken down or disaggregated by sex and age. Peacekeeping reports need to do the same.</p> |
| 8. What is gender balance? | <p>Equal numbers of men and women</p> <p>Equal representation of women and men</p> <ul style="list-style-type: none"> ▪ at all levels of employment ▪ in all kinds of work – productive, reproductive and community <p>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.</p> <p>Peacekeepers with experience may note the goal is not yet achieved. True. All need to increase efforts.</p> |
| 9. What does empowerment of women mean? | <p>Women gaining power and control over their own lives, not being subordinate</p> <ul style="list-style-type: none"> ▪ confident and aware of their rights ▪ able to claim and defend their rights <p>What is needed for empowerment depends on the society. The process may involve</p> <ul style="list-style-type: none"> ▪ awareness-raising ▪ building self-confidence ▪ support in expanding choices, increasing access to and control over resources ▪ collective action to transform parts of society that maintain inequality and discrimination |
| 10. In what ways do men, women, girls and boys have the same experience of violent conflict? | <p>All civilians face risks of:</p> <ul style="list-style-type: none"> ▪ death ▪ forcible displacement ▪ injury by landmines, other weapons ▪ loss of livelihoods ▪ lasting trauma |
| 11. Give examples of important differences in experiences of men and boys, women and girls during and after conflict. | <p>During the Conflict</p> <ul style="list-style-type: none"> ▪ 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 |

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| | <p>families.</p> <ul style="list-style-type: none"> ▪ 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. <p>After the Conflict</p> <ul style="list-style-type: none"> ▪ 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. |
| <p>12. What influences differences in how males and females experience violent conflict? Name two.</p> | <ul style="list-style-type: none"> ▪ Gender roles and social relationships ▪ Subordinate position of women and girls in many areas of life – dominant position of men and boys <p>During conflict, pre-existing social inequalities magnify, making women and men more vulnerable to certain forms of violence.</p> <p>People may also answer “gender” – prompt for specifics.</p> |
| <p>13. Why do formal peace processes continue to ignore women?</p> | <ul style="list-style-type: none"> ▪ discriminatory attitudes, bias and stereotypes ▪ gender blindness ▪ men in dominant social positions want to hold onto the power they |

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| | <p>have</p> <ul style="list-style-type: none"> ▪ in typical gendered divisions of social labour, men tend to do community work which includes political work ▪ women may not step forward or expect to be included ▪ international actors may put other priorities for peace ahead of inclusion <p>The lesson does not detail these reasons. The question prompts participants to make links between points in different parts of the lesson.</p> |
| <p>14. Give two reasons why peacekeepers need a good understanding of different needs, priorities and potentials of women and men, girls and boys in a country.</p> | <p>Use of a gender perspective to deepen this understanding leads to:</p> <ul style="list-style-type: none"> ▪ better-informed decisions – more complete and accurate background ▪ more effective implementation of mission mandate in key areas ▪ actions, decisions and behaviour that: <ul style="list-style-type: none"> - do not perpetuate or reinforce past discrimination and inequality - do not worsen circumstances for the community, or groups in it - help the mission redress social inequalities in a host country |
| <p>15. What are two possible effects of peace and security efforts that neglect and ignore women, including abuses against them?</p> | <ul style="list-style-type: none"> ▪ slow national reconciliation and healing ▪ negatively affect a peace process ▪ perpetuate discrimination and inequality ▪ reduce scope for recovery and development – ignore important human resources |
| <p>16. In what ways can men and women contribute to ending discrimination? How do peacekeeping operations contribute?</p> | <ul style="list-style-type: none"> ▪ challenge attitudes – including their own ▪ change behaviours and practices ▪ transform social roles <p>People may name other specifics:</p> <ul style="list-style-type: none"> ▪ use a gender perspective ▪ mainstream or integrate a gender perspective in decisions and actions ▪ empower women and girls <p>Peacekeeping operations contribute to ending discrimination when they:</p> <ul style="list-style-type: none"> ▪ provide women with equal opportunities to express needs and priorities |

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| | <ul style="list-style-type: none"> ▪ consult with women as well as men ▪ increase women's full participation in peace processes and their implementation ▪ mainstream a gender perspective ▪ maintain high standards of behavior and consistently treat women and girls with respect – in the mission, and in the community ▪ zero tolerance on SEA |
| <p>17. Why has the UN Security Council passed at least eight resolutions on women, peace and security since 2000?</p> | <ul style="list-style-type: none"> ▪ to address disproportionate and unique impact of armed conflict on women and girls – and related threats to international peace and security ▪ to guide the international community's commitments to women's rights in conflict ▪ to guide UN peacekeeping in advancing gender equality in post-conflict societies |
| <p>18. What is the WPS agenda's aim in peacekeeping? Name the two pillars.</p> | <p>Aim</p> <ul style="list-style-type: none"> ▪ to guarantee that participation and protection of women and girls are priorities in all peacekeeping settings <p>Pillars</p> <ul style="list-style-type: none"> ▪ Gender equality ▪ Conflict-related sexual violence (CRSV) |
| <p>19. What are the two main agenda items on the Security Council's women, peace and security agenda?</p> | <ul style="list-style-type: none"> ▪ women's empowerment, participation and protection ▪ gender equality |
| <p>20. The eight SC Resolutions on women, peace and security build on each other, sequentially. Taken together, they show the Council's evolving concerns. Explain how the WPS agenda has evolved, using a timeline. Note dates and key contributions of each relevant resolution.</p> <p>Note: CRSV lesson content covers some of the same resolutions. Remind people the WPS agenda has two main themes, gender equality and CRSV.</p> | <p>SCR 1325 (2000)</p> <ul style="list-style-type: none"> ▪ stresses importance of women's equal and full participation as active agents in preventing and resolving conflicts, peace-building and peacekeeping <p>SCR 1820 (2008)</p> <ul style="list-style-type: none"> ▪ reinforces Resolution 1325 by directly linking sexual violence as a tactic of war with women peace and security issues <p>SCR 1888 (2009)</p> <ul style="list-style-type: none"> ▪ follow-up to Resolution 1820 ▪ calls for the UN to deploy Women Protection Advisers ▪ sets up the Special Representative of the Secretary-General on Sexual Violence in Conflict (SRSG-SVC) |

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| | <p>SCR 1889 (2009)</p> <ul style="list-style-type: none"> ▪ calls for development of indicators to monitor and measure progress on Resolution 1325 <p>SCR 1960 (2010)</p> <ul style="list-style-type: none"> ▪ focuses on Monitoring, Analysis, and Reporting Arrangements (MARA) on Conflict-Related Sexual Violence <p>SCR 2106 (2013)</p> <ul style="list-style-type: none"> ▪ focuses on protection ▪ builds on and deepens the WPS agenda on conflict-related sexual violence (CRSV) <p>SCR 2122 (2013)</p> <ul style="list-style-type: none"> ▪ focuses on participation ▪ calls for further strengthening of women's engagement at all levels of decision-making <p>SCR 2242 (2015)</p> <ul style="list-style-type: none"> ▪ focuses on using gender analysis at all stages of the mission from start-up to draw-down, and increased accountability by senior mission leaders on gender equality |
| <p>21. Through the Women Peace and Security agenda, what is the international community calling for?</p> | <ul style="list-style-type: none"> ▪ 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 |
| <p>22. How do peacekeeping partners lead on the WPS agenda?</p> | <ul style="list-style-type: none"> ▪ ensure missions follow specifics in the SC Resolutions that form the WPS agenda ▪ practice gender mainstreaming and respect gender equality – be a role model, walk the talk ▪ advocate for gender equality, women's rights, women's empowerment and the WPS agenda, with all parties: <ul style="list-style-type: none"> - governments – national, local - national defence and police institutions - NGOs and community organizations - local communities - faith based organizations - Member States ▪ support women's organizations and |

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| | <p>women's groups, consulting with them and involving them in peace processes</p> |
| <p>23. What four principles underpin DPKO-DFS work for gender equality?</p> | <p>Inclusiveness</p> <ul style="list-style-type: none"> ▪ peacekeepers are to consult equally with women and men in post-conflict countries, on decisions that affect them ▪ goal is to consider perspectives of all community members <p>Non-discrimination</p> <ul style="list-style-type: none"> ▪ peacekeepers are to uphold equal rights of women and girls in policies and decisions, protecting women from Sexual and Gender-Based Violence and harmful traditional practices <p>Gender balance</p> <ul style="list-style-type: none"> ▪ staffing profiles at headquarters and in missions are to reflect commitments to equal representation of men and women, at all post levels <p>Efficiency</p> <ul style="list-style-type: none"> ▪ efforts have to harness all capacity in post-conflict societies - women, men, boys and girls – to build and sustain peace <p>Participants with experience may comment on gaps in policy implementation, e.g. on gender balance. Gender equality and implementing the policy are work in progress. Changing social norms takes a long time. Stress how the positive role of peacekeepers can help post-conflict societies "build back better".</p> |
| <p>24. The DPKO-DFS policy on gender equality requires peacekeeping missions to mainstream a gender perspective. What five steps does this involve?</p> | <ul style="list-style-type: none"> ▪ gender analysis ▪ programme planning and design ▪ monitoring ▪ implementation ▪ coordination and networking |
| <p>25. Why do all data and reports made by peacekeepers need to detail people's age and sex?</p> | <p>Because without that data, it's not possible to know whether men and boys, women and girls have different experiences, issues, needs, challenges or priorities.</p> <p>Data not disaggregated by sex and age is gender blind, limiting its usefulness and</p> |

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| <p>26. Gender equality means specific things in peacekeeping. What five specific actions do missions take to support this goal?</p> | <p>value.</p> <ul style="list-style-type: none"> ▪ Getting more women in key peacekeeping components, to address under-representation and lead by example ▪ Addressing policy and practice that may result in or reinforce inequality ▪ Advising the HOM and component heads on women-specific impacts and implications of actions of a peacekeeping 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 ▪ Working with women and girls to ensure their voices are heard and capacities tapped in wider efforts for stabilization, peace and development |
| <p>27. What units in a mission work most closely with the Gender unit on gender equality? Name at least five.</p> | <p>Units that work on:</p> <ul style="list-style-type: none"> ▪ Political processes and governance structures ▪ Human rights protection and promotion ▪ DDR ▪ SSR ▪ Mine action ▪ Legal, judicial and corrections reforms ▪ Prevention, protection and response to SGBV ▪ CRSV ▪ Protection of civilians |
| <p>28. Describe the main responsibilities of Gender Advisers.</p> | <ul style="list-style-type: none"> ▪ Advise on gender issues - mission leadership, military, police and civilian components ▪ 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 |

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| | <ul style="list-style-type: none"> ▪ Coordinate with UN partners on gender mainstreaming ▪ Develop and oversee the delivery of training on gender mainstreaming and sexual and gender based violence for all peacekeepers ▪ Coordinate with Women Protection Advisers. |
| <p>29. Describe the main responsibilities of gender focal points. Which type of mission has them?</p> | <p>Traditional missions have focal points – people who are in the mission on other posts and appointed as focal points to:</p> <ul style="list-style-type: none"> ▪ advise mission leadership and components on gender issues ▪ ensure all mission components effectively integrate gender equality in their work ▪ build capacity of all in mission to address gender issues |
| <p>30. Who leads on the two WPS pillars, and how?</p> | <p>WPS Pillar 1 – Gender Equality</p> <ul style="list-style-type: none"> ▪ Gender Advisers lead on gender equality ▪ advance equality goals through a holistic approach ▪ make sure all mission components consider gender issues and root causes of gender inequality ▪ concentrate on women's full participation – women can be partners in their own protection <p>WPS Pillar 2 – CRSV</p> <ul style="list-style-type: none"> ▪ Women Protection Advisers (WPAs) lead on CRSV ▪ focus on protection women from and preventing sexual violence ▪ give dedicated capacity in missions carrying out a CRSV mandate ▪ lead on this theme within gender and human rights units |
| <p>31. What three priorities do Gender Advisers and Women Protection Advisers share in their collaborative work?</p> | <ul style="list-style-type: none"> ▪ participation of women in all post-conflict processes ▪ protection of women and girls from sexual violence ▪ robust training, building capacity of peacekeepers and partners |
| <p>32. Some units and functions in a mission are valuably positioned to reinforce equality. They can connect with women and girls, as well as men and boys. Name at least four, and steps they take.</p> | <ul style="list-style-type: none"> ▪ UNMOs ▪ All military personnel ▪ Security officers ▪ UN Police ▪ Officers in political affairs, civil affairs, human rights, child protection |

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| | <p>Steps</p> <ul style="list-style-type: none"> ▪ recognize women and girls as key partners ▪ ensure their equal participation ▪ engage with them as important sources of authority, information and support for change |
| <p>33. What steps can all peacekeepers take to contribute to ending discrimination against women and gender inequality?</p> | <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> ▪ 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 |
| <p>Fill in the blanks</p> | |
| <p>1. The UN expects all peacekeepers to consistently promote its standard of _____ between men and women.</p> | <p>Equality</p> |
| <p>2. Gender _____ are the activities a household or a community expects women and men to do.</p> | <p>Gender roles</p> |
| <p>3. Gender _____ studies different roles and tasks of men and women in a society.</p> | <p>Gender analysis</p> |
| <p>4. _____ are fixed beliefs about a group of people.</p> | <p>Stereotypes</p> |

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| <p>5. A gender perspective is _____.</p> | <ul style="list-style-type: none"> ▪ 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 |
| <p>6. Gender _____ and gender _____ are both necessary to achieve full equality: so is women's _____.</p> | <p>Gender balance and gender mainstreaming</p> <p>Equal numbers of women and men, and mainstreaming a gender perspective in all policies, programmes, activities and decisions</p> <p>Women's empowerment is also an important part of full equality – women and girls gaining control and power over their own lives, not being subordinate</p> |
| <p>7. Women and girls may be _____ of armed conflict, and _____.</p> | <ul style="list-style-type: none"> ▪ Victims ▪ Active agents or participants |
| <p>8. Women may not have visible positions of power in a post-conflict society. Important to peacekeeping is they may have _____ in a community.</p> | <p>Informal decision-making power and influence</p> <ul style="list-style-type: none"> ▪ they take on responsibilities of absent men ▪ as heads of households, they provide for families and make all family decisions <p>They may have moral authority.</p> <p>Conflict can erode these, and other social norms.</p> |
| <p>9. The goal of mainstreaming a gender perspective is _____.</p> | <p>Gender equality</p> |
| <p>10. Wrongs women experience in conflict are often not _____ as violations against men.</p> | <ul style="list-style-type: none"> ▪ considered as important ▪ taken as seriously ▪ factored into transition programmes as systematically – e.g. DDR <p>The UN is committed to ending this discrimination.</p> |
| <p>11. Critical roles of women and girls in peace and security include as _____ and _____.</p> | <ul style="list-style-type: none"> ▪ sources of authority and information ▪ agents of positive change |
| <p>12. In the UN, _____ leads on gender equality and empowerment.</p> | <p>UN Women</p> <p>United Nations Entity for Gender Equality and the Empowerment of Women</p> |
| <p>13. Policy that guides peacekeepers on the WPS agenda is the _____. Explain its focus.</p> | <p><i>DPKO-DFS Policy on Gender Equality in UN Peacekeeping Operations (2010).</i></p> <p>It directs all UN peacekeeping to:</p> |

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| | <ul style="list-style-type: none"> ▪ promote, respect and protect gender equality ▪ integrate or mainstream gender perspectives ▪ implement SCR 1325 and other WPS resolutions |
| 14. The DPKO-DFS strategy that supports the policy is the _____. Explain its focus. | <p><i>DPKO-DFS Gender Forward Looking Strategy 2014-2018</i></p> <p>It guides gender mainstreaming in peacekeeping:</p> <ul style="list-style-type: none"> ▪ sets objectives for gender mainstreaming ▪ stresses its importance ▪ outlines strategic direction ▪ gives tools to better support and protect women and girls where missions are deployed |
| 15. The _____ leads and coordinates gender equality work of a mission. | <p>Gender unit Gender advisory unit or team Gender advisers, Senior gender adviser</p> |
| 16. Three functions work closely together to support mission leadership as it mainstreams a gender perspective: ____, ____ and ____. | <p>Gender Advisers or Gender Focal Points Women Protection Advisers Women Focal Points</p> <p>Remind people of the difference:</p> <ul style="list-style-type: none"> ▪ Gender advisers and focal points work on gender equality and mainstreaming, WPS agenda. ▪ Women Protection Advisers work on CRSV. ▪ Women Focal Points work on gender balance. |
| 17. Peacekeepers are informal _____, representing both the UN and their countries. | <p>Ambassadors</p> <ul style="list-style-type: none"> ▪ expected to uphold what is fair and just ▪ in official roles and personal conduct |
| True-False | |
| 1. In some societies today, men and women are equal. | <p>False</p> <p>Inequalities exist between men and women in every society. Degree varies. Some societies have greater equality, usually those more industrially and economically developed.</p> |
| 2. Gender equality is a human rights issue. | <p>True</p> <p>It's also a pre-condition for and indicator of sustainable development</p> |
| 3. Gender equality is a women's issue. | <p>False</p> <p>Gender applies equally to women and men.</p> |

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| | <p>Equality is a social issue, not a women's issue. Gender equality requires men's involvement as well as women's.</p> |
| 4. Gender equality does not mean women and men become the same. | True |
| 5. Only women can empower themselves. But addressing social inequality and discrimination takes both men and women. | True |
| 6. Men and boys are as vulnerable to violence in conflict as girls and women. | <p>False Pre-existing social inequality magnify during conflict, making women and girls more vulnerable to certain forms of violence:</p> <ul style="list-style-type: none"> ▪ sexual violence and exploitation ▪ rape and sexual slavery ▪ enforced prostitution and trafficking |
| 7. In many conflict and post-conflict situations, women and girls have been instrumental in promoting peace. | True |
| 8. Promoting gender equality in peacekeeping is important as an issue of human rights and social justice, and because it can benefit peace and security. | <p>True Sustaining peace and security means equal access for all members of a society to:</p> <ul style="list-style-type: none"> ▪ opportunities ▪ protection ▪ access to resources and services ▪ decision-making ▪ all basic rights |
| 9. Gender equality only benefits women. | <p>False</p> <ul style="list-style-type: none"> ▪ Gender equality benefits society as a whole. ▪ It can benefit families, children and men. ▪ It strengthens economic recovery and development. |
| 10. The legal framework for peacekeeping obligates UN peacekeeping operations to promote gender equality. | <p>True The UN Charter, international law and agreements to which Member States are committed.</p> |
| <p>11. Different UN entities lead on different parts of the WPS agenda.</p> <p>Prompt for some specific examples.</p> | <p>True</p> <ul style="list-style-type: none"> ▪ UN Women ▪ Office of the SRSG on Sexual Violence in Conflict ▪ United Nations Development Programme (UNDP) ▪ United Nations Population Fund (UNFPA) ▪ Office of the United Nations High |

| | Commissioner for Human Rights (OHCHR) |
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| 12. Gender advisers and focal points, Women Protection Advisers and Women Focal Points give support on gender equality only to heads of sections. | <p>False</p> <p>These functions work together to support mission leadership, including</p> <ul style="list-style-type: none"> ▪ HOM ▪ Force Commanders ▪ Police Commissioners <p>They also support heads of sections, individual peacekeepers, national and other partners.</p> |
| 13. Focal Points for Women serve as reference in a mission on gender balance. | <p>True</p> <p>Role includes</p> <ul style="list-style-type: none"> ▪ support to increasing numbers of female civilian staff in DPKO-DFS, HQ and field ▪ help to female civilian staff in their careers |
| 14. All components and units in a mission contribute to gender equality in daily tasks. | <p>True</p> <p>That's what "mainstreaming a gender perspective" means and requires. Specifics differ.</p> <p>Gender Advisers, Women Protection Advisers, and Women Focal Points work together to focus and support efforts on highest mission priorities.</p> |