



Reinforcement Training Package for Military Gender Advisors

PARTICIPANT'S MANUAL

For United Nations Peace Operations



United Nations
Peacekeeping



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Table of contents

Lesson 1

Agenda	2
Inner Development Goals	4
SMART Skills	28
Irrational behaviours	29
Direction for the facilitators	29
Irrational behaviours - Appendix.....	30
GBA+, Intersectionality and Social Norms	60
Human behaviour models.....	62
What are core beliefs?	68
Top 8 change management models: A comparison guide	69
MGAs Terms of Reference.....	75
MGAs Primary Tasks	76
MGFPs Primary Tasks	78
Characteristics of an agent for change.....	79
Core Values Exercise	80
Leadership Blind Spots Exercise.....	84

Lesson 2

Content of a Military Report	91
Active listening	92
World View Exercise	95
Ladder of inference.....	96
IDGs Exercises	97
Gender sensitive conflict analysis	105
Factors and Actors in the Darfur Conflict	108

Lesson 3

Atlas of the Heart - List of emotions.....	110
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Lesson 4

Trust model.....	112
Meaning of BRAVING	113
Thinking about your self-trust.....	114
Trust with others	116
Square Squad.....	117
Interoffice Memorandum	118
IOM KLE Annexe 1: Cyclical Process.....	126
IOM KLE Annexe 2	129
IOM KLE Annexe 3	130

Lesson 5

Change Maker Model	132
Operational Planning Process	133
Operational Order – Gender Annexe Proposal Format	140
Force Commander Morning Brief	146
UN-Women Strategic Plan 2022–2025.....	159
Buddy system: An introduction	182

Lesson 6

UN Women Strategic Plan 2022-2025.....	185
Aide Memoire for Military Briefing	197

Lesson 7

Positive thoughts.....	201
Example of Military Gender Strategy.....	202
Example of a gender-sensitive military strategy.....	204
What's your personality type?	206
Spectrum of Collaboration	207
Meaningful Participation and Enabling Environment	208
Proposed Format for a Military Gender Strategy	209
Spectrum of reasons for failure	216

Lesson 10

MGAs weekly schedule	218
Margolis Wheel Instructions	219





Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 1

For United Nations Peace Operations



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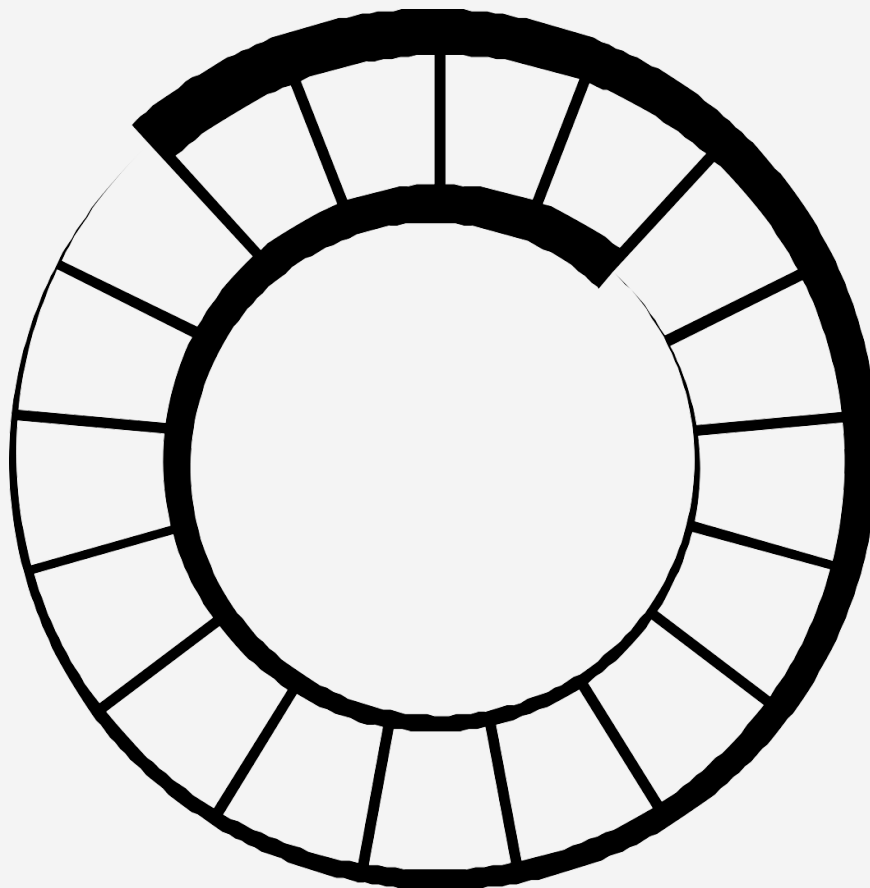
Introduction to MGA Terms of Reference

1 Agenda

	Day 1	Day 2	Day 3	Day 4	Day 5
8:00	Opening Ceremony	Introduction to Lesson 2	Introduction to Lesson 3	Introduction to Lesson 4	Assessment L2
8:30	Ice Breaker	Gender Minorities	Behaviour, Emotions and Mobilisation	BRAVING and Trust	Introduction to Lesson 5
9:20	Break				
9:30	Business Card	IDGs: Thinking and Cognitive Skills	IDGs: Being, Values and Emotions	Psychological Safety and Collaboration	Changemaker
10:20	Break				
10:30	Setting the Stage for Learning	Thinking and Active Listening	Relating	Role play: UNPOL	Building a Team and Mobilising
12:00	Lunch				
1:00	Agent for change	Gender Sensitive Conflict Analysis Thinking	Preventing CRSV and Supporting Survivors	Role play: Women Protection Officer	Four pillars of the UNSCR 1325
2:45	Break				
3:00	MGAs and MGFPs Tasks' Personal Reflection	Group Presentation	TCC responses to CRSV Action plan to prevent CRSV	Resilience, BRAVING and Blind Spot Collaboration within Military Component	MGA as an Agent for Change Gender Estimate and Gender Annex
4:00	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection

	Day 6	Day 7	Day 8	Day 9	Day 10
8:00	Simulation: FC Morning Brief	Simulation: FC Morning Brief	Simulation: FC Morning Brief	Simulation: FC Morning Brief	IDGs Group Presentation
8:30	Introduction to Lesson 6	Introduction to Lesson 7	Introduction to Lesson 8	Introduction to Lesson 9 Assessment and Check-In	
9:20	Break				
9:30	Engagement Plan	Gender Strategy: Creating a Narrative Strategising	Enablers and Barriers	Group 1: MONUSCO COS OPS	MGA Agenda
10:20	Break				
10:30	Transport to NGOs offices Meeting with local NGO	Collaboration IDG: Relating	Target Audience: Presentation and Analysis	Military Staff Support for Gender Military Strategy Collaboration	Margholis Wheel
12:00	Lunch				
1:00	Meeting with local NGO MGAs Relationship with NGOs	Meaningful Participation and Enabling Environment	Presentation Preparation	Group 2: Info Ops MINUSMA Estimating Impact	Course Evaluation
2:45	Break				
3:00	Transport to the training location Key Takeaways	SWOT Method and Military Gender Strategy	Presentation Preparation: Feedback Session	Group 3: MINUSCA Military Staff Review of the Military Gender Strategy	Closing Ceremony
4:00	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	

Inner Development Goals



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The IDG framework - The skills and capabilities needed to create a sustainable impact

The Inner Development Goals (IDG) is a research-based framework presenting 5 categories with 23 skills and capabilities, critical to succeed with sustainable transformations. The 5 categories create a comprehensive framework that shows how we need to develop cognitive, emotional, and relational skills to succeed in working with complex challenges.

Below is the summary of the IDG framework. After the overview, you will find descriptions that describe the individual categories and skills.

Please note: The IDGs and therefore also the framework is a work-in-progress and may continue to change as the project develops and new information and input are received.

The current IDG framework is set out in the following table:

 <p>1 Being Relationship to Self</p> <hr/> <p>Inner Compass</p> <p>Integrity and Authenticity</p> <p>Openness and Learning Mindset</p> <p>Self-awareness</p> <p>Presence</p>	 <p>2 Thinking Cognitive Skills</p> <hr/> <p>Critical Thinking</p> <p>Complexity Awareness</p> <p>Perspective Skills</p> <p>Sense-making</p> <p>Long-term Orientation and Visioning</p>	 <p>3 Relating Caring for Others and the World</p> <hr/> <p>Appreciation</p> <p>Connectedness</p> <p>Humility</p> <p>Empathy and Compassion</p>	 <p>4 Collaborating Social Skills</p> <hr/> <p>Communication Skills</p> <p>Co-Creation Skills</p> <p>Inclusive Mindset And Intercultural Competence</p> <p>Trust</p> <p>Mobilization Skills</p>	 <p>5 Acting Driving Change</p> <hr/> <p>Courage</p> <p>Creativity</p> <p>Optimism</p> <p>Perseverance</p>
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Being — Relationship to Self

Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional, and non-reactive when we face complexity.

Inner compass

Having a deeply-felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

Integrity and Authenticity

A commitment and ability to act with sincerity, honesty and integrity.

Openness and Learning Mindset

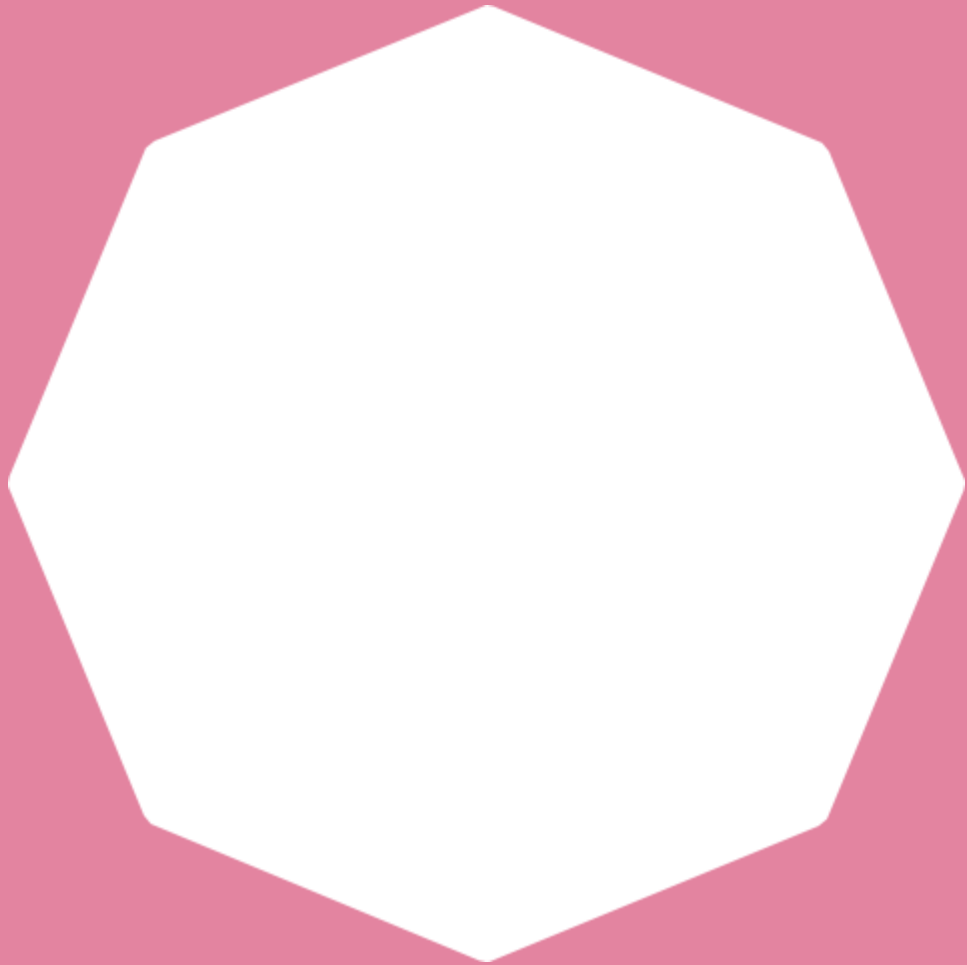
Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

Self-awareness

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

Presence

Ability to be in the here and now, without judgement and in a state of open-ended presence.



Thinking — Cognitive Skills

Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an inter-connected whole is essential for wise decision-making.

Critical thinking

Having a deeply-felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

Complexity awareness

A commitment and ability to act with sincerity, honesty and integrity.

Perspective skills

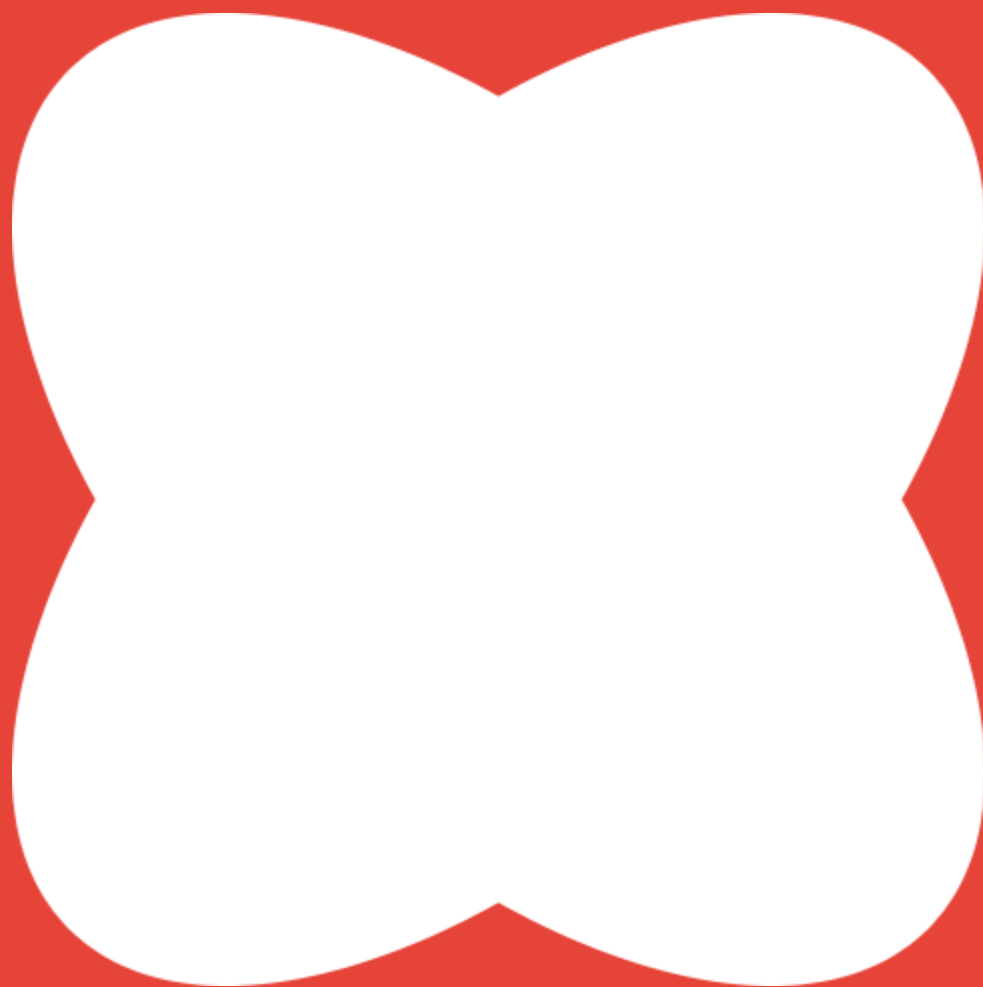
Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

Sense-making

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

Long-term orientation and Visioning

Ability to be in the here and now, without judgement and in a state of open-ended presence.



Relating —

Caring for Others and The World

Appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

Appreciation

Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

Connectedness

Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem

Humility

Being able to act in accordance with the needs of the situation without concern for one's own importance.

Empathy and Compassion

Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.



Collaborating — Social Skills

To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.

Communication skills

Ability to really listen to others, to foster genuine dialogue, to advocate own views skilfully, to manage conflicts constructively and to adapt communication to diverse groups.

Co-creation skills

Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterised by psychological safety and genuine co-creation.

Inclusive mindset and intercultural competence

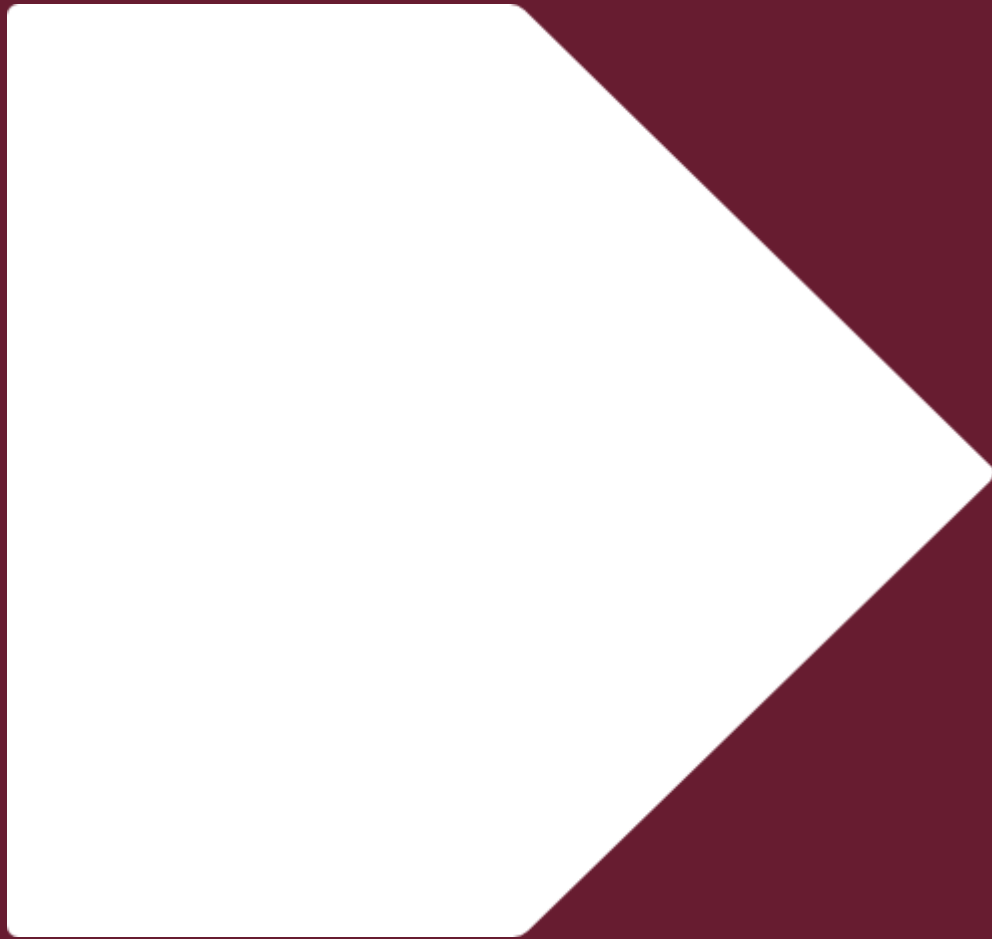
Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

Trust

Ability to show trust and to create and maintain trusting relationships.

Mobilisation skills

Skills in inspiring and mobilising others to engage in shared purposes.



Acting — Driving Change

Qualities such as courage and optimism help us acquire true free will, break old patterns, generate original ideas and act with persistence in uncertain times.

Courage

Ability to generate and develop original ideas, innovate and be willing to disrupt conventional patterns.

Creativity

Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

Optimism

Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

Perseverance

Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

"If I were to develop one more skill from the IDG framework, which one would probably make the biggest difference in my life?"

3.1A Tool for Self-reflection

There are many ways to work with the IDG framework. One simple way would be to ask some of your friends, colleagues or children:

"If I were to develop one more skill from the IDG framework, which one would probably make the biggest difference in my life?"

With the help of Thomas Jordan from the University of Gothenburg, Sweden, we would like to present below a somewhat more comprehensive tool for self-reflection.

You can use the tool both as an individual and as an organisation. However, the questions are basically formulated with a work context in mind and are intended to help you discover interesting aspects that you can address as an individual or organisation on your development journey.

You do not have to address all the questions. We see the self-reflection tool more as a kind of register that you can open to rummage through.

Have you asked your friends, colleagues or children about a skill that could make a difference in your life? Then you could, for example, look specifically at this skill in the self-reflection tool and deal with the questions stored there.

Being —

Relationship to Self

Inner Compass

Individual:

- What are your three most important values?
- In what ways do you want to serve the good of the world?

Organisation:

- What are the three most important values of the organisation you work for?
- In what way does the organisation you work for serve the good of the world?

Integrity and Authenticity

Individual:

- In what situations and why do you stop being yourself?
- In what situations do you feel challenged to be true to your values and who you want to be?

Organisation:

- In what situations and why does your organisation stop acting in line with its values?
- In what situations do you feel challenged to act in line with the values of the organisation you work for?

Openness and Learning Mindset

Individual:

- How do you stay open when you have a different opinion?
- Are you serious about having an inquiring mindset when you encounter views that are very different from your own?

Organisation:

- How does your organisation deal with difficulties that arise in the implementation of work routines or with regard to the adopted strategy?
- Is your organisation serious about adopting an enquiring stance, even if views emerge that are very different from those that are common in your organisation?

Self-awareness

Individual:

- What are your strengths and weaknesses?
- Are you nurturing your capacity for being aware of the nature of your own thoughts, judgments, reactions and emotions as they happen?

Organisation:

- What do you consider to be the strengths and weaknesses of the organisation you work for?
- Has your organisation developed practices to promote the ability to become aware of judgements, reactions, and emotional states as they happen?

Presence

Individual:

- What is most alive in you right now?
- Can you remember moments when you were able to make yourself available to someone else in a non-judging way, even when feeling provoked?

Organisation:

- From your point of view, what is currently most alive in the organisation you work for?
- Can you recall moments when the organisational context in which you work has allowed you to express yourself freely without fear of consequences?

Thinking —

Cognitive Skills

Critical Thinking

Individual:

- How do you identify the blind spots in your own beliefs?
- Are you nurturing your habit of asking inquiring and critical questions in relation to significant assertions?

Organisation:

- Do you know the blind spots in your organisation?
- Does your organisation maintain a culture where it is possible to ask critical questions in relation to significant assertions?

Complexity Awareness

Individual:

- What helps you think in terms of "both and"?
- Do you look for how issues you are concerned about may be understood in a deeper way: causes, potential consequences, dependencies on other issues?

Organisation:

- Does your organisation invite you to think in terms of "both and"?
- Has your organisation developed practices on how to understand issues in a deeper sense: causes, possible consequences, interdependencies with other issues?

Perspective Skills

Individual:

- Who has perspectives that challenge you deeply?
- Are you strongly motivated to make use of contrasting perspectives when navigating challenging issues?

Organisation:

- Do you know organisations that take very different perspectives from the ones you work for?
- Has your organisation developed practices to use contrasting perspectives to deal with challenging issues?

Sense-Making

Individual:

- What kind of stories help you feel meaning?
- Do you reflect on how you yourself make up stories about the issues that engage you?

Organisation:

- What kind of stories have meaning in the context of the organization you work for?
- Has the organisation you work for developed practices for thinking about how stories are made up that engage the organisation?

Long-term Orientation and Visioning

Individual:

- What three things are most important in a 5, 10 and 100 years' perspective? Do you feel motivated to engage in work that addresses issues that will take a long time to resolve?

Organisation:

- What three things are most important from the perspective of the organisation you work for in 5, 10 or 100 years?
- Has your organisation developed practices to deal with issues that will take a long time to resolve?

Relating —

Caring for Others and the World

Appreciation

Individual:

- Who has contributed to your success?
- Do you consciously turn your attention to that which is worthy of appreciation, such as people's efforts and the beauty of the world?

Organisation:

- What and who has contributed to the success of your organisation?
- Has your organisation developed practices to appreciate the things that are worth appreciating, such as people's achievements and the beauty of the world?

Connectedness

Individual:

- Who and what would you like to be more involved with?
- Do you nurture and sustain a keen and deeply felt sense of belonging to and being a part of a much larger whole such as humanity and the global ecosystem?

Organization:

- Who and what could the organization you work for be more committed to?
- Has the organisation you work for developed practices to establish and maintain a deeply felt sense of belonging to a much larger whole such as humanity and the global ecosystem?

Humility

Individual:

- What helps you put the "we" over the "I" when the situation calls for it?
- Do you sometimes feel more concerned about looking good than you would like to?

Organization:

- Has your organisation developed practices for putting the common good above the needs of the organisation as such when the situation demands it?
- Is the organisation you work for sometimes more concerned with looking good to the outside world than you would like?

Empathy and Compassion

Individual:

- Who and what helps you move into action when you perceive the suffering of others?
- Are you working on your ability to feel empathy and compassion even towards people who are very different from yourself and who may act in ways you disapprove of?

Organisation:

- Has your organisation developed practices for noticing and responding to the suffering of others?
- Does the organisation you work for give you the opportunity to develop skills of empathy and compassion towards people who are very different from you and who may even act in ways you disapprove of?

Collaborating —

Social Skills

Communication Skills

Individual:

- What helps you contribute to a real dialogue?
- What communication skills would you like to develop further?

Organisation:

- Has your organisation developed practices to contribute to the genuine dialogue between employees and other stakeholders?
- What communication skills do you think should be promoted in your organisation?

Co-creation Skills

Individual:

- How can you hold the tension between shaping and being shaped?
- How can you become even more creative and constructive in collaborative efforts?

Organization:

- Is your organisation flexible and robust enough to perceive and respond adequately to change?
- What could your organisation improve to make cooperation even more creative and constructive?

Inclusive Mindset and Intercultural Competence

Individual:

- What helps you include those who think differently?
- Do you feel that you are willing to make an effort to understand and include people and mentalities that are very different from what you are used to?

Organisation:

- Has your organisation developed practices to include dissenters?
- Do you have the impression that your organisation makes a serious effort to be inclusive of those who think differently?

Trust

Individual:

- How do you consciously build trust?
- Are you working on your skills in building and maintaining trust in relation to different people?

Organisation:

- Do you feel that your organisation has practices in place to build trust consciously?
- Do you work consciously within your organisation to build and maintain trust in relation to different people?

Mobilisation Skills

Individual:

- What is the best motivation for achieving common goals?
- Do you attend sufficiently to the task of inviting and energizing other people to work for shared visions?

Organisation:

- From your organisation's point of view, what is the best motivation to achieve common goals?
- Does your organisation have and use practices to invite and motivate other people to work for common goals?

Acting — Driving Change

Courage

Individual:

- When did you last do something daring?
- What are some situations where you would like to be able to act in a more courageous way?

Organisation:

- When was the last time your organisation did something daring?
- What are situations in which you wish your organisation would act more boldly?

Creativity

- Individual:
 - How can you foster more creativity?
 - What can be your specific contribution, considering your own personality, to more creativity in your field of work?

Organisation:

- How could your organisation promote more creativity?
- How could your organisation promote more creativity in the context of your stakeholders in relation to common objectives?

Optimism

Individual:

- What good do you think will happen this century?
- Do you have the ability to draw your own and others' attention to hopeful signs and initiatives, something you want to continue to promote?

Organisation:

- Are there ideas within your organisation about what good will happen in this century?
- Does your organisation have practices to draw the attention of others to hopeful signs and initiatives?

Perseverance

Individual:

- What real challenge has helped you to grow?
- What ideas do you have about how we can strengthen our individual and collective ability to sustain engagement and effort over time?

Organisation:

- What challenge has helped your organisation to grow?
- Are there ideas in your organisation on how we can strengthen our individual and collective capacity to sustain our commitment and efforts over a longer period of time?



www.innerdevelopmentgoals.org



3 SMART Skills

The following SMART skills are required to enable and support your effectiveness as a MGA by developing self-awareness and agile behaviours. SMART skills will give you a deeper understanding of your competencies, attitudes, behaviours and limiting beliefs thereby providing you with increased capacity as well as the necessary tools to approach your work with greater impact and accomplish your objectives with a multitude of stakeholders in complex, uncertain and changing environments with greater effectiveness.

- **Active listening:** Listen with more focus, ask better questions stay curious about the specific answers without jumping to “solution mode” thereby enabling greater discernment.
- **Powerful questions:** Asking the right question is the most effective way of opening up a conversation and keeping it engaging. A high-quality question focuses on what is meaningful for the participants, triggers our curiosity and invites us to explore further. Having a powerful question keeps the focus on the work and helps groups stay away from unhelpful behaviours like personal attacks, politics and closed minds.
- **Cognitive dissonance:** Improve our awareness to recognise one’s own discomfort when faced with evidence which goes against personal beliefs and desired actions. Practice the ability to stay open and curious to integrate new information.
- **Creating psychological safety:**
 - Why: The strategic importance of nurturing an environment where psychological safety is at the core helps to avoid error and contributes to higher-performing teams. Create a better experience for everyone by changing yourself and how you relate to colleagues and co-workers by focusing on creating a safer conversational space.
 - Psychological Safety is not about being nice, it’s about not holding back uncomfortable information. It’s about overcoming the fear of failure with a learning-by-doing mindset.
- **Storytelling:** The exchange of human experiences via stories, focus groups and listening sessions tend to inspire lasting change for people on a personal level. Stories create more awake and aware environments (Rezvani, S. and Gordon A. S. How Sharing Our Stories Builds Inclusion. HBR).
- **Worldviews:** Understanding how our worldview shapes and translates our thoughts, perspectives and feelings into actions.
- **Dealing with resistance and cognitive dissonance:** Being able to detect the drivers of resistance and having the ability to shift the conversation addressing the probable drivers using agile approaches; creative thinking, innovation, solution finding and powerful questioning.
- **Context, culture and deep diversity:** Kickstart constructive change using the 4 pillars of deep diversity; identity, bias, power and emotion, to expose hard-to-see intergroup racial dynamics.
- **Living into our values and feedback:** Knowing the guiding principles of our values helps to keep us aligned in our behaviours and actions. Communicating this to others is enabling.
- **Facilitating dialogue:** Never before has it been more important to prepare how we work together in collaboration in order to find creative solutions to complex problems. Use tools and techniques for facilitating change.

4 Irrational behaviours

Direction for the facilitators

1. Provide each table with a set of playing cards.
2. Ask the participants to play by trying to guess the card's response, then discuss the answers. (5 min)
3. Ask each table to make a poster identifying what motivates the decision and behaviour of people and how they will take it under consideration as MGA when planning ops and activities mobilising the population or the military contingent for gender mainstreaming and conducting awareness campaigns. (5 min)
4. Ask each participant to choose one card for which they will be the guardian for the rest of the course. During the rest of the course, when they must provide feedback, they must identify if the card concept has been considered during the proposed solutions. (20 min)
5. The appendix provides a list of behaviours to consider and how they could apply to the work of the MGA. Provide a handout with a summary of specific examples to explain each irrational behaviour.
6. After each team has presented, present the GBA + and social norm handout and the integrated behaviour model. Link it with irrational behaviour and what shapes and influences the target audience's behaviour. (15 min)
7. Connect it with the UN Effect Based Operations approach. (5 min)

Irrational behaviours - Appendix

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
1	Social norms	<p>Reduce, Reuse, Recycle</p> <p>Trying to convince hotel guests to reuse their towels</p>	<p>Herd mentality</p> <p>When people decide on appropriate behaviour, they are most likely to act similarly to their peers.</p>	<p>Herd mentality</p> <p>When we want people to adopt a specific behaviour, we could motivate them by showing them friends or people like them already adopting it.</p> <p>It could be empowering local influencers to conduct an information campaign. For example, in Sierra Leone, there is a school for husbands to change men's mindsets.</p> <p>A clip of this school can be provided as reference (25 min) - https://www.youtube.com/watch?v=WKWQZHfmB_U</p> <p>Here are more explanations: Pidia Joseph Allieu has made it his life's mission to eradicate sexual violence in Sierra Leone. Although the specific figures are impossible to confirm, it's estimated that more than 200,000 women were victims of gender-related violence during the country's devastating 1991-2002 civil war – and this legacy of abuse has endured. As a teacher at the Husband's School, Pidia attempts to make fundamental changes in the marriage environment where some of the worst crimes are committed. He runs classes for men in a rural area in eastern Sierra Leone, inviting them to share their views on women's treatment and helping them better understand the consequences of their attitudes and actions. For many of these men – some past retirement age – this is the first time they have been in a formal classroom, but once a week for six months, they take a break from their work and voluntarily attend the training sessions. The idea is to open their minds to the bigger picture and encourage them to engage in a different and more mutually respectful relationship with their spouses. It is also not uncommon for Pidia to be the first point of contact when a family reaches a critical point, and violence occurs. "People trust me because my family has always lived in this neighbourhood; it's why they call me first rather than the police," he says.</p>
2	Social norms	<p>Over-sharing</p> <p>Information we share on dating profile</p>	<p>Reliability and honesty</p> <p>Insufficient disclosure (or not disclosing enough) can be more damaging than an admission of wrongdoing.</p>	<p>Reliability and honesty</p> <p>Should consider informing the population regarding sexual exploitation and abuse by peacekeepers, provide information about the measure taken or not, and explain why.</p> <p>In CAR, community radio stations are at the forefront of awareness-raising efforts to prevent and respond to sexual exploitation and abuse. https://www.youtube.com/watch?v=bIKHX5B7XPk</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
3	Social norms	Late collecting the children Impact of the fine in relation to the influence of social norms	Social norms versus market norms After initially feeling bad about their behaviour, the parents felt that they had the right to arrive late as long as they paid a fine.	Social norms versus market norms When planning to introduce a fine or reward, identify what could be the adverse effect on social norms (how will people feel about it). Explain the concept of “do no harm” and the importance of assessing the possible impact of each intervention. Explain that in the 1990s, a consortium of NGOs developed a 7-step process to mitigate the negative impacts of their project on the host country to reduce, for example, the use and abuse of humanitarian aid by people in conflict zones to pursue political and military advantage. The handbook is available online, free of charge. https://gsdrc.org/document-library/the-do-no-harm-handbook-the-framework-for-analyzing-the-impact-of-assistance-on-conflict/
4	Social Norms	Norm Violators How do we perceive those who break social norms?	Rule breakers feel powerful Violators feel they gain power and freedom when they violate norms.	Rule breakers feel powerful Campaigns against sexual exploitation and abuse (SEA) and conflict-related sexual violence (CRSV) should expose the prosecutions and actions taken against perpetrators to prevent people who engage in similar behaviour from feeling above the law. Explain that the UN now focuses on accountability for CRSV. Ms Patten, Special Representative of the Secretary-General on Sexual Violence in Conflict, emphasised how prosecutions are essential and a form of prevention, as they can help transform the culture of impunity for these crimes into a culture of deterrence. “Whereas impunity normalises violence, justice reinforces global norms. It is time to move from visibility to accountability and to ensure that today’s documentation translates into tomorrow’s prosecutions,” she said. Regarding the way forward, her report calls for targeted action to strengthen prevention, such as through political and diplomatic engagement to address sexual violence in ceasefire and peace agreements. Other recommended measures include the use of early warning indicators of sexual violence as well as threat analysis, reducing the flow of small arms, gender-responsive justice and security sector reform, and amplifying the voices of survivors. https://news.un.org/en/story/2022/04/1116192

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
5	Social Norms	<p>Second opinion</p> <p>What is the relation between the professional advice sought and the long-term relationship?</p>	<p>Second opinion</p> <p>Long-term relationships with an advisor do not necessarily guarantee a better outcome.</p>	<p>Always seek a second opinion</p> <p>Look for more than one perspective when conducting an assessment; for instance, make sure you involve people representing different intersectionality as much as possible (e.g. do not include women only, but consider women of various ages and ethnicities). Be aware of the personal interest and agenda of those providing their assessment and opinions and look for hard facts.</p> <p>In Colombia, indigenous women were involved in peace negotiations during the peace process with the FARC. This initiative looked beyond the participation of women in the peace process; they considered the intersectionalities of age, ethnicity and location (urban and rural). Two days of discussion were held in Cachipay, Colombia, in April 2016, which brought together 25 women, including traditional leaders, from 10 different indigenous communities across Colombia. https://rc-services-assets.s3.eu-west-1.amazonaws.com/s3fs-public/Indigenous_women_and_Colombia%27s_peace_process_Pathways_to_participation_Accord_Spotlight.pdf</p>
6	Social Norms	<p>Insincere Flattery</p> <p>What is the relation between performance and compliments?</p>	<p>Importance of compliments</p> <p>Compliments are powerful, even when we know they are bogus and have nothing to do with our true performance.</p>	<p>Importance of compliments</p> <p>Always gives positive compliments to participants in activities and projects to stimulate their interest and motivation.</p> <p>The United Nations rewards outstanding performances of peacekeepers with awards such as the Force Commander Commendation and Trailblazer Award for Women Justice and Correction Officers.</p> <p>In 2022, the United Nations Office in Vienna (UNOV) and the United Nations Office on Drugs and Crime (UNODC) were proud to announce the launch of the UNOV/UNODC Gender Award. Based on nominations received from UNOV/UNODC colleagues, the Award recognises high-impact projects, policies, programmes, strategies and practices by either a team or individuals at Headquarters and in the Field Offices. https://www.unodc.org/unodc/en/gender/gender-award/gender-award.html</p> <p>As a Military Gender Advisor, you could consider the same type of awards to motivate gender mainstreaming by the military contingent and partners, including local NGOs.</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
7	Social Norms	<p>Cooperating with Strangers</p> <p>Are we cooperating more with the people we know?</p>	<p>Building trust for cooperation</p> <p>People tend to cooperate more with people they interacted with previously if the interactions were positive.</p>	<p>Building trust for cooperation</p> <p>Understanding and valuing trust with mission partners and host countries' representatives is important to work together towards common goals.</p> <p>Suggest looking at Richard Barrett's trust matrix and considering each element to build trust with partners.</p> <p>Decades of conflicts divide the Greek and Turkish Cypriot communities. In 2021, a project facilitated by the UN Mission in Cyprus (UNFICYP), and sponsored by the Netherlands Embassy, helped bring women from both communities together through a centuries-old tradition: weaving.</p> <p>The Klotho Women's Initiative created loom projects that enabled Greek and Turkish Cypriot women of different ages to learn and exchange weaving techniques and ideas. https://peacekeeping.un.org/en/five-ways-un-peacekeeping-partnerships-drive-peace-and-development</p>
8	Social Norms	<p>Walk-Station Woes</p> <p>How people compare themselves to others and how this motivates them</p>	<p>Aiming for less</p> <p>If people compare themselves with someone who does more and someone who does less than them, they tend to accept to do less.</p>	<p>Aiming for less</p> <p>When planning to mobilise or motivate people to action, do not compare them with people who misbehave or are not doing much. People will tend to accept the situation and behave in this way.</p> <p>Instead of supporting gender mainstreaming, requiring integration, inclusion, and meaningful participation barriers to be identified, peacekeeping missions tend to recognise specific "qualities" for women's participation in peacekeeping missions, limiting their participation to specific situations or tasks. This is called gender side-streaming, defined as: "the practice, deliberate or unintentional, of side-lining women and relegating them to specialised areas in international peace and security while attempting gender mainstreaming or increased gender integration."</p> <p>https://www.cambridge.org/core/journals/european-journal-of-international-security/article/gender-sidestreaming-analysing-gender-mainstreaming-in-national-militaries-and-international-peacekeeping/03D289F63C51F678217229BEB8555501</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
9	Policy	<p>Deterrence through fear</p> <p>How effective are scary stories in changing future behaviour?</p>	<p>Scary stories do not predict future behaviour</p>	<p>Scary stories do not predict future behaviour When planning to use stories to affect future behaviour, focus more on testimony than scary stories.</p> <p>To promote the economic empowerment of rural women through the support of women's entrepreneurship, women must be informed about property rights, especially in relation to agriculture businesses. This collection of success stories from women from South East Europe will help raise awareness of property rights for all women and to amplify women's voices and role in the rural economy. The stories focus on women with issues of land property rights and on women's entrepreneurship in farm or non-farm small businesses. https://www.giz.de/en/downloads_els/ORF%20Legal%20Reform%20-%20Women%20Succes%20Stories.pdf</p>
10	Policy	<p>Finishing Last</p> <p>Proposal to increase the minimum wage. People earning slightly more than the minimum wage are against the idea.</p>	<p>“Last-place aversion”</p> <p>A study by Kuziemko et al. (2011) suggests that people display ‘last-place aversion’ rather than inequality aversion in general. That is, people who are relatively deprived in society will oppose equality measures if it means those who are even worse than them will reach their level.</p> <p>No one wants to be last. When you improve the situation of the second most miserable category of people, the second to last will probably oppose it if you do not improve their situation.</p>	<p>“Last-place aversion”</p> <p>When planning to improve women's access to resources, consider improving access for people in similar situations to avoid creating last-place aversion.</p> <p>Focus on the fact that gender mainstreaming seeks to address gender inequality and looks at women's and men's societal roles and their needs in development intervention.</p> <p>Consider community engagement while ensuring that all population segments are involved in defining needs and priorities.</p> <p>Community-led interventions have been found to be effective in achieving greater gender equality, with two notable examples being the SASA! programme in East Africa (https://raisingvoices.org/women/sasa-approach) and Tostan's Community Empowerment Programme (CEP) in West Africa (https://tostan.org/). SASA! facilitates discussions around power as a means of helping community members to establish more just gender relations (in particular to reduce domestic violence). Tostan's CEP is a three-year community-led programme to help community members achieve their goals. It invites participants to reflect on their challenges and equips them with the knowledge and skills to act on them.</p> <p>https://www.alignplatform.org/sites/default/files/2019-01/community_led_approach_report.pdf</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
11	Emotions	<p>Gratitude</p> <p>During three weeks, people wrote down five things for which they were grateful every day.</p> <p>After three weeks, they felt they had improved their well-being.</p>	<p>Gratitude has real, measurable effects on overall well-being</p> <p>Positive psychology is a science of the positive aspects of human life, such as happiness, well-being and fulfilment.</p> <p>In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships.</p> <p>Psychological empowerment tends to emphasise the importance of psychological measures that can enhance women's inner strength so that their mental configuration is such that even though they are in a patriarchal environment they do not feel that they are lagging in any sphere of life.</p> <p>Psychologically empowering women aims to make them more involved in civic society and community.</p>	<p>Positive Psychology: psychological empowerment and women's empowerment</p> <p>Women's empowerment should include psychological empowerment and positive psychology.</p> <p>Leah Hibbs (2022). "I could do that!" – The role of a women's non-governmental organisation in increasing women's psychological empowerment and civic participation in Wales https://reader.elsevier.com/reader/sd/pii/S0277539521001205?token=CD2001AA04B2ED89A75237E8E1F6F0A2E3D77C0FEFF41917FCB003D3FB5731FC99AF1B65B602E43C4CC52D55FD717C43&originRegion=us-east-1&originCreation=20230103164512</p> <p>Preeti S Rawat (2014). Patriarchal Beliefs, Women's Empowerment, and General Well-being https://journals.sagepub.com/doi/pdf/10.1177/0256090920140206</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
12	Emotions	<p>Grief and Rituals</p> <p>People were asked to carry out a ritual following the loss of a loved one.</p>	<p>Importance of rituals to regain control</p> <p>The study suggests that rituals are effective because they help people focus and regain a sense of control.</p>	<p>Importance of rituals to regain control</p> <p>When working with survivors during the reinsertion phase of the Disarmament, Demobilisation and Reintegration (DDR) process or involving communities in Community Violence Reduction (CVR), include a ritual to help participants grieve.</p> <p>For example, in the Mozambican context, the responsibility for injustice is not an individual concern. This responsibility is a matter for the community as a whole. This is why the families of perpetrators of violence ordered ritual ceremonies to appease the spirits. After the war, to support the DDR process and allow the reintegration of former combatants into society, communities performed traditional rituals involving ex-combatants (purification rituals [kuhlapsa] and exorcism rituals [kufemba]) before they were welcomed back into societies.</p> <p>Paulo Granjo. (2007). The Homecomer Postwar Cleansing Rituals in Mozambique. <i>Armed Forces & Society</i> 33(3):382-395 University of Lisbon https://www.researchgate.net/publication/249775707_The_HomecomerPostwar_Cleansing_Rituals_in_Mozambique</p>
13	Emotion	<p>And the winner is...</p> <p>Olympic bronze medal recipients are happier than silver medal recipients.</p>	<p>Happiness is about where we could have been</p> <p>In interviews with NBC, silver medallists focused on how close they were to receiving a gold medal, emphasising their disappointment.</p> <p>But bronze medallists were very content, comparing their achievement to fourth place and those who did not get any medals.</p>	<p>Happiness is about where we could have been</p> <p>It is important to define what happiness is for the people we are working with as this is linked to their motivation and vision of what they want to achieve. For example, a study in Pakistan showed that happiness for women in Pakistan is determined by access to education and participation in decision-making but not by empowerment through access to the marketplace.</p> <p>Syed Mubashir Ali and Rizwan ul Haq (2006) <i>Women's Autonomy and Happiness: The Case of Pakistan</i>. <i>Pakistan Development Review</i> 45(1):121-136. https://ideas.repec.org/a/pid/journl/v45y2006i1p121-136.html</p>
14	Emotion	<p>Ritual and chocolate</p> <p>Performing a ritual, even an invented one, can improve the enjoyment of consumption.</p>	<p>Associating a ritual with the conduct of an activity can make it more worthwhile</p> <p>A broader conclusion is that a ritual could be used to make all kinds of activities (for example, exercising, taking medicine, washing hands) seem more attractive and worthwhile.</p>	<p>Associating a ritual with the conduct of an activity can make it more worthwhile</p> <p>It is also important to identify any existing rituals that enforce gender mainstreaming. For example, in Ethiopia, the Oromo ethnic group has a ritual to promote gender equality.</p> <p>Bayissa Negesa (2016). <i>The Role of Indigenous Rituals in Promoting Gender Equality among the Oromo People: The Case of Engicha Ritual</i>. https://asrjetsjournal.org/index.php/American_Scientific_Journal/article/view/1908/873</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
15	Decision	Perceptions of racism in the United States Researchers' theory is that white Americans view racial discrimination as a zero-sum game, where gains for one race necessarily lead to losses for another.	<p>The improvement of someone's situation is at the expense of someone else's</p> <p>It is important to engage the privileged sphere of a society to promote gender mainstreaming and make it clear that women gaining more autonomy and participation in decision-making or the labour market will not negatively impact the lives of those who already have access to such activities.</p>	<p>Gender equity is not a zero-sum game.</p> <p>Harvard Business Review published an article on gender equity and the zero-sum game. The article explains that there is a real benefit for organisations achieving gender equity. Businesses that commit to closing their gender equity gaps across all races and ethnicities benefit from improved returns on investment and equity, productivity and innovation; greater ability to attract and retain top talent; and increased revenues. Research by Pipeline in 4,161 companies in 29 countries shows that for every 10% increase in gender equity, businesses see a 1% to 2% increase in revenue.</p> <p>Katica Roy, David G. Smith, and W. Brad Johnson (2020). Gender Equity Is Not Zero Sum, Harvard Business Review. https://hbr.org/2020/12/gender-equity-is-not-zero-sum</p>
16	Decision	<p>Attitude Adjustment</p> <p>These findings suggest that exaggerated political advertisements that are clearly unbalanced in their perspective may alter people's beliefs toward more moderate political beliefs (even up to a year later).</p>	<p>Changing opinions by listening to extremist viewpoints</p> <p>When we hear one-sided views, it can encourage us to seek counter-arguments. This process can ultimately lead us to reevaluate the one-sidedness of our perspectives.</p>	<p>Changing opinions by listening to extremist viewpoints</p> <p>Theatre-based programmes can positively affect attitudes concerning gender-based violence, increase bystander knowledge about safe ways to intervene and positively influence intended bystander intervention.</p> <p>Beth R Crisp, Ann Taket (2022). Using a theatre-based programme to prevent gender-based violence: evidence from Australia. Health Promotion International. https://academic.oup.com/heapro/advance-article/doi/10.1093/heapro/daac025/6556290</p>
17	Decision	<p>Do-it-yourself Work</p> <p>The IKEA effect occurs when people prefer items into which they have invested work.</p>	<p>People need to be actively involved in creating solutions (meaningful participation)</p> <p>People like what they build because it deepens their appreciation of those items and instils a feeling of competence. These results suggest that, in general, we might want to be more active and try to be more creative.</p>	<p>People need to be actively involved in creating solutions (meaningful participation)</p> <p>When seeking to run a project to improve the life of the host country's population using funds, such as quick impact projects, we need to seek the involvement of the population in terms of work and materials for them to take ownership of the project through their investment.</p> <p>https://www.unicef.org/documents/integrated-community-and-adolescent-engagement-humanitarian-response-meaningful-action</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
18	Decision	<p>Taxi and targets</p> <p>When people work in jobs that change daily regarding hourly wages, they seem to set a daily target for their earnings.</p>	<p>People look for short-term income and results</p> <p>Generally, we think about decisions one day at a time instead of thinking about them in a broader context.</p>	<p>People are looking for short-term income and results</p> <p>When running long-term projects with the host country's population or seeking to change behaviour, we need to set short-term objectives to show frequent results to the people involved in the project and to the chain of command.</p>
19	Environment	<p>Voting locations</p> <p>Researchers found that voters were more likely to support education spending when their polling station was in a school.</p>	<p>The environment impacts the decisions people make</p> <p>Even something as small as where we vote or the type of images we have in mind at that time can have a substantial impact on how we vote.</p>	<p>The environment impacts the decision people make</p> <p>When planning an event to mobilise a group to act in a specific way, such as to consider the participation of women in decision-making activities or the peace process, we need to include in the activities' environment a picture of women carrying on such activities to influence the people's mindset and make them believe in the positive impact of gender mainstreaming.</p> <p>That could be done by supporting mural art. A mural is a painting on the wall in a public space with the unique power to reach a broad audience and engage citizens in dialogue on social issues vital to the city or community. From ancient times until nowadays, vibrant murals have promoted new urban narratives and social change through art. https://eca.unwomen.org/en/digital-library/multimedia/2021/06/mural-activism</p> <p>It might also be worth considering increasing the visibility of women peacekeepers by increasing their interactions with local authorities and the population will improve gender mainstreaming in the host country.</p> <p>For example, the Government of India and the UN have credited the all-Indian women's police unit in Liberia with improving women's rights in that country and encouraging women in both Liberia and India to join the police and military forces. Government officials and media reports also highlighted how the women peacekeepers in Liberia were strong and capable, thus demonstrating what women could do.</p> <p>While female peacekeepers are generally held up as role models for women in the host country, they could also serve as role models for women in TCCs. Because women peacekeepers are relatively rare, even in countries with higher numbers of women in their military, they may receive special attention from the media and the government, increasing public awareness of women playing these roles. https://www.ipinst.org/2022/05/the-impact-of-women-peacekeepers-on-public-support-for-peacekeeping-in-troop-contributing-countries</p>

Card no	Category	Experiment	What motivates the behaviour	Considerations for the MGA
20	Environment	Orderly and disorderly environments	<p>An orderly environment has a positive impact on behaviour and motivation</p> <p>More orderly environments are associated with morality, tradition, and conservatism. At the same time, disorder encourages deviation from the norm and creativity. Each environment promotes a different type of mindset.</p>	<p>An orderly environment impact has a positive impact on behaviour and motivation</p> <p>When seeking to improve a situation, such as reducing conflict-related sexual violence, we must also consider improving the environment in which the population is living to define the mindset required to minimise the use of violence.</p> <p>For example, to foster community collaboration and a sense of belonging, Brazilian troops are supporting the improvement of the slums in Haiti by assisting in the cleaning of canals and the painting of the exterior of the houses in bright colours using the Community Violence Reduction Fund programme.</p>
21	Social Norms	<p>Opting In versus Opting out</p> <p>Organ donations are higher when people have to opt-out from donating their organs.</p>	<p>Option in versus Opting out</p> <p>When we avoid difficult decisions, we default to the path of least resistance. And by doing so, we allow the people designing the form to decide for us.</p> <p>When you start looking at the world from the perspective of defaults, you can recognise them everywhere – from pensions to mortgages to what we eat, etc. And in all these cases, defaults play a significant yet largely unrecognised role in our decisions.</p>	<p>Option in versus Opting out</p> <p>When planning for gender mainstreaming, we should, by default, define the environment as everyone chooses to adopt the desirable options and take the decision to concretely and publicly opt-out.</p> <p>Concerning promotion at work, the article shows the evolution of competitions from an “opt-in” default, where people who wish to compete must self-nominate, to an “opt-out” default, where everyone competes by default but can opt-out if they choose, eliminates gender differences in the decision to compete without affecting performance or the well-being of the applicants. These results suggest that organisations can use an opt-out default to reduce gender gaps in promotions or other competitive processes – such as pitch competitions and innovation contests – where women are often extremely under-represented. https://www.gendereconomy.org/how-opt-out-framing-can-close-gender-gaps-in-competitions/</p>
22	Social Norms	Career Goals	<p>Publicly declaring a goal can have a negative effect</p> <p>Associating goal intentions with a person’s sense of identity can be a powerful motivator. But once the goal is announced and declared part of our identity, it can decrease our motivation. Once we declare a goal, we can feel a false sense of achieving this goal. We are less likely to follow through because we have the false impression that we have achieved that goal and are now ready for the next one.</p>	Publicly declaring a goal can have a negative effect

Cards description

Card 1

Category: social norms

Title: Reduce, Reuse, Recycle

Explanation of the experiment:

- A hotel was trying to decide how to encourage guests to reuse their towels.
- They showed the first group of guests a message emphasising the importance of protecting the environment.
- They showed a second group a message stating that 75% of their guests had already participated in this programme and that they should join their fellow guests by helping them protect the environment
- 41% of the guests of the second group reuse their towels.

Question for the team: What percentage of the guests in the first group reuse their towels?

- Only 10% more than in the second group.
- About 75% more than in the second group.
- The percentage was the same for both groups.
- About 50% more than in the second group.

Answer: about 75% more than in the second group

Conclusion: Why did the hotel guests reuse their towels more when they saw the message focused on what other people were doing? We often find ourselves unsure of how to act in a particular situation. Consequently, when we learn what other people do in this situation, we are more likely to act accordingly. In addition, if a norm is based on the behaviour of people similar to us (friends, people in our reference group, or simply people like us), we are even more likely to follow them. This kind of herd mentality has been shown to influence voting, public littering, energy savings, and many other behaviours.

Card 2

Category: social norms

Title: Over-sharing

Explanation of the experiment:

- Participants read one of two online dating profiles.
- The person in question on one of the dating profiles the person in question described himself as often engaging in unflattering behaviours (such as hiding a messy divorce from dating partners).
- The person on the other dating profile indicated that he preferred not to answer the question.

Question for the team: Which person did the participants prefer?

- The person who admitted to the unflattering behaviour – people always prefer certainty in dates.
- The person who admitted to the unflattering behaviour – people value reliability.
- The person who preferred not to answer – people prefer more mysterious dates.
- The person who preferred not to answer – the ambiguous response was interpreted in an overly optimistic way.

Answer: The person who admitted to the unflattering behaviour – people value reliability.

Conclusion: When we date, apply for jobs, and even make friends, we constantly decide what we want to share about ourselves. This study showed that “under-disclosure” (or not disclosing enough) can be more damaging than admitting reprehensible behaviour. In follow-up experiments, researchers discovered that this preference for “revealers” over “hiders” was not due to an aversion to uncertainty in dates so much as to valuing reliability and honesty.

Card 3

Category: social norms

Title: Late to collecting the children

Explanation of the experiment:

- According to the research conducted on a child-care facility, it was discovered that on an average week, approximately 8 parents failed to collect their children on time.
- They placed a sign outside the child-care centre stating that late parents would incur a small fine.

Question for the team: How did the fine affect the number of late parents?

- It doubled late collections.
- It ended late collections completely.
- It increased late collections by half.
- It decreased late collections by half.

Answer: It doubled late collections

Bonus question: After 12 weeks, the child-care removed the fine. How did this affect late collections?

- It dropped back to eight times per week.
- It was the same as when the penalty was in effect.
- It increased late collections even more.

Answer to the bonus question: It increased late collections even more

Conclusion: Before the fine was introduced, the social norms meant that parents felt bad when they kept the teachers waiting. Once the penalty was introduced, market norms kicked in, and the parents no longer felt bad - after all, they were paying for the teacher's time.

Card 4

Category: social norms

Title: Norm Violators

Explanation of the experiment:

- How do we perceive those who violate norms?
- In this study, two participants arrived at a laboratory to participate in a three-person study.
- The researcher informed the participants that the study would commence once the third participant arrived. Interestingly, this third participant was a colleague of the researcher. During every session, this individual would arrive 90 seconds after the others, toss their bag on the table close to the other participants, and casually rest their feet on the table.
- Then, participants answered questions about how they perceived the norm violator.

Question for the team: Compared to the ratings of the other participants, people rated the norm violator as...

- More powerful.
- More handsome.
- More competent.
- More independent.

Answer: More powerful

- Unfortunately, those who disregard the rules often seem to gain more power than those who follow them.
- According to research, norm violations can become a dangerous cycle. The offenders may feel empowered by breaking the rules and feel more free to continue misbehaving.
- This abuse of power is especially troubling in cases of violence, fraud, and sexual harassment, where the perpetrators may feel more powerful and in control as they commit more crimes.

Card 5

Category: social norms

Title: Second Opinions

Explanation of the experiment:

- We often rely on expert advice – accountants, doctors, financial advisors, motor mechanics, etc. As time passes, we develop a longer and longer relationship with these expert advisors.

Question for the team: What changes regarding the quality of their advice?

- The experts' advice gets BETTER and MORE expensive.
- The expert's advice gets BETTER but LESS expensive.
- The expert's advice gets WORSE but MORE expensive.
- The expert's advice gets WORSE but LESS expensive.

Answer: The expert's advice gets WORSE but MORE expensive

Bonus question: One remedy against biased advice is getting a second opinion. When are people more likely to value the second opinion?

- When we think that other people value a second opinion.
- Only when the second opinion comes from known experts.
- Only when the advisor providing the second opinion does not have a conflict of interest.

Bonus answer: When we think that other people value a second opinion.

Conclusion:

- We highly value long-term relationships, but sadly, long-term relationships with an advisor do not necessarily guarantee better outcomes.
- As the length of the relationship increases, trust increases, and advisors can take advantage of this increased trust by proposing solutions that are financially better for them and worse for their clients.
- Furthermore, as the length of the relationship increases, we trust the advisor more, and we are less likely to seek a second opinion – which is one of the only ways to combat conflict of interest.
- The sad conclusion is that, as the relationship lengthens, we wind up paying more for worse advice.

Card 6

Category: social norms

Title: Insinere Flattery

Explanation of the experiment:

- Participants played a guessing game with a computer.
- The “flattery” group was told that the feedback they would receive at the end of the game would have nothing to do with their performance.
- The “sincere praise” group was told that the feedback they would receive would be based on their performance in the game.

Question for the team: On a scale of 1 to 10, the sincere praise group said they enjoyed the game (the average enjoyment was 6.8). What was the average enjoyment rating of the flattery group?

- 2.4
- 4.9
- 6.8
- 9.3

Answer: 6.8

Conclusion:

- Not only did both groups enjoy the game equally, but both groups also rated their performance extremely positively.
- In contrast, participants who received no compliments rated their performance and the game less favourably.
- Compliments are powerful, even when we know they are bogus and have nothing to do with our real performance.
- These results show that we love compliments and can influence how we evaluate ourselves and our experiences – even when the compliments come from a computer and even when we know that the compliments are insincere.

Card 7

Category: social norms

Title: Cooperating with Strangers

Explanation of the experiment:

- Two players may or may not cooperate together.
- If both players cooperate, both receive a moderate payoff, say \$10.
- If one cooperates but the other does not (which is called defecting), the cooperator receives nothing, and the defector receives a larger payment, say \$15.
- If both choose to defect, both receive a substantially smaller payoff, say \$5.

Question for the team: What did researchers learn about cooperation?

- Our instinct is to cooperate, so players will always cooperate.
- Our instinct is not to trust strangers, so players will never cooperate.
- When people play the game multiple times, they start by cooperating, but over time they defect more and more.
- When people play the game multiple times, they cooperate by establishing a reputation over multiple trials.

Answer: When people play the game multiple times, they cooperate by establishing a reputation over multiple trials.

Conclusion:

- Playing the “prisoner’s dilemma” game multiple times provides more realistic results than a single game, as we often interact with the same people repeatedly.
- The results from a study show that when playing against strangers, there is no chance of establishing a relationship. Hence, both players revert to the strategy of defecting instead of cooperating.
- However, interacting with the same person encourages the two players to build a relationship and a reputation, which helps them increase goodwill and cooperation.

Card 8

Category: social norms

Title: Walk-station Woes

Explanation of the experiment:

- Employees at a large corporation received walk-stations and slow treadmills attached to standing desks.
- They also received emails about how long five of their colleagues exercised weekly.
- Each email had information on someone who exercised more than they did and exercised less.

Question for the team: How did receiving these emails change participants’ exercise habits after six months?

- Slightly increased exercise: people exercised a little bit more over time.
- Significantly increased exercise: people started behaving like high exercisers.
- Slightly decreased exercise: people exercised a little bit less over time.
- Decreased exercise: people started behaving like the low exercisers.

Answer: Decreased exercise: people started behaving like the low exercisers

Conclusion:

- Low exercisers negatively influenced participants and tended to conform to the weakest link in the group.
- One might expect that learning about others' habits would be encouraging, but learning about infrequent exercisers can lead us to justify our lack of exercise.

Card 9

Category: Policy

Title: Scared Straight

Explanation of the experiment:

- To deter youth from committing crimes, some states have adopted programmes that expose juveniles to stories of convicted criminals' lives to scare them.
- In this approach, the convicted criminals tell the juveniles about abuse and other harms they have experienced in prison.
- Other states use a related approach without any scare tactics. In this approach, convicted criminals share only their life stories without emphasising the horror of prison.

Question for the team: How effective are the two methods in deterring juveniles from crime?

- Both methods similarly reduce criminal behaviour among juveniles.
- Both methods similarly increase the likelihood of criminal behaviour.
- Scare approaches sometimes increased criminal behaviour, while the non-scare approaches made no difference.
- Non-scare approaches decreased criminal behaviour, while the scare approaches made no difference.

Answer: The non-scare approaches decreased criminal behaviour, while the scary methods made no difference

Conclusion:

- In general, "Scared Straight" programmes are found to be ineffective, and sometimes they even backfire.
- The logic behind "Scared Straight" programmes is that people will consider the possible consequences of their behaviour, consider this, and act better in the future.
- The problem is that we have no evidence for such future thinking, which means we are unaffected by it.

Card 10

Category: Policy

Title: Finishing the Last

Explanation of the experiment:

- Experimenters informed participants that the current minimum wage is \$7.25.
- They asked them whether they believed the minimum wage should be increased, decreased, or remained unchanged.

Question for the team: 80% of participants thought it should be increased – but who was the LEAST likely to support an increase in the minimum wage?

- People who earn \$7.25 or less per hour
- People who earn \$7.26-\$8.25 per hour
- People who earn \$10.26-\$11.25 per hour
- People who earn \$11.26-\$20 per hour

Answer: People who earn \$7.26-\$8.25 per hour

Conclusion:

- The people with the second lowest wages were the least likely to support a policy to increase the minimum wage. Why?

- Researchers call this tendency “last-place aversion”. We hate to lose, and when we are in second-to-last place, we don’t want to be relegated to the last place.
- We are more likely to be happy, even when we are struggling, as long as we know that our situation could be worse and that we are doing a little better than others.
- Last-place aversion appears in other areas of life as well. For example, people standing at the end of a queue are the least likely to give up their place.

Card 11

Category: Emotions

Title: Gratitude

Explanation of the experiment:

- Individuals with a neuromuscular disease wrote down five things they were grateful for every day over three weeks.
- They reported their mental and physical well-being at the end of each day.

Question for the team: How did this gratitude practice impact the participants’ well-being?

- Their mental and physical states improved equally.
- Although they indicated no improvement in their mental well-being, they reported decreased symptoms.
- Their well-being remained relatively unchanged.
- Although their symptoms remained unchanged, their sleep patterns and mental well-being improved.

Answer: Although their symptoms remained unchanged, their sleep patterns and mental well-being improved.

Conclusion:

- Gratitude has real, measurable effects on overall well-being.
- Although far from a cure-all, taking a little time each day to remember the positive things in life is an easy way to improve your state of mind and sleep pattern.

Card 12

Category: Emotions

Title: Grief and Rituals

Explanation of the experiment:

- In a study on rituals, participants were asked to estimate how much grief they would experience if they entered a lottery for \$200 but lost.
- Some participants reported how they expected to feel after their loss, while the other participants first completed a ritual and only then answered the questions.
- The ritual involved drawing one’s feelings, sprinkling salt on a piece of paper, tearing up the piece of paper and counting to 10 five times.

Question for the team: Which group of participants reported the lowest feeling of grief?

- Participants who performed the actions associated with a ritual, but only when they believed in the power of rituals.
- Participants who did not do the ritual since the ritual was meaningless.
- Participants who carried out the actions associated with the ritual, regardless of whether they believed in the power of rituals.
- All participants who believed rituals were effective, whether or not they actually performed the ritual.

Answer: Participants who performed the actions associated with the ritual, regardless of whether they believed in their power.

Conclusion:

- This study found that different types of rituals can alleviate grief – and not just from financial losses. Rituals can help with everything from losing a loved one to losing a lottery.
- Interestingly it didn't matter if the participants believed the ritual would work: simply performing a series of actions in a mindful and meaningful way helped people feel better. And calling the action a "ritual" was more effective than simply asking participants to carry out these actions in silence.
- The study suggests that rituals are effective because they help people focus and regain a sense of control.

Card 13

Category: Emotions

Title: And the winner is...

Explanation of the experiment:

- Participants watched videos of athletes from the 1992 Olympics right after they won an Olympic medal.
- The participants examined the athletes' facial expressions without knowing which medal they received, and then they rated their happiness on a 10-point scale, with 10 equivalent to "ecstasy".
- The results showed that participants rated bronze medallists with an average happiness of 7.1.

Question for the team: How do you think participants rated the emotions of silver medallists on this same happiness scale?

- 8.7
- 7.9
- 6.3
- 4.8

Answer: 4.8

Conclusion:

- Often our happiness is not about where we are and what we have achieved but the difference between where we are and where we could have been.
- In NBC interviews with the athletes, silver medallists focused on how close they were to receiving a gold medal, emphasising their disappointment.
- But bronze winners were very diligent because they compared their achievement to fourth place and those who did not get any medals.
- Counterfactual thinking, the tendency to focus on alternative outcomes, can make us feel relatively unhappy even when we are doing very well objectively.

Card 14

Category: Emotions

Title: Ritual and Chocolate

Explanation of the experiment:

- Two groups were given identical bars of chocolate.
- One group performed a set of invented rituals: carefully unwrapping the chocolate, breaking it carefully, and thinking intensely about the chocolate before eating it.
- The other group was simply asked to eat the chocolate without particular instructions.

Question for the team: How did the ritual influence how participants felt about the chocolate?

- Participants were annoyed with the ritual, and as a result, they liked the chocolate LESS.
- Participants liked the chocolate MORE after the ritual but were unwilling to pay MORE.

- Participants liked the chocolate MORE after the ritual and were willing to pay MORE.
- Participants liked the chocolate LESS after the ritual but were willing to pay MORE.

Answer: Participants liked the chocolate MORE after the ritual and were willing to pay MORE for it.

Conclusion:

- Performing a ritual, even an invented one, can improve the enjoyment of consumption.
- This improvement is because the ritual creates greater involvement and intrinsic interest in consumed food. This is why a birthday cake tastes so much better than the same cake on a different day.
- Importantly, this ritual effect was also observed with foods much less tempting than chocolate cake, such as carrots.
- A more general conclusion is that rituals could be used to make all kinds of activities (for example, exercising, taking medicine, washing hands) seem more attractive and worthwhile.

Card 15

Category: Decision

Title: Perceptions of racism in the United States

Explanation of the experiment:

- A national survey of white and black Americans asked participants to indicate how much they felt discrimination exists in the US and how it has changed from the 1950s to the 2000s.

Question for the team: What were their views about discrimination in more recent times?

- White respondents felt that in recent decades discrimination against white Americans in recent decades exceeded discrimination against black Americans.
- Black respondents felt that widespread discrimination for both groups was higher.
- Both groups had fairly similar views of recent discrimination and said it had decreased.
- Both groups had fairly similar views of recent discrimination, and both said it had remained relatively stable over the last few decades.

Answer: White respondents felt that, in recent decades, discrimination against white Americans exceeded discrimination against black Americans.

Conclusion:

- The researchers support the theory that white Americans view racial discrimination as a zero-sum game, where gains for one race must necessarily lead to losses for another.
- Thus, not only did the white respondents view black Americans as making greater progress toward equality, but they also believed that this progress was at the expense of white Americans.
- It is important to remember that the Black respondents do not view discrimination as a zero-sum game, nor do they believe that the progress of one race necessarily comes at the expense of another.

Card 16

Category: Decision

Title: Attitude Adjustment

Explanation of the experiment:

- Israelis who oppose the peace process with the Palestinians were exposed to very extreme advertisements against the peace process.
- For example, one advertisement argued that “we need the conflict to have the strongest army in the world”.
- The exposure to these extreme advertisements took place just before the elections in Israel.

Question for the team: How did this intervention affect the opinions and actions of these right-leaning

participants toward peace with the Palestinians?

- They maintained their beliefs that the Palestinians would never want peace.
- They strengthened their beliefs that a peaceful conflict resolution would never be found.
- They expressed more conciliatory attitudes regarding the conflict but did not change their vote in the subsequent elections.
- They expressed more conciliatory attitudes towards the conflict and changed their vote in the subsequent election by voting for a party working for peace.

Answer: They expressed more conciliatory attitudes towards the conflict and changed their vote in the subsequent election by voting for a party working for peace.

Conclusion:

- Logically one would expect that hearing our own views expressed in more radically one-sided ways would only reinforce our beliefs.
- However, these findings suggest that exaggerated political advertisements that are clearly imbalanced in their perspective might alter people's beliefs toward more moderate political beliefs (even up to a year later).
- Hearing one-sided views pushes us to find counterarguments that help us reassess our own views' one-sidedness.

Card 17

Category: Decisions

Title: Do-it-yourself Work

Explanation of the experiment:

- In an experiment designed to test the effect of effort on love, some participants were given different products (origami, IKEA boxes, and Lego creation), while other participants were asked to fold the origami, build the IKEA boxes and build the Lego sets.

Question for the team: How did the participants value these products when they were the ones building them?

- The increased work led to a decreased valuation of the products.
- The increased work led to an increased valuation of the products.
- The increased work led to no difference in the valuation of the products.
- The increased work led to an increased valuation of the products, but only when the products were beautifully crafted.

Answer: The increased work led to an increased valuation of the products.

Bonus Question: When people were given a chance to buy a ready-made box versus one they had to build, what difference would you expect in their willingness to pay?

- No difference.
- People who built a box were willing to pay 63% more than non-builders.

Bonus answer: People who built a box were willing to pay 63% more than non-builders.

Conclusion:

- The IKEA effect occurs when people prefer items that they put work into. From a purely economic perspective, an object you or another person built should be equal in value.
- From a behavioural perspective, however, people like what they build because it deepens their appreciation of those items and instils feelings of competence. These results suggest that, in general, we might want to be more active and try to create more ourselves.

Card 18

Category: Decisions

Title: Taxi and Targets

Explanation of the experiment:

- Researchers tracked the work habits of New York City taxi drivers. When the sun is shining, people walk more and take taxis less often, so taxi drivers make less money per hour.
- On the other hand, when it is raining, people take more taxis, and taxi drivers make more money per hour.

Question for the team: When do you think taxi drivers decided to work more and fewer hours?

Taxi drivers worked fewer hours on rainy days and more on sunny days.

- Some taxi drivers decided not to work on sunny days and take the days off.
- Taxi drivers worked more hours on rainy days and less on sunny days.
- Taxi drivers worked the same number of hours each day regardless of the weather.

Answer: Taxi drivers worked fewer hours on rainy days and more on sunny days.

Conclusion:

- When people work in jobs where the hourly wage varies daily, the rational prediction is that they should work more hours on days that pay a lot per hour and work fewer hours on days they wouldn't earn as much.
- This theory predicts that taxi drivers should work more hours on rainy days and less on sunny days (or maybe even take this day off).
- Instead, these taxi drivers do the opposite; they seem to have set a daily target for their earnings (perhaps because they must pay to lease the taxi each day).
- Generally, these results show that we often think about decisions one day at a time instead of thinking about them in a broader context.

Card 19

Category: Environment

Title: Voting locations

Explanation of the experiment:

- Can something as minor as a voting location sway people's votes?
- Researchers found that voters were more likely to support education spending when their polling station was in a school.
- When the researchers ran a laboratory experiment to explore the same topic, they added images of schools to see how that would affect people's opinions on taxes aimed at improving education.

Question for the team: How did the images of schools change people's perspectives?

- The images of schools did not affect support for the tax.
- The images of schools increased support for the tax by 10%.
- The images of schools decreased support for the tax by 50%.
- The images of schools increased support for the tax by 80%.

Answer: The images of schools increased support for the tax by 10%.

Conclusion:

- Even something as small as where we are voting or what kinds of images are on our minds at that time can substantially impact how we vote.
- These effects persisted when the researchers checked for political views, demographics, and how close people lived to schools.
- After considering all these variables, voting at a school still increased support for education policies.

Card 20

Category: Environments

Title: Orderly and disorderly environments

Explanation of the experiment:

- Participants spent more time in either cluttered office spaces or clean office spaces.
- When they left the space, they could donate to charity and choose an apple or a chocolate bar.

Question for the team: How did a clean environment affect the participant's charitable giving and healthy eating?

- They donated more to charity, and they chose the healthier snack.
- They chose the healthier snack but did not donate more to charity.
- They donated consumed food to choose healthier snacks.
- They made the same decisions as participants in the cluttered environment.

Answer: They donated more to charity and chose the healthier snack.

Conclusion:

- These experiments expanded on previous research regarding the relationship between physical settings and behaviour.
- The result suggests that more orderly environments are associated with morality, tradition, and conservatism, while disorder encourages deviation from the norm and creativity.
- The contrast between charity, health, and creativity suggests a nuanced perspective on physical spaces – not necessarily that order is always good and disorder is always wrong, but that each environment fosters a different mindset.

Card 21

Category: social norms

Title: Opting In versus Opting Out

Explanation of the experiment:

- In some countries, the enrolment form for organ donations reads: "Check the box below if you are willing to become an organ donor", while in other countries, it reads: "Check the box below if you are not willing to become an organ donor."

Question for the team: What is the difference between the percentage of people participating in these programmes in the first (opt-in) and the second (opt-out) approach?

- People enrolled in the organ donation programme are about 60-80% more often in countries with opt-out forms.
- People enrolled in the organ donation programme are about 60-80% more often in countries with opt-in forms.
- People enrolled in the organ donation programme are about 20-40% more often in countries with opt-out forms.
- People enrolled in the organ donation program are about 20-40% more often in countries with opt-in forms.

Answer: People enrolled in the organ donation programme are about 60-80% more often in countries with opt-out forms.

Conclusion:

- We generally think that we make decisions deliberately. They are carefully considering these choices and acting based on their preferences. We feel we are in the driver's seat of our decision-making. But it turns out that some decisions are difficult and complex, and we are willing to do a lot to avoid making those difficult decisions.
- When we avoid difficult decisions, we resort to the default solution, to the path of least resistance. And by doing so, we allow the people designing the form to decide for us.
- When you start looking at the world through the lens of default, you can recognise them everywhere – from

pensions to mortgages to what we eat. In all these cases, default decisions play a significant yet largely unrecognised role in our decisions.

Card 22

Category: social norms

Title: Career Goals

Explanation of the experiment:

- Law students were asked to state their personal career goals. Then they were asked to either state their goal publicly or to keep it private.

Question for the team: What was the effect of stating their intentions publicly?

- They felt closer to their goal and were more likely to follow through.
- They felt closer to their goal and were less likely to follow through.
- They felt farther from their goal and were more likely to follow through.
- They felt farther from their goal and were less likely to follow through.

Answer: They felt closer to their goal and were less likely to follow through.

Conclusion:

- Associating goal intentions with a person's identity can be a powerful motivator. But once the goal is announced and declared part of our identity, it can decrease our motivation.
- Once we declare a goal, we can feel a false sense of achievement. We are less likely to follow through because we mistakenly feel that we have achieved that goal and are now ready for the next one.

Handout – Existing initiatives considering irrational behaviours

Type of behaviour	Description	Example of initiatives to consider	References
<p>Herd mentality</p> <p>When people must decide on appropriate behaviour, they are most likely to act similarly to their peers.</p>	<p>When we want people to adopt a specific behaviour, we could motivate them by showing them friends or people like them already adopting it.</p>	<p>This can be done by empowering local influencers to conduct an information campaign. For example, in Sierra Leone, they have a school for husbands to change the mindset of men.</p>	<p>Link to the Husband’s School clip (25 min) - https://www.youtube.com/watch?v=WKWQZHfmb_U</p>
<p>Reliability and honesty</p> <p>Under-disclosure (or not disclosing enough) can be more damaging than admitting reprehensible behaviour.</p>	<p>Consideration should be given to informing the public about sexual exploitation and abuse by peacekeepers and providing information about what has or has not been done and why.</p>	<p>In CAR, community radio stations are at the forefront of awareness-raising efforts to prevent and respond to sexual exploitation and abuse.</p>	<p>https://www.youtube.com/watch?v=bIKHX5B7XPk</p>
<p>Do no harm and social norms</p> <p>When planning to introduce a fine or reward, identify what could be the adverse effect on social norms (how people feel about it).</p>	<p>It is important to assess the possible impact of each intervention.</p>	<p>In the 1990s, a consortium of NGOs developed a 7-step process to mitigate the negative impacts of their projects on the host country to decrease, for example, the use and misuse of humanitarian aid by people in conflicts to pursue political and military advantage.</p>	<p>The handbook “Do no harm” is available online for free. https://gsdrc.org/document-library/the-do-no-harm-handbook-the-framework-for-analyzing-the-impact-of-assistance-on-conflict/</p>
<p>Always look for second opinion</p> <p>Long-term relationships with an advisor do not necessarily guarantee a better outcome.</p>	<p>Look for more than one perspective when conducting an assessment; for instance, involve people representing different intersectionalities as much as possible (e.g. do not involve women only but consider women of various ages and ethnicities). Be aware of the personal interest and agenda of the people providing their assessment and opinions and look for hard facts.</p>	<p>In Colombia, during the peace process with the FARC, the indigenous women were involved in the peace negotiations. This initiative looked beyond the participation of women in the peace process; they considered the intersectionalities of age, ethnicity and location (urban and rural). Two days of discussions were held in Cachipay, Colombia, in April 2016, which brought together 25 women, including customary leaders, from 10 different indigenous communities across Colombia.</p>	<p>“Indigenous women and Colombia’s peace process Pathways to participation”, June 2017. https://rc-services-assets.s3.eu-west-1.amazonaws.com/s3fs-public/Indigenous_women_and_Colombia%27s_peace_process_Pathways_to_participation_Accord_Spotlight.pdf</p>

Type of behaviour	Description	Example of initiatives to consider	References
<p>Importance of compliments</p> <p>Compliments are powerful - even when we know they are bogus and have nothing to do with our true performance.</p>	<p>Always compliment participants in activities and projects to stimulate their interests and motivation.</p> <p>As a MGA, you could consider initiating new awards to motivate gender mainstreaming by the military contingent and partners, including local NGOs. That could also establish qualification badges to add to the combat uniform, such as 'Conflict-Related Sexual Violence Responder'.</p>	<p>The United Nations acknowledges the exceptional performance of peacekeepers with awards such as the Force Commander Commendation and Trailblazer Award for Women Justice and Corrections Officers.</p> <p>In 2022, the United Nations Office at Vienna (UNOV) and the United Nations Office on Drugs and Crime (UNODC) were proud to announce the launch of the UNOV/ UNODC Gender Award. Based on nominations received from UNOV/ UNODC colleagues, the Award will recognise high-impact projects, policies, programmes, strategies and practices by either a team or individuals at Headquarters and in the Field Offices.</p>	<p>Information on different gender-related UN awards: https://www.unodc.org/unodc/en/gender/gender-award/gender-award.html? https://peacekeeping.un.org/en/gender-advocate-of-year-award https://orolsi.medium.com/list/united-nations-trailblazer-award-for-women-justice-and-corrections-officers-04d4a43eafa2</p>
<p>Rule breakers feel powerful</p> <p>Violators feel they gain power and freedom to misbehave when they violate norms.</p>	<p>Campaigns against sexual exploitation and abuse and conflict-related sexual violence should expose the prosecutions and actions taken against perpetrators to prevent people with similar behaviour from feeling they are above the law.</p>	<p>In a landmark verdict in late February 2016, a Guatemalan court convicted two former military members of crimes including sexual violence, sexual slavery, and domestic slavery committed against Maya Q'eqchi' women near a military rest outpost in Sepur Zarco during the internal armed conflict in Guatemala.</p>	<p>Documenting good practice on accountability for conflict-related sexual violence: The Sepur Zarco case. https://www.unwomen.org/sites/default/files/2022-07/Research-paper-Documenting-good-practice-on-accountability-for-conflict-related-sexual-violence-Sepur-Zarco-en.pdf</p>
<p>Building trust for cooperation</p> <p>People tend to cooperate more with people they interacted with previously if the interactions were positive.</p>	<p>Understanding and valuing trust with partners in the mission and with the host countries' representatives is important for working together towards common goals.</p> <p>We suggest looking at Richard Barrett's trust matrix and considering each element to build trust with partners. https://static1.squarespace.com/static/58a4e3be9de4bb98b066fd6f/t/60935b94002fd83242367bda/1620269972872/The+Trust+Matrix+2021.pdf</p>	<p>Decades of conflicts divides the Greek and Turkish Cypriot communities. In 2021, a project facilitated by the UN Mission in Cyprus (UNFICYP), and sponsored by the Netherlands Embassy, brought women from both communities together through a centuries-old tradition: weaving.</p> <p>The Klotho Women's Initiative created loom projects that enabled Greek and Turkish Cypriot women of different ages to learn and exchange weaving techniques and ideas.</p>	<p>Five ways in which UN Peacekeeping partnerships promote peace and development. https://peacekeeping.un.org/en/five-ways-un-peacekeeping-partnerships-drive-peace-and-development</p>

Type of behaviour	Description	Example of initiatives to consider	References
<p>Aiming for less</p> <p>If people compare themselves with someone who does more and someone who does less than them, they tend to accept to do less.</p>	<p>When planning to mobilise or motivate people to act, do not compare them with people who misbehave or are not doing much. People will tend to accept the situation and behave in this way.</p>	<p>Instead of supporting gender mainstreaming requiring obstacles for integration, inclusion, and meaningful participation to be identified, peacekeeping missions tend to recognise specific “qualities” for women’s participation in peacekeeping, limiting their participation to specific situations or tasks. This is called gender side-streaming, defined as: “the practice, deliberate or unintentional, of sidelining women and relegating them to specialised areas in international peace and security while attempting gender mainstreaming or increased gender integration.”</p> <p>We felt this term captures how gender mainstreaming can be subverted, fail to challenge hegemonic masculinity, and perpetuates a simplistic and traditional dichotomy of women’s and men’s capabilities as protected and protector.</p>	<p>Newby, V., & Sebag, C. (2021). Gender side-streaming? Analysing gender mainstreaming in national militaries and international peacekeeping. <i>European Journal of International Security</i>, 6(2), 148-170. https://www.cambridge.org/core/journals/european-journal-of-international-security/article/gender-side-streaming-analysing-gender-mainstreaming-in-national-militaries-and-international-peacekeeping/03D289F63C51F678217229BEB8555501</p>
<p>Scary stories don’t affect future behaviour</p>	<p>When planning to use stories to affect future behaviour, focus more on testimony than the scary story.</p>	<p>Women’s economic empowerment is essential in promoting equality between women and men and is a precondition for sustainable development.</p> <p>To promote the economic empowerment of rural women through the support of women’s entrepreneurship, it is crucial to inform women about land property rights, especially concerning agriculture enterprises. This collection of success stories from women from South East Europe will help to raise awareness for all women about their property rights and to amplify women’s voices and role in the rural economy. The stories focus on women with issues of land property rights and on women’s entrepreneurship in farm or non-farm small businesses.</p>	<p>Women success stories from South East Europe</p> <p>https://www.giz.de/en/downloads_els/ORF%20Legal%20Reform%20-%20Women%20Succes%20Stories.pdf</p>

Type of behaviour	Description	Example of initiatives to consider	References
<p>Last-place aversion</p> <p>No one wants to be the last one. When you improve the situation of the worst-off category of people, the second worst-off will probably object if you do not improve their situation too.</p>	<p>When planning to improve women's access to resources, consider improving access for people in similar situations to avoid creating the last-place aversion.</p> <p>A recent study by Kuziemko et al. (2011) suggests that people display 'last-place aversion' rather than an inequality aversion overall. In other words, people who are relatively deprived in society will oppose equality measures if it means that even more deprived people will reach their level.</p>	<p>Focus on the fact that gender mainstreaming seeks to address gender inequality and looks at women's and men's societal roles and their needs in development intervention.</p> <p>Consider Community-led engagement while ensuring that all population segments are involved in defining needs and priorities.</p> <p>Community interventions effectively achieve greater gender equality, with two notable examples being the SASA! programme in East Africa (https://raisingvoices.org/women/sasa-approach) and Tostan's Community Empowerment Programme (CEP) in West Africa (https://tostan.org/). SASA! facilitates discussions around the power to help community members achieve fairer gender relations (particularly by reducing domestic violence). Tostan's CEP is a three-year community programme to help members achieve their goals. It invites participants to reflect on their challenges and equips them with the knowledge and skills to act on them.</p>	<p>Beniamino Cislighi. (10 January 2019). The potential of community-led apparel gender norms in low - and middle-income countries. https://www.alignplatform.org/sites/default/files/2019-01/community_led_approach_report.pdf</p>
<p>Gratitude has real, measurable effects on overall well-being</p> <p>Although far from a cure-all, taking a little time each day to remember the positive things in life is an easy way to improve your outlook and sleep schedule.</p>	<p>Positive psychology is a science of the positive aspects of human life, such as happiness, well-being and fulfilment.</p> <p>In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships.</p> <p>Psychological empowerment tends to emphasise the importance of psychological measures that can enhance the inner strength of women so that their mental configuration is such that even though they are in a patriarchal environment, they do not feel that they are lagging in any area.</p> <p>Psychologically empowering women aims at making them more involved in civic society and their community.</p>	<p>Women's empowerment programs should include psychological empowerment and positive psychology.</p>	<p>Leah Hibbs (2022). "I could do that!"– The role of a women's non-governmental organisation in increasing women's psychological empowerment and civic participation in Wales. https://reader.elsevier.com/reader/sd/pii/S0277539521001205?token=CD2001AA04B2ED89A75237E8E1F6F0A2E3D77C0FEF41917FCB003D3FB5731FC99AF1B65B602E43C4CC52D55FD717C43&originRegion=us-east-1&originCreation=20230103164512</p> <p>Preeti S Rawat. (2014). Patriarchal Beliefs, Women's Empowerment, and General Well-being. https://journals.sagepub.com/doi/pdf/10.1177/0256090920140206</p>

Type of behaviour	Description	Example of initiatives to consider	References
<p>Importance of Rituals to regain control</p> <p>The study suggests that rituals are effective because they help people focus and regain feelings of control.</p>	<p>When working with survivors, during the reinsertion phase of the Disarmament, Demobilisation and Reintegration (DDR) or when involving communities in Community Violence Reduction, include a ritual to help participants grieve.</p>	<p>For example, in the Mozambican context, the responsibility for injustice is not an individual concern. This responsibility is a matter for the community as a whole. That is why the families of the perpetrators of violence ordered ritual ceremonies to appease the spirits. After the war, to support the DDR process and allow the former combatants to be reintegrated into society, the communities performed traditional rituals involving ex-combatants (purification rituals [kuhlapsa] and exorcism rituals [kufemba]) before they were welcomed back into society.</p>	<p>Paulo Granjo. (2007). The Homecomer Postwar Cleansing Rituals in Mozambique. <i>Armed Forces & Society</i> 33(3):382-395 University of Lisbon.</p> <p>https://www.researchgate.net/publication/249775707_The_HomecomerPostwar_Cleansing_Rituals_in_Mozambique</p>
<p>Happiness is about where we could have been</p> <p>In NBC interviews with athletes; silver medallists focused on how close they were to receive a gold medal, emphasising their disappointment.</p> <p>But the bronze winners were delighted as they compared their achievement to the fourth place and those who did not get any medals.</p>	<p>It is important to define happiness for the people we work with, as this links to their motivation and vision of what they want to achieve.</p>	<p>For example, a study in Pakistan showed that happiness for women in Pakistan is determined by access to education and participation in decision-making but not by autonomy through access to the marketplace.</p>	<p>Syed Mubashir Ali and Rizwan ul Haq (2006) Women's Autonomy and Happiness: The Case of Pakistan. <i>Pakistan Development Review</i> 45(1):121-136. https://ideas.repec.org/a/pid/journl/v45y2006i1p121-136.html</p>
<p>Giving meaning through ritual</p> <p>Associating a ritual with the conduct of an activity can make it more worthwhile.</p>	<p>Rituals could make all kinds of activities (for example, exercising, taking medicine, washing hands) seem more attractive and worthwhile.</p>	<p>It is also important to identify any existing rituals that enhance gender mainstreaming. For example, in Ethiopia, the Oromo ethnic group has a ritual to promote gender equality.</p>	<p>Bayissa Negesa. The Role of Indigenous Rituals in Promoting Gender Equality among the Oromo People: The Case of Engicha Ritual. https://asrjetsjournal.org/index.php/American_Scientific_Journal/article/view/1908/873</p>
<p>Gender equity is not a zero-sum game</p> <p>People have the impression that the improvement of someone's situation is at the expense of someone else's.</p>	<p>It is important to involve the privileged sphere of a society to promote gender mainstreaming to specify that women who become more empowered and participate in decision-making or the workforce will not negatively impact the lives of people who already have access to such activities.</p>	<p>Harvard Business Review published an article on gender equity and the zero-sum game. The article explains that there is a real benefit for organisations achieving gender equity. Businesses that commit to closing their gender equity gaps across all races and ethnicities enjoy increased profitability and returns on equity, productivity, and innovation; a greater ability to attract and retain top talent; and revenue gains. Research by Pipeline in 4,161 companies in 29 countries shows that for every 10% increase in gender equity, businesses see a 1% to 2% increase in revenue.</p>	<p>Katica Roy, David G. Smith, and W. Brad Johnson (2020), Gender Equity Is Not Zero Sum. <i>Harvard Business Review</i>. https://hbr.org/2020/12/gender-equity-is-not-zero-sum</p>

Type of behaviour	Description	Example of initiatives to consider	References
<p>Attitude Adjustment</p> <p>These findings suggest that exaggerated political advertisements that are clearly imbalanced in their perspective might alter people's beliefs toward more moderate political beliefs (even up to a year later).</p>	<p>Hearing one-sided views pushes us to find counterarguments, which helps us reassess the one-sidedness of our own views.</p>	<p>Theatre-based programmes can positively affect attitudes concerning gender-based violence, increase bystander knowledge of safe ways to intervene and positively affect bystanders' intentional intervention.</p>	<p>Beth R Crisp, Ann Taket (2022). Using a theatre-based programme to prevent gender-based violence: evidence from Australia. Health Promotion International. https://academic.oup.com/heapro/advance-article/doi/10.1093/heapro/daac025/6556290</p>
<p>People need to be actively involved in creating solutions (meaningful participation)</p> <p>People like what they build because it deepens their appreciation of those items and instils feelings of competence. These results suggest that we might generally want to be more active and try to be more creative.</p>	<p>When seeking to run a project to improve the life of the host country's population using funds such as quick impact projects, we need to seek the population's involvement in terms of work and materials for them to get ownership of the project through their investment.</p>	<p>Aid ownership and local participation.</p>	<p>Béatrice Pouligny (2009). Supporting Local Ownership in Humanitarian Action. http://www.disastergovernance.net/fileadmin/gppi/GPPIPPR_local_ownership_2009.pdf</p>
<p>People are looking for short-term income and results</p> <p>Generally, we think about decisions one day at a time rather than in a broader context.</p>	<p>When running long-term projects with the host country's population or seeking to change behaviour, we need to set short-term objectives to show frequent results to the project's people and the chain of command.</p>	<p>Prioritising, sequencing and defining milestones for gender mainstreaming.</p>	<p>Indeed Editorial Team (2022). What are project Management Milestones? https://ca.indeed.com/career-advice/career-development/project-management-milestones</p>

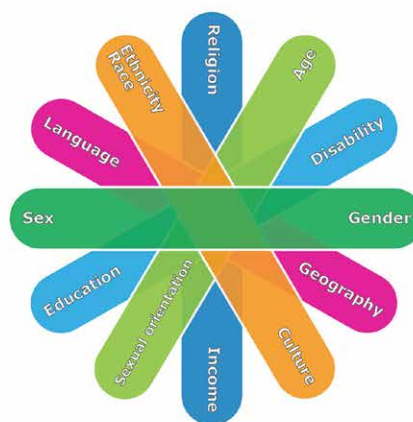
Type of behaviour	Description	Example of initiatives to consider	References
<p>Environment impact the decision people are taking</p> <p>Even something as trivial as where we vote or what kinds of images are on our minds at that time can have a substantial impact on how we vote.</p>	<p>When planning an event to mobilise the group to act in a specific way, such as to consider the participation of women in decision-making activities or the peace process, we need to include in the environment of the activities an image of a woman leading such activities to influence people's mindset and make them believe in the positive impact of gender mainstreaming.</p>	<p>That could be done by supporting mural art. A mural is a painting on the wall in a public space with the power to reach a wide audience and engage citizens in dialogue on social issues vital to the city or community. From ancient times until now, vibrant murals have promoted new urban narratives and social change through art. https://eca.unwomen.org/en/digital-library/multimedia/2021/06/mural-activism</p> <p>Consider also making women peacekeepers more visible by increasing their interactions with the local authorities and the population will improve gender mainstreaming in the host nation.</p> <p>For example, the government of India and the UN have credited the Indian women's police unit in Liberia with improving women's rights in that country and encouraging women in both Liberia and India to join the police and military forces. Government officials and media reports also highlighted how the women peacekeepers in Liberia were strong and capable, thus demonstrating what women could do.</p>	<p>While women peacekeepers are generally held up as role models for women in the host country, they could also serve as role models for women in TCCs. As women peacekeepers are relatively rare, even in countries with high numbers of women in the military, they may receive special attention from the media and the government, increasing public awareness of women playing these roles. https://www.ipinst.org/wp-content/uploads/2022/05/IPI-E-RPT-Impact_of_Women_Peacekeepersweb.pdf</p>
<p>An orderly environment has a positive impact on behaviour and motivation</p>	<p>More orderly environments are associated with morality, tradition, and conservatism while disorder encourages deviation from the norm and creativity. Each environment promotes a different type of mindset.</p>	<p>When seeking to improve a situation such as a decline in conflict-related sexual violence, we also need to consider improving the environment where the population lives to define the mindset required to reduce violence.</p>	<p>For example, to foster community collaboration and a sense of belonging, the Brazilian troops support the improvement of the slums in Haiti by assisting in cleaning canals and painting the exterior of the houses with bright colours using the Community Violence Reduction Fund programme.</p>

Type of behaviour	Description	Example of initiatives to consider	References
Option in versus Opting-out	When we avoid difficult decisions, we resort to the default – to the path of least resistance. And by doing so, we basically allow the people designing the form to decide for us.	When planning for gender mainstreaming, we should, by default, determine the environment as everyone chooses to adopt the desirable options and decide to concretely and publicly opt-out.	Concerning the promotion at work, the article shows that moving competition from a default “opt-in” system, where people who wish to compete must self-nominate, to an “opt-out” default, where everyone competes by default but can opt-out if they choose, eliminate gender differences in the decision to compete without affecting performance or the well-being of the applicants. These results suggest that organisations can use an opt-out default to reduce gender gaps in promotions or other competitive processes – such as pitch competitions and innovation contests – often plagued by an under-representation of women. https://www.gendereconomy.org/how-opt-out-framing-can-close-gender-gaps-in-competitions/

6 GBA+, Intersectionality and Social Norms

Intersectionality:
What makes you unique and what makes them unique?

8



Gender-Based Analysis Plus (GBA+)

There is intersectionality (the multiple identity factors), and there is the context in which people live that shapes their behaviour.

Group membership

Family, peer groups, social networks



Individual

Race, ethnicity, religion, age, (dis)ability, gender, geography, language, income, sexual orientation, education, sex



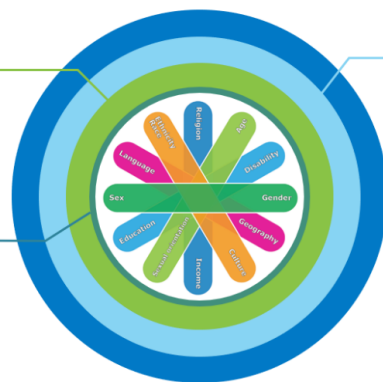
Social context

Institutions, privilege, attitudes, norms, beliefs

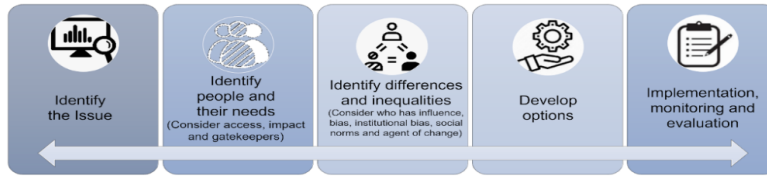


Systems of oppression

Systemic/structural inequalities, racism, sexism, ableism, ageism, classism, religious oppression, distribution of resources, power

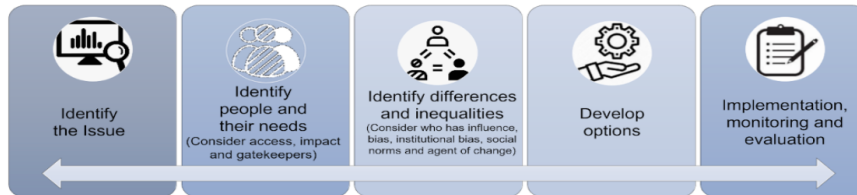


Steps to complete a Gender-Based Analysis (+) for women's meaningful participation



Questions	Understand the problem: What is the desired gender-sensitive end state?	People, their needs, vulnerabilities, abilities and social network	How social norms, institutional biases, gatekeepers and change agents influence impact and access (cause and effect)	Develop options	Implementation
<ul style="list-style-type: none"> Integration of women and gender minorities into the national armed forces. 	<ul style="list-style-type: none"> Objectives at the inclusion or integration level Objectives percentage, visible minorities, gender Representations in the ranks, the different professions, the different components (Special Forces, land, sea, air, informational/cyber) Representation in decision-making positions Meaningful participation Enabling environment 	<ul style="list-style-type: none"> Gender-sensitive equipment Training needs Housing needs Need for medical support Nutritional needs Gender needs (family tasks and responsibilities) Who are the gatekeepers who influence access to equipment, housing, and budget? 	<ul style="list-style-type: none"> Selection criteria: <ul style="list-style-type: none"> Physical capacity (what is being measured) Intellectual capacity (what is being measured) Pressures from social norms Institutional biases Who are the influential people resistant to change Disaggregated data and identification of the reasons <ul style="list-style-type: none"> % apply for a position % considered for a promotion % fail tests % leave a course or the armed forces 	<p>To achieve the desired end state:</p> <ul style="list-style-type: none"> How to reduce differences and inequalities? How to change institutional biases? How to diminish the influence of social norms? How to diminish the influence and power of gatekeepers? How to enable agents for change? <ul style="list-style-type: none"> What resources are needed? What is the estimated implementation time? 	<ul style="list-style-type: none"> Access to resources Information campaign Monitoring of results and adjustment of the plan and programmes

Steps to complete a gender sensitive conflict analysis



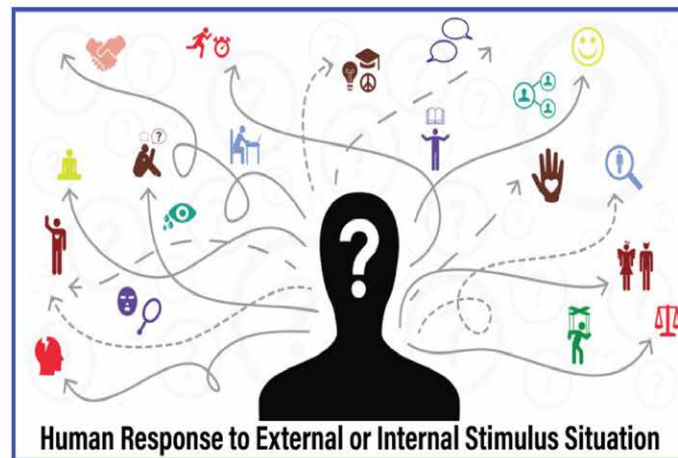
Questions	Understand the problem: What is the desired gender-sensitive end state?	People, their needs, vulnerabilities, abilities and social network	How social norms, institutional biases, gatekeepers and change agents influence impact and access (cause and effect)	Develop options	Implementation
<ul style="list-style-type: none"> Gender perspective during conflict analysis (https://www.saferworld.org.uk/resources/publications/1284-gender-sensitive-conflict-analysis-a-facilitation-guide) 	<ul style="list-style-type: none"> What are the causes of the conflict? What are the relations between gender and conflicts (e.g. does the process of accessing marriages motivate conflicts (access to land, dowry for marriage,...)?) How does gender (perceived roles of men and women) motivate violence (protective men, protection or revenge following attacks on women, children,...)? 	<ul style="list-style-type: none"> How conflict impacts people differently depending on their gender (who no longer has access to fields, education or non-formal walks and what are the remedial mechanisms (such as prostitution)?) What are the gender-specific physical and psychological threats? (What types of threats do people expect because of their gender?) 	<ul style="list-style-type: none"> Social norms restrict people's access to resources or protection systems based on gender. Social norms make certain groups more vulnerable to gun violence or domestic violence because of their gender (such as the role of women in collecting water or wood and the role of men or adolescents in grazing animals). 	<p>To achieve the desired end state:</p> <ul style="list-style-type: none"> How to put in place gender-sensitive conflict resolution mechanisms? What early warning systems need to be implemented to prevent community violence? What are the considerations for the civilian protection plan? <ul style="list-style-type: none"> What resources are needed? What is the estimated set-up time? How to ensure the participation of all genders in processes? 	<ul style="list-style-type: none"> Access to resources Information campaign Monitoring of results and adjustment of the plan and programmes

7 Human behaviour models

Human Behaviour

29

- Anything a person does that can be observed in a certain way (seen or heard).
- Includes everything we do (our physical acts), everything we say (verbal behaviour) and our facial expression and body gestures (nonverbal communication).
- The purpose is to perform a task or transmit a message.



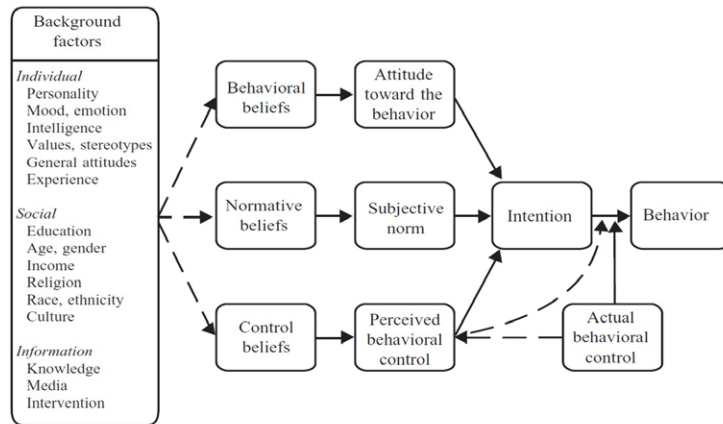
Human Behaviour: Important related concepts

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- **Social norms:** Norms are the social rules on what should or should not be done (Egmond & Bruel, 2007). The “beliefs that certain behaviours are correct, appropriate, or desirable and other behaviours are incorrect, inappropriate, immoral or undesirable” (Triandis, 1977, p.8).
- **Agent for change:** A person from inside or outside an organisation who helps an organisation, or part of an organisation, to transform how it operates.
- **Gatekeepers:** A persons able to arbitrate access to a social role, field setting or structure.

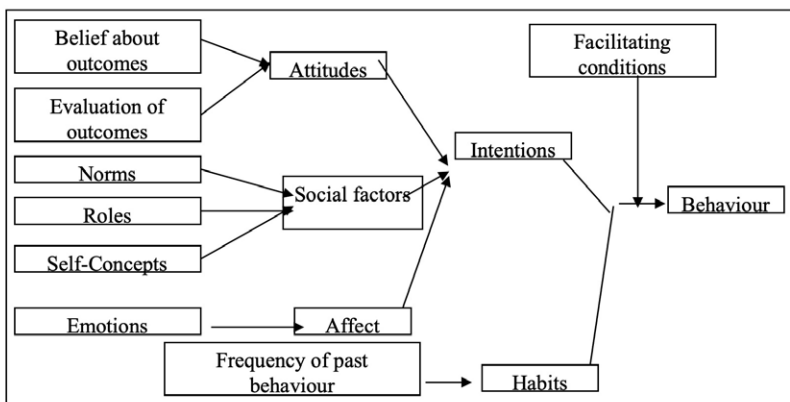
Theory of reasoned action :
 The behaviour of individuals depends on beliefs about social norms and beliefs (attitude towards behaviour).
 (Fishbein & Ajzen, 1977)

Theory of planned behaviour :
 Consider individual's beliefs in their ability to succeed (feeling of self-efficacy).
 (Ajzen, 1991; Fishbein & Ajzen, 2011)



Triandis' Theory of Interpersonal Behaviour (TIB) (1977)

- Behaviours are not always rational.
- Behaviour in any situation is a function
 - partly of the intention,
 - partly of the habitual responses, and
 - partly of the situational constraints and conditions.
- The intention is influenced by social and affective factors and by rational deliberations.



Type of social organisations and proposed related model behaviour related (John W. Newstrom)

33

Organisational behaviour is the: "study of human behaviour in organisational settings, the interface between human behaviour and the organisation, and the organisation itself".

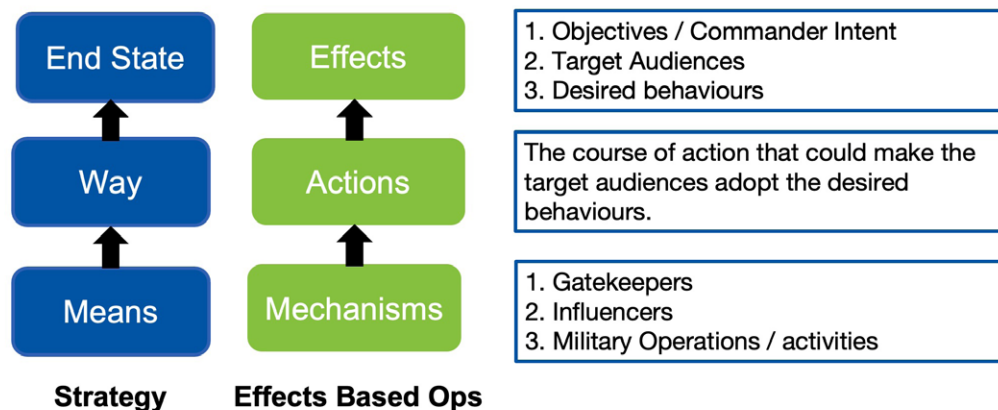
Organisation behaviour shapes the mobilisations, decision-making, and leadership of its members.

Organisation model	Autocratic	Custodial	Supportive	Collegial	System
Basis of model	Power	Resources (as food, water. Money, shelter)	Leadership	Partnership	Trust, community, meaning
Managerial orientation	Authority	Resources dependency	Support	Teamwork	Caring, compassion
Agent orientation	Obedience	Security and benefits	Task performance	Responsible behaviour	Psychological ownership
Agent psychological result	Dependence on the leader	Dependence on organisation	Participation	Self-discipline	Self-motivation
Agent needs to be met	Subsistence	Security	Status and recognition	Self-actualisation	Wide range
Suggested behaviour models	Norms and identity models	Model of Pro-environmental behaviour	Values, beliefs and attitudes models	Values, beliefs and attitudes models	Self-regulation models

Effect-based Operations

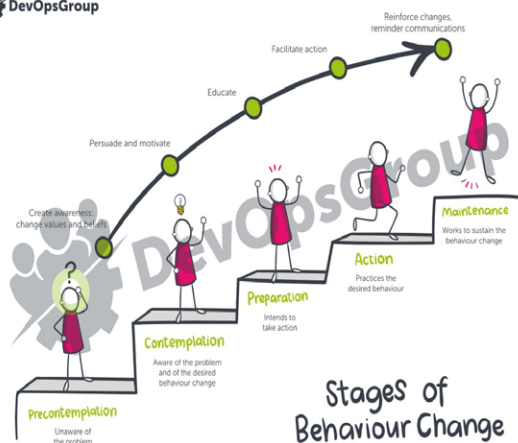
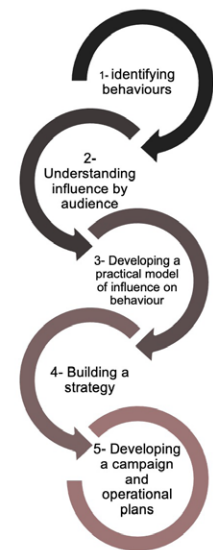
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An effects-based approach is "an approach in which operations are planned, executed, assessed, and adapted to **influence or change systems or capabilities** to achieve desired outcomes".

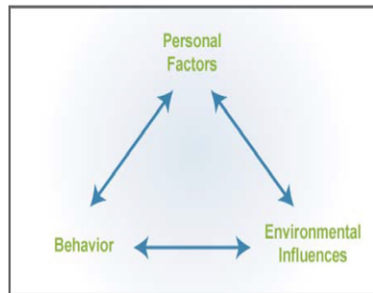


- **Vision:**
 - Your core goal is the end state you want to reach.
 - Your vision aims to inspire others to achieve a shared goal.
- **Strategy:**
 - **How do you plan to achieve your vision to reach your end state?**
 - It gives your vision a direction and how you plan to reach your end state.
- The strategy needs to consider how to shape and change the behaviour of your target audiences to reach the end state you want.

5 steps to behaviour change



- **The stages of change model** (aka, transtheoretical)
- **Limitation of the model:**
 - It assumes that the person can make rational, logical decisions and actions.
 - It does not consider contextual factors such as income, class, occupation, etc.
 - No defined start/end points or durations delineate each stage or the overall process.



Bandura, A., (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall. P. 24.

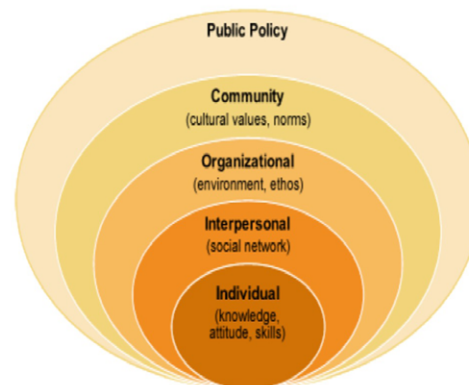
Dynamic and reciprocal interaction of person (individual with a set of learned experiences), environment (external social context), and behaviour (responses to stimuli to achieve goals).

Limitations of the model include the following:

- Assumes that changes in the environment will automatically lead to changes in the person.
- Loosely organised, based solely on the dynamic interplay between person, behaviour, and environment.
- Heavily focuses on processes of learning and, in doing so, disregards biological and hormonal predispositions that may influence behaviours, regardless of experience and expectations.
- Does not focus on emotion or motivation other than through reference to experience.

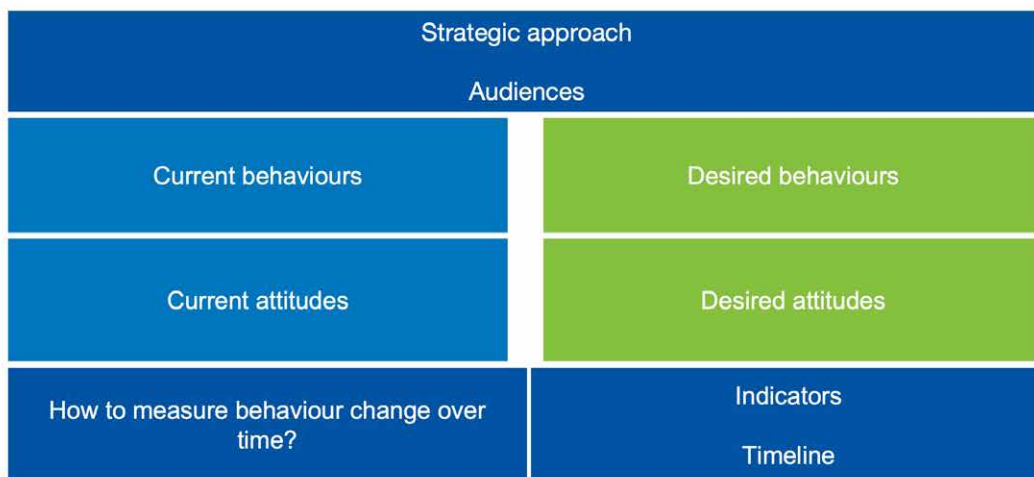
Limitations of the Social Ecological Model include:

- Lack of motivation for change in the environment.
- Changing lifestyles can be complicated.
- Many people are in denial and do not believe they should change.



Social Ecological Model

This model considers the complex interplay between individual, relationship, community, and societal factors. The overlapping rings in the model illustrate how factors at one level influence factors at another level.



Introduction to MGA Terms of Reference

8 What are core beliefs?

Core beliefs are a person's most central ideas about themselves, others, and the world. These beliefs act like a lens through which every situation and life experience is seen. Because of this, people with different core beliefs might be in the same situation, but think, feel, and behave very differently.

Even if a core belief is inaccurate, it still shapes how a person sees the world. Harmful core beliefs lead to negative thoughts, feelings, and behaviors, whereas rational core beliefs lead to balanced reactions.

Situation: Two people with different core beliefs receive a bad grade on a test.		
Person	Core Belief	Reaction
A	➔ "I am a failure."	➔ Thought: Of course I failed... why bother? Feeling: Depressed Behavior: Makes no changes.
B	➔ "I am perfectly capable, when I give my best effort."	➔ Thought: I did poorly because I didn't prepare. Feeling: Disappointed Behavior: Plans to study before the next test.

Common Harmful Core Beliefs

Core beliefs are often hidden beneath surface-level beliefs. For example, the core belief "no one likes me" might underlie the surface belief "my friends only spend time with me out of pity".

Helpless	Unlovable	Worthless	External Danger
"I am weak"	"I am unlovable"	"I am bad"	"The world is dangerous"
"I am a loser"	"I will end up alone"	"I don't deserve to live"	"People can't be trusted"
"I am trapped"	"No one likes me"	"I am worthless"	"Nothing ever goes right"

Consequences of Harmful Core Beliefs

Interpersonal Problems

difficulty trusting others
feelings of inadequacy in relationships
excessive jealousy
overly confrontational or aggressive
putting others' needs above one's own needs

Mental Health Problems

depression
anxiety
substance abuse
difficulty handling stress
low self-esteem

Facts About Core Beliefs

- People are not born with core beliefs—they are learned.
- Core beliefs usually develop in childhood, or during stressful or traumatic periods in adulthood.
- Information that contradicts core beliefs is often ignored.
- Negative core beliefs are not necessarily true, even if they *feel* true.
- Core beliefs tend to be rigid and long-standing. However, they can be changed.

9 Top 8 change management models: A comparison guide

Look at eight change management models to help your team successfully navigate change.

By Kristen Hicks

Last updated May 2, 2022

With how fast industries move, technologies advance, and current events shift, organisational change is a normal part of the business. But change is rarely easy. And the more complex a business is, the more challenging it is to implement change effectively.

Yet the ability to incorporate necessary changes into how you do business directly affects long-term success. That requires a thoughtful, strategic approach to every change the business takes on, which is what change management is all about.

As Rachel Breitbart, the Change Management and Agility Practice Lead at Farwell describes it, “change management helps you look at the impacts to people—how they’re going to react to the barriers to adopting that change—and help them, ultimately, to be able to adapt and move forward.”

The best change management models and methodologies

- Lewin’s change management model
- The McKinsey 7-S model
- Kotter’s change management theory
- ADKAR change management model
- Nudge theory
- Bridges transition model
- Kübler-Ross change management framework
- The Satir change management methodology

What are change management models?

When the need for change becomes obvious, your organisation must determine the best steps to put that change into effect. If you hope for the best, you’re taking a significant risk. If you look to successful change management, your odds of success increase. That’s where change management models come in.

Change management models provide specific guidelines to help organisations plan and implement change more successfully. Let's look at a proven change management process developed by experts and tested by other businesses.

Why change models are important

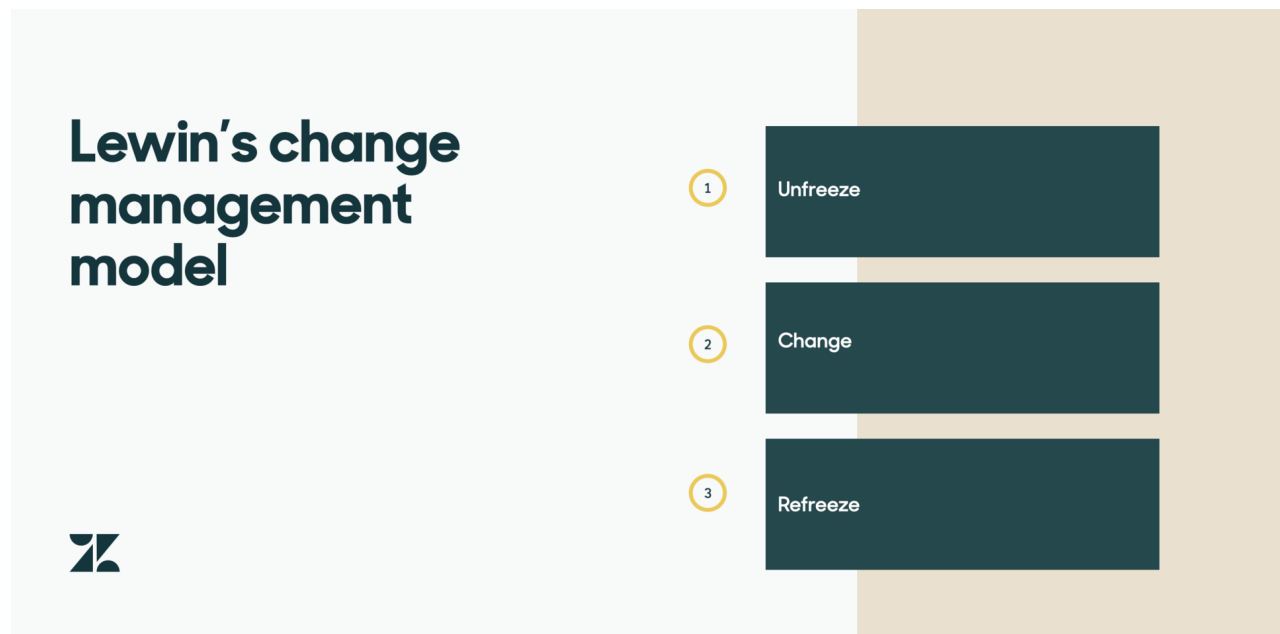
Learning the different change management models teaches organisations the best practices for a change project. Whether you pick one model or use some combination of a few, they can lead to developing a more effective change management methodology.

Breitbach points out that you want to ensure that whatever you're investing in, whatever change is, it sticks. Using a trustworthy change management model helps you get buy-in from employees and stakeholders. And it offers a shortcut for developing a [change management workflow](#) for each new change you implement rather than starting from scratch.

8 types of change management models to consider

There are eight prominent change management models organisations turn to for inspiration.

1. Lewin's change management model



Lewin's change management model is named after its originator, Kurt Lewin, who developed it in the 1950s. It divides the change process into three steps:

Unfreeze This is the preparation stage. Analyse how things work now so you accurately understand what needs to change to get the intended results. In this stage, you also make your case to employees and communicate what to expect so everyone impacted is prepared.

Change This is the implementation phase. Put the change into practice, and keep communicating and supporting all employees involved.

Refreeze To avoid falling back into the old way of doing things, develop a strategy to check in and ensure the change sticks. Review how the new processes work and measure how well you've reached your goals.

2. The McKinsey 7-S model

The 7-S Framework

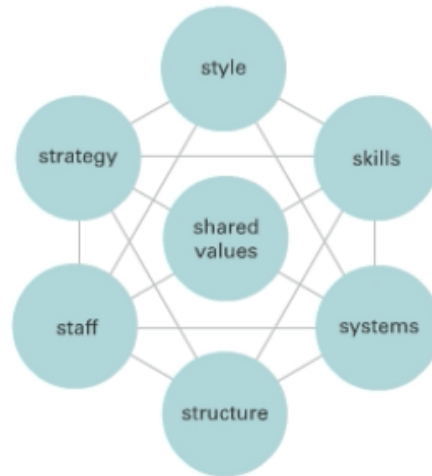


Image credit: McKinsey

Developed by McKinsey & Company consultants, the McKinsey 7-S model involves breaking a change program into seven components to focus on:

- Change strategy
- Structure of your company
- Business systems and processes
- Shared company values and culture
- Style or manner of the work
- Staff involved
- Skills your staff have
- Breaking organisational change down into these core components helps avoid overlooking essential factors.

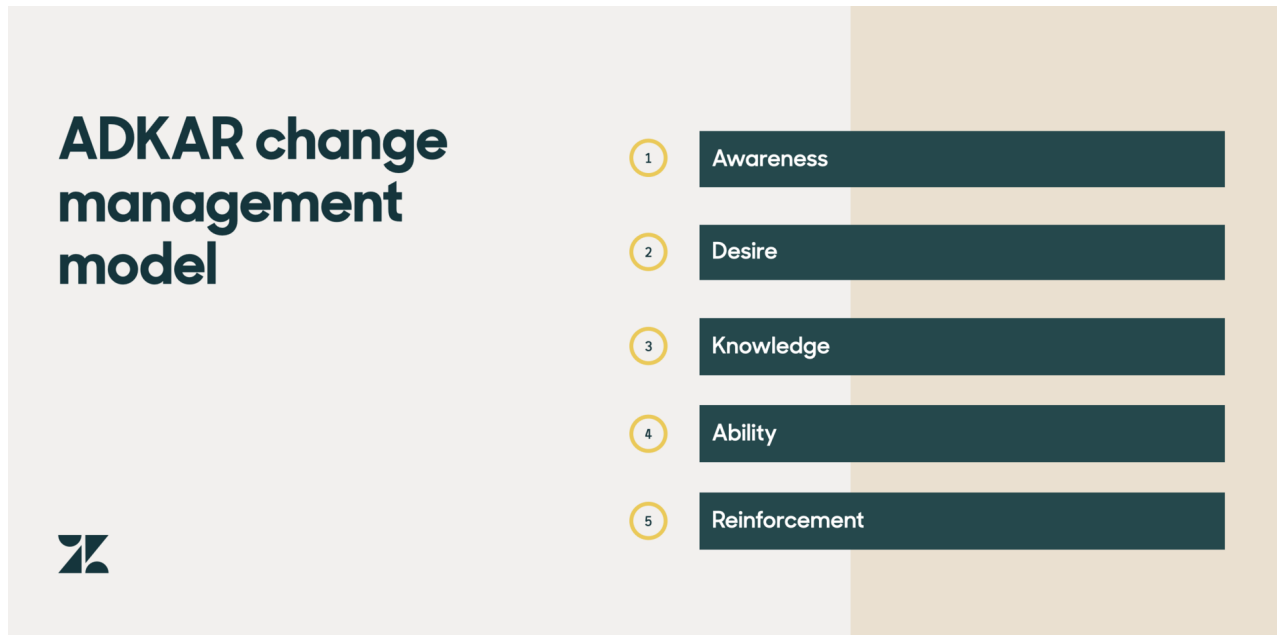
3. Kotter's change management theory

Harvard professor and change management expert John Kotter created a theory called [Kotter's change management theory](#), which focused primarily on the people involved in a change process and their psychology. He divides it into eight steps:

1. Create a sense of urgency to motivate people.
2. Build your change team with leaders and change agents of various skills and departments.
3. Define your strategic vision for what you want to accomplish.
4. Communicate with everyone involved in the change management process to get them on board and ensure they know their role.

5. Identify roadblocks and address anything causing friction.
6. Create short-term goals to break your change management plan into achievable steps.
7. Keep up the momentum throughout the process of implementation.
8. Maintain the changes after the initial project is complete.

4. ADKAR change management model



The [ADKAR model](#), developed by Jeff Hiatt, the founder of Prosci, formulates five primary goals to base your change management process.

Awareness: Ensure everyone in your organisation understands the need for change.

Desire: Make your case so that everyone involved wants the change.

Knowledge: Provides the information each person needs to complete the change process.

Ability: Ensure all employees have the skills and training to do their part successfully.

Reinforcement: Continue to work with employees and stakeholders after the change is accomplished to make sure they stay on top of doing things the new way.

5. Nudge theory

The [nudge theory](#) is less a step-by-step model than employing a particular mindset to encourage change. Instead of issuing top-down [change requests](#) from senior executives and expecting people to fall in line, the nudge theory is about finding a compelling way to nudge your employees toward wanting the change on their own. This involves thinking about the change you want to make from your employee's point of view, presenting it based on how it will benefit them, treating it as a recommendation more than a command, and listening to feedback throughout the process.

6. Bridges transition model

Created by the change consultant William Bridges, the Bridges transition model emphasises the emotional transition people go through in the course of experiencing and accepting a change. The model recognises three stages companies should help guide employees through:

- **Ending, losing, and letting go** – For many people, the first reaction to change is resistance marked by fear and discomfort.
- **The neutral zone** – When the change starts, people will be stuck between letting go of the old status quo and welcoming the new.
- **The new beginning** – Finally, if handled well, once the change is in place, people will enter the stage of acceptance and comfort with the new way of doing things.

7. Kübler-Ross change management framework

The Kübler-Ross change management framework, created by Elisabeth Kübler-Ross, will be familiar to many as the model used to describe the experience of grief. It can be applied to many change experiences, so understanding these stages can help you better address employees' responses to an organisational change.

- **Denial** – Refusal to believe is a typical knee-jerk response to information someone doesn't want to hear.
- **Anger** – Anger is natural when an unwanted change feels forced on a person.
- **Bargaining** – People may try to push for a compromise to avoid having to accept the change entirely.
- **Depression** – If employees are upset about the change and feel hopeless about it, they may enter a stage of depression.
- **Acceptance** – When people realise there's no other option, they eventually reach the point of acceptance.

Ideally, you want to design your change approach to address these potential feelings head-on and keep employees from experiencing the worst of them.

8. The Satir change management methodology

Created by the family therapist Virginia Satir, this model is based on trends she saw in how families experience change. But as with the Kübler-Ross, it can also apply to business changes.

- **Late Status Quo**—where you are when starting out
- **Resistance**—the natural response many people have when change is first introduced
- **Chaos**—when the change is starting to be implemented, and there's still confusion and resistance
- **Integration**—when productivity begins to level out, suggesting general acceptance
- **New Status Quo**—when employees settle into the new normal

How to select a change management framework

Each change management framework emphasises the importance of centring your employees in planning and implementing a change. Consider their feelings and treat effective communication with them as a top priority.

Not one change management methodology is the best across the board. Instead, by understanding them, you can determine which makes the most sense for your business needs or take elements from each one that apply to your situation.

Source: <https://www.zendesk.com/blog/change-management-models/>

10 MGAs Terms of Reference

Job Description	
Title: Military Gender Advisor	
Minimum Rank:	Maximum Rank:
Under the Command of:	
Job Requirements	
Qualification / Experience	
Specific skills	
Tasks and responsibilities	
Main tasks:	
Secondary tasks:	
Events, meetings, working groups and coordination in which the Military Gender Advisor must participate	Reports produced by the Military Gender Advisor
Information exchange requirements	
Communication and computer system required for the position:	With whom do you communicate regularly to accomplish your tasks? List of all actors (example U2, U3,...):

11 MGAs Primary Tasks

Military Gender Advisor (MGA)

Primary tasks

Advisory responsibilities

- Advise the Force Commander on strategies for the effective implementation within the military component of women, peace and security (WPS) mandates which are also reflected in the WPS commitments in the Secretary General's Action for Peacekeeping Initiative (A4P), ensuring complete, equal and meaningful participation of women in all stages of the peace process; and systematically integrating a gender perspective into all phases of analysis, planning, implementation, and reporting.
- Advise the Force Commander on strategies to create an enabling work environment that ensures women's full, equal, and meaningful participation in the military component.
- Advise the Force Commander and military personnel on implementing procedures to prevent gender-based violence (GBV) in the local community, through outreach and awareness campaigns targeted at the local population, in close collaboration with the CIMIC branch, the civilian Mission Gender Advisor and the Police Gender Advisor or Gender Focal Point.
- Advise the First Commander and the military personnel on potentially differing operational requirements of military personnel based on their gender at the operational and tactical levels.
- Advise the First Commander and the military personnel on preventing conflict-related sexual violence and coordinate efforts with civilian and police components.
- Provide assistance and guidance to the Chiefs of all military branches (U1-U9) or the respective gender focal point in each branch, the military information operations office, as well as to other key personnel, on integrating a gender perspective in their branch and work, including in key decisions, drafting orders and other important documents.
- Provide guidance and support to gender focal points through briefings, regular meetings, and exchanges.
- With the Conduct and Discipline Unit, organise regular briefings on preventing misconduct, including the zero-tolerance policies against sexual exploitation and abuse, harassment including sexual harassment, discrimination and abuse of authority.

Gender analysis-related responsibilities

- Conduct gender analysis and provide recommendations and inputs to all military personnel on integrating gender perspective at all levels and branches for gender-responsive approaches. This should also include an understanding of the gender roles and norms in the Area of Operation (AoR) and how these roles and norms affect and are affected by conflict.

- Provide an analysis and brief of gender-specific issues and concerns regarding the military component in presentations on the activities of peacekeeping operations.

Monitoring and reporting responsibilities

- Oversee consolidation of good practice on implementing Women, Peace and Security mandates by the military component, both in gender mainstreaming and substantive matters and on gender parity and creating an enabling environment conducive to gender equality in the workplace.
- Share all Conflict-Related Sexual Violence alerts and reports received by the military component with Women's Protection Advisors as soon as possible.
- Monitor and support gender-based reporting activities using disaggregated data to facilitate military operations planning.
- Support mission efforts to establish and maintain an effective monitoring and reporting mechanism on CRSV, including an early warning framework in coordination with the U-2 and U-3 offices.
- Advocate and support creating a network of gender focal points in each military branch (U1-U9) for better coordination, information exchange and increased assistance to the commanders of the military branches (U1-U9) to integrate a gender perspective in each branch.

Collaboration with different stakeholders

- Represent the military component on the mission level (mission senior gender advisor office), as well as on relevant inter-agency working groups.
- Establish and maintain contacts with women's organisations in the AoR to support military outreach activities with the civilian Mission Gender Advisor.
- Collaborate with the civilian Mission Gender Advisor to identify and support the implementation of civil-military coordination (CIMIC) projects targeting women and girls.
- Collaborate and coordinate with the Mission Gender Advisor or Gender Focal Point, Women Protection adviser and other relevant counterparts.
- Establish and maintain contact with civilian organisations and police and civilian components of the mission to coordinate efforts to implement mandates related to the Women, Peace and Security agenda and gender mainstreaming across the mission.
- Identify how military components can support the efforts of civilian organisations to increase women's participation, representation, and empowerment in peace processes, including local conflict resolution and prevention processes.
- At the host country's request, collaborate with its armed forces to integrate a gender perspective and support their participation in implementing UNSCR 1325 and the subsequent resolutions on women, peace and security.

Creation or support for the development of strategy documents

- Design and maintain a military gender action plan/strategy to support the implementation of the Women, Peace and Security during current military operations and integrate a gender perspective into the military component in the mission, including considerations of gender parity and gender equality in the workforce.
- Support developing or revising Standard Operating Procedures (SOPs) and other important guidance to include a gender perspective in military operations and activities.

12 MGFPs Primary Tasks

Military Gender Focal Point (MGFP)

(appointed at the Sector HQ across all branches (U1-U9), Brigade and Battalion level)

Primary tasks

Focal point responsibilities

- Act as a focal point for specific concerns of uniformed women and bring them to the attention of the Military Gender Advisor.
- Collaboration with the Military Gender Advisor
- Support the Military Gender Advisor in gender-sensitive reporting activities and use gender-disaggregated data in tactical-level military operations planning processes.
- Establish and maintain regular liaison with the Military Gender Advisor at Force or Sector Headquarters.
- Report and advise the Military Gender Advisor on advancing the implementation of mandates on women, peace and security in tactical-level military peacekeeping tasks.
- Collaborate with other stakeholders
- Raise awareness on gender-responsive operations at the battalion level and/or U-branch function and advocate to include a gender perspective in all military activities to enhance operational effectiveness.
- Liaise with other Military Gender Focal Points.
- Establish and maintain liaisons with organisations external to the mission (international and national) to support the implementation of the Women, Peace and Security agenda for the Military Gender Focal Point at Sector HQ.

Advisory responsibilities

- Support the integration of a gender perspective in the tasks and activities of the battalion and/or U-branch function, and guide colleagues on how to operate in a gender-responsive manner.
- Advise the chain of command and military staff of brigades and battalions on how to create an enabling work environment for gender equality and achieve gender parity, for example, through an equitable distribution of tasks to male and female personnel.
- Advise the chain of command and military personnel of brigades and battalions to integrate gender perspectives. Identify the local community's specific vulnerabilities of women, men, girls and boys.

Support with training

- Support and contribute to the delivery of gender training to military personnel in the battalion/branch, including at the team-site level.

13 Characteristics of an agent for change

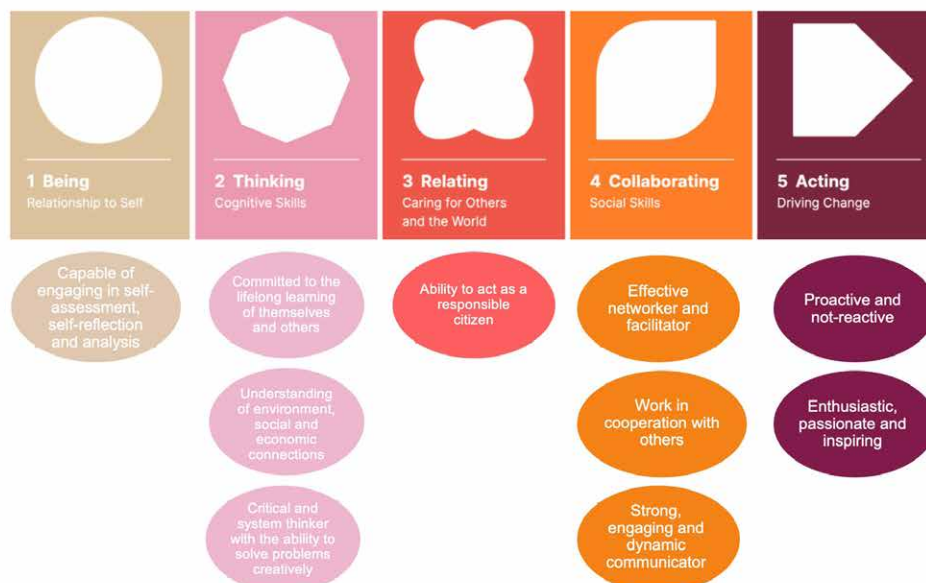
MGAs' characteristics as an agent for change

45



Inner Development Goals (IDGs) and characteristics of an agent for change

46



Introduction to MGA Terms of Reference

14 Core Values Exercise

1. Determine your core values.

From the list below, choose and write down every core value that resonates with you. Do not overthink your selection. As you read through the list, simply write down the words that feel like a core value to you personally. If you think of a value you possess that is not on the list, write it down.

Abundance	Dedication	Kindness	Professionalism
Acceptance	Dependability	Knowledge	Punctuality
Accountability	Diversity	Leadership	Relationships
Achievement	Empathy	Learning	Reliability
Adventure	Encouragement	Love	Resilience
Advocacy	Enthusiasm	Loyalty	Resourcefulness
Ambition	Ethics	Making a Difference	Responsibility
Appreciation	Excellence	Mindfulness	Responsiveness
Attractiveness	Expressiveness	Motivation	Security
Autonomy	Fairness	Optimism	Self-Control
Balance	Family	Open-Mindedness	Selflessness
Being the Best	Friendships	Originality	Simplicity
Benevolence	Flexibility	Passion	Stability
Boldness	Freedom	Performance	Success
Brilliance	Fun	Personal Development	Teamwork
Calmness	Generosity	Proactive	Thankfulness
Caring	Grace	Professionalism	Thoughtfulness
Challenge	Growth	Quality	Traditionalism
Charity	Flexibility	Recognition	Trustworthiness
Cheerfulness	Happiness	Risk Taking	Understanding
Cleverness	Health	Safety	Uniqueness
Community	Honesty	Security	Usefulness
Commitment	Humility	Service	Versatility
Compassion	Humour	Spirituality	Vision
Cooperation	Inclusiveness	Stability	Warmth
Collaboration	Independence	Peace	Wealth
Consistency	Individuality	Perfection	Well-Being
Contribution	Innovation	Playfulness	Wisdom
Creativity	Inspiration	Popularity	Zeal
Credibility	Intelligence	Power	
Curiosity	Intuition	Preparedness	
Daring	Joy	Proactivity	
Decisiveness			

Adapted from Taproot (<http://www.taproot.com/archives/37771>).

2. Group all similar values together from the list of values you just created.

Group them in a way that makes sense to you personally. Create a maximum of five groupings. Drop the least important grouping(s) if you have more than five groupings. See the example below.

Abundance	Acceptance	Appreciation	Balance	Cheerfulness
Growth	Compassion	Encouragement	Health	Fun
Wealth	Inclusiveness	Thankfulness	Personal Development	Happiness
Security	Intuition	Thoughtfulness	Spirituality	Humour
Freedom	Kindness	Mindfulness	Well-being	Inspiration
Independence	Love			Joy
Flexibility				Optimism

Insert your lists here:

3. Choose one word within each grouping that represents the label for the entire group and circle it.

Again, do not overthink your labels – there are no right or wrong answers. You are defining the answer that is right for you. See the example below – the label chosen for the grouping is in bold.

Abundance	Acceptance	Appreciation	Balance	Cheerfulness
Growth	Compassion	Encouragement	Health	Fun
Wealth	Inclusiveness	Thankfulness	Personal Development	Happiness
Security	Intuition	Thoughtfulness	Spirituality	Humour
Freedom	Kindness	Mindfulness	Well-being	Inspiration
Independence	Love			Joy
Flexibility				Optimism

4. Add a verb to each value so you can see what it looks like as an actionable core value.

For example:

Write your phrases here:

1. Live in freedom

2. Seek opportunities to make a difference

3. Act with mindfulness

4. Promote well-being

5. Multiply happiness

Use these statements to help remind you and guide you to live more purposefully.

5. Finally, write your core values in the order of priority below.

Post this list somewhere it is available as an easy reference when you are faced with decisions.

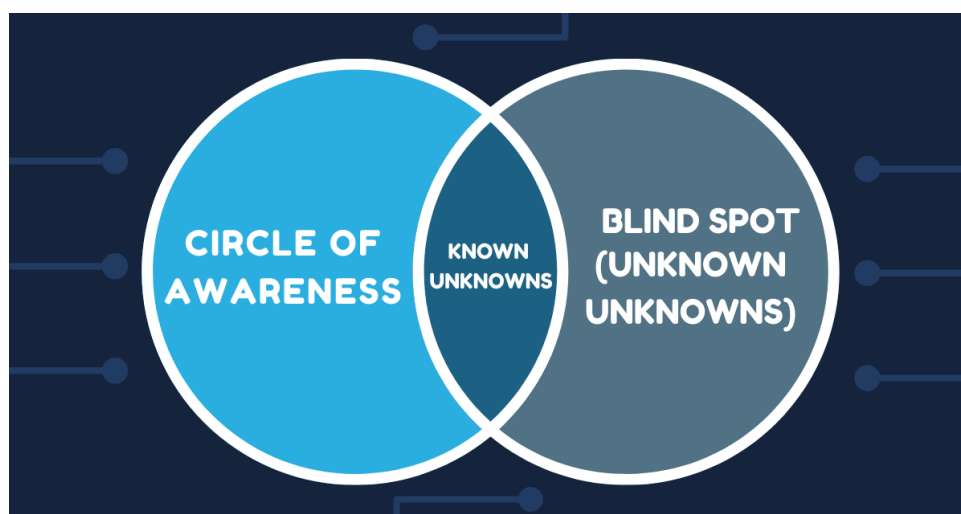
For example:

Write your ordered list here:

1. Live in freedom
2. Act with mindfulness
3. Promote well-being
4. Multiply happiness
5. Seek opportunities to make a difference

15 Leadership Blind Spots Exercise

7 Remarkable Ways to Turn Blind Spots into Strengths



We all have blind spots, and insulating ourselves from this reality will not make it go away. As a leader of an organisation, it's natural not to know everything. Some of these unknowns are in our circle of awareness (known unknowns), and then there are things we don't even know existed (unknown unknowns).

There are gaps in how we see ourselves (or our actions) and how others perceive us leading to inadvertent blind spots. Our past beliefs, experiences, upbringing, and other psychological factors further exacerbate this. Unless we reconcile reality, these blind spots will perpetuate disconnect and dissonance with people.

In the fast-paced world of technological advancements, employees are driven by their experience at work. We can be remarkable and do things that establish trust and cooperation with the people we work with.

Yet, do we consciously think about blind spots and try to alleviate them?

Leading people effectively requires the capacity to recognise these blind spots and take control of them. Much like other things that need practice and patience, acknowledging blind spots and flipping them around requires persistent effort.

<https://www.techtello.com/leadership-blind-spots/>

To get started, ask yourself some of these questions:

- How do you behave with others?
- How do you make decisions?
- When and how do you share information?
- Are you someone who has an answer to everything (know-it-all), or do you believe there's more to learn?
- How connected do you feel to your people?
- Do people around you feel safe sharing information?
- Do you believe you are not biased?
- How do you delegate work?
- Are you a strategic thinker who plans and provides direction to your team? Between effectiveness and efficiency, which one do you prioritise?

As you internally search for answers to some of these questions, the truth may not be congruent with your belief system, and that can be uncomfortable at first. However, once you acknowledge it and learn to challenge your preconceived notions and assumptions about your team, you can discover a pathway to motivate employees to do their best work.

How to turn leadership blind spots into strengths

A leader significantly impacts people around them with their words, actions and body language. Leaders with authenticity, self-awareness and willingness to learn and change can be influential in a successful company or those with closed-mindedness, a sense of superiority, and inflexible and uncooperative reason for its downfall.

Only those who desire to learn about these blind spots can use the knowledge to their advantage and the well-being of those around them. Being conscious of our biases in how they shape our thinking and drive our actions can help us design strategies and apply suitable mental models to uncover and act on them.

From *The Great Mental Models: General Thinking Concepts*, by Shane Parrish

| *"You cannot improve if you do not know what you are doing wrong."*

Blind Spot #1 – Establish speak-up culture through psychological safety

Unspoken fear in organisations leads people to play safe. This blind spot can hold people back as they lack inspiration and support to surface things without fear of untoward consequences.

Organisations that succeed in the long run need leaders who can establish psychological safety with an environment of empathy to set the right tone and shape the culture and its people to be their most engaged selves.

Leaders must act as role models and establish vulnerability with their people first. Showing people that you don't have all the answers and taking responsibility when things go wrong will have a higher propensity to create a culture where people feel safe to make mistakes and learn from them.

Embracing constructive conflict and input at all levels can also drive innovation by creating a culture of trust where employees feel safe to bring out and debate new ideas.

Blind Spot #2 – Stop chasing and be a catalyst

Having clarity of purpose is foundational to a leadership role. Leaders must change their priorities to provide more strategic leadership and direction, reflect on what they want and then determine how to get there.

For a leader to be effective, it's essential to avoid the "I am alone" mentality (the blind spot) and build a team culture and mindset. They need to stop chasing goals and work on building proper support structures to achieve them. A few things to establish trust that connects people to their purpose and enables discretionary effort in teams:

- Define goals and desired outcomes and review them with the team.
- Enable people to say no to multiple things to do the one right thing that will drive results for the company.
- Listen actively and value the opinions of others.
- Don't impose; let people do their job. Use coaching as a powerful tool to help people own and reach their own conclusions.
- Review how the work being done connects to the purpose and desired outcomes.

Blind Spot #3 – Take control of your monkey mind

We all have a monkey mind, and believe it or not, we are all biased. Our unconscious bias is our belief system, how we view the world, do what we do. It's what enables preconceived notions and gives liberty to our brains to do short-term thinking and apply shortcuts while making decisions.

For leaders, it's imperative to realise and control the monkey mind that applies inherent biases at work and causes blind spots. When faced with difficult situations at work or while making decisions, leaders need to have the presence of mind to understand reality and put the monkey mind to rest. They can achieve this through:

- Do not avoid confrontation in trying to seek approval. Making decisions that people around us validate may be easy, but those decisions are not necessarily the ones needed.
- Do not look for people just like you while hiring or even in simple acts like having a coffee. Get out of your comfort zone and establish better world knowledge by connecting with different people and appreciating their viewpoints.
- Learn to use multiple tools, frameworks, and mental models through knowledge of various disciplines while determining solutions to problems. First-principles and second-order thinking are great examples of being clear-headed and more informed while making decisions.

Blind Spot #4 – Balance enthusiasm with risks

Giving people the freedom to speak, think and execute can have unforeseen consequences that require understanding risks and developing measures to deal with them. Leaders need to establish a culture where freedom goes hand-in-hand with taking commitments seriously.

Too late, and it may be irreparable. Closing these unintended gaps proactively requires planning for the future:

- Think about the unexpected events with your team. Ask questions – What can go wrong? If it goes wrong, what can we do about it?
- Lay out ground rules to enable effective cross-team collaboration.
- Enlighten your team about the planning fallacy.
- Establish KPIs from the beginning and reiterate them to ensure goals are aligned.

Daniel Kahneman from Thinking, Fast and Slow talks about this

“The best we can do is a compromise: learn to recognise situations in which mistakes are likely and try harder to avoid significant mistakes when the stakes are high.”

Blind Spot #5 – Unlock your unknowns to make better decisions

Better decisions require a more inclusive process for considering others’ ideas and perspectives. If you know what others think and have their support, your decision will not only have fewer errors and be more valued since the people executing it feel ownership in decision-making.

Another aspect of better decision-making is knowing what others think about us and how our actions impact them. There are gaps in what we believe we are projecting and how others perceive it. As a leader, discovering this unknown requires learning how to create a feedback-rich environment with the courage to seek feedback first.

Leaders should rely on more than just managers. They should work with indirect reports to seek feedback and connect to the ground-level truth. Ask the question – what’s your one blind spot that the person wants you to address?

First, one-on-one meetings are a great way to connect and establish trust with people from the beginning and discover unknowns through follow-up conversations.

Blind Spot #6 – Break the Illusion of transparency

We believe others understand our mental state, feelings, and how we decide. This illusion of transparency creates a blind spot where we do not care to explain our actions to others in an assumption that they understand. This blind spot is most prevalent and yet most unknown to leaders.

Breaking this illusion requires conversations with people to discuss and communicate strategic direction and priorities and align on goals and desired outcomes. It’s essential to take a stand while ensuring people have the context to understand the rationale behind your decision.

In case of organisation-level changes or any bad news, leaders become over-protective and share less fear that their people will waste time worrying about details. They do not realise that these issues will surface in other ways, and less information may create more anxiety. While sharing such news with their people, leaders must be transparent and set up multiple communication channels (group discussions, 1-1s) to discuss and seek feedback. This will avoid speculation and establish trust as the information flows directly from the top.

While dealing with people, transparency also requires avoiding the safe path and having difficult conversations at work. Difficult conversations are an opportunity to improve; leaders should uphold this responsibility.

Blind Spot #7 – Do unto others as you would have them do unto you

This golden rule requires that you treat people with the same respect that you would like them to show towards you. People flourish in an environment of trust where they are treated with concern and kindness. Managing this blind spot requires being sensitive to your behaviour towards others.

While giving feedback, praise the person and criticise the behaviour (do not criticise the person). Saying, “You are bad while dealing with people” vs, “I noticed that you sometimes get angry while speaking to...” makes a lot of difference. Paying attention to the tone and language is important to ensure the other person receives it well.

Dale Carnegie on how to set the motivation to do better in his book, How to Win Friends and Influence People:

“Praise the slightest improvement and praise every improvement. Be hearty in your approbation and lavish in your praise.”

Garner respects and use influence, not authority, to drive decision-making. Once people feel invested in the decision, they will try to drive results. You will also earn more respect by trusting them with it.

As a leader, your journey doesn't end here. While there are many more blind spots, I have listed some of the most important ones. Continue to experiment, and put different ideas to use for challenges at the workplace. Through learning at work, you will find practical solutions that work for your specific environment and people.

Take dedicated time to study your decisions – how you made those decisions to how they turned out. Be aware of what's happening around you, and be patient in making these changes. Acquiring proper knowledge requires practice and experimentation.

Questions

What don't you see about yourself?

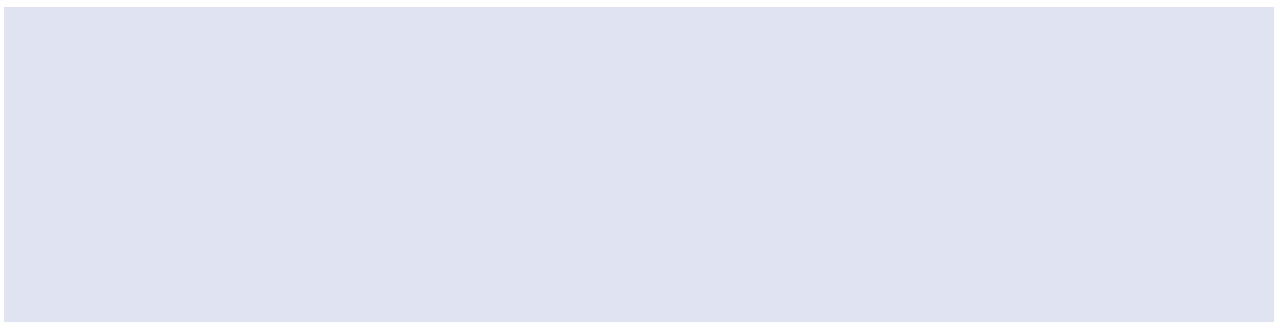
Ask for/ or schedule a time to gather feedback from at least 4 of your peers and your facilitators.

Write the feedback received here:

Notes on peer discussion:



What can you get more curious about when it comes to yourself?





Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 2

For United Nations Peace Operations



United Nations
Peacekeeping



unitar

United Nations Institute for Training and Research



1 Content of a Military Report

A post-meeting/encounter military report should consist of three parts:

The situation statement.

The presentation must be short and answer the questions of circumstances of place and time, indicating the persons interested in the fact or the event (who, to whom, with whom), the causes and the conditions in which the facts occurred (why and how) taking into account gender perspectives and disaggregated data.

This part should include the following:

- The nature and description of the incident (nature, narrative and impact).
- The purpose of the report.
- Decision or follow-up required and timelines.

Description of events.

This is the longest part and contains all the explanations, justifications and arguments relating to the subject treated.

This part should include the following:

- The solutions envisaged, including the advantages and disadvantages of each solution;
- The possible unfolding of the recommended solution; and
- The modalities to be considered.

The conclusion.

State proposals, prescriptions, decisions and findings in clear terms.

2 Active listening

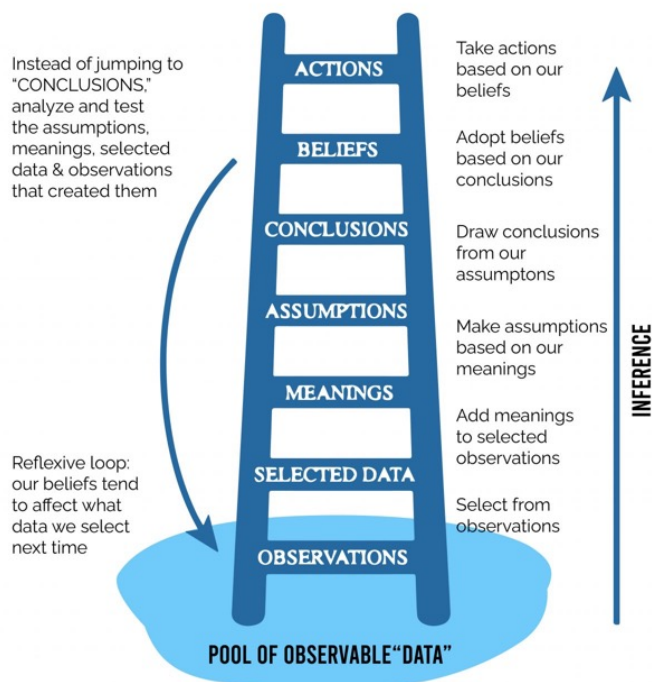
SMART Skill: Active Listening and Powerful

Six Rules for Learning to Listen:

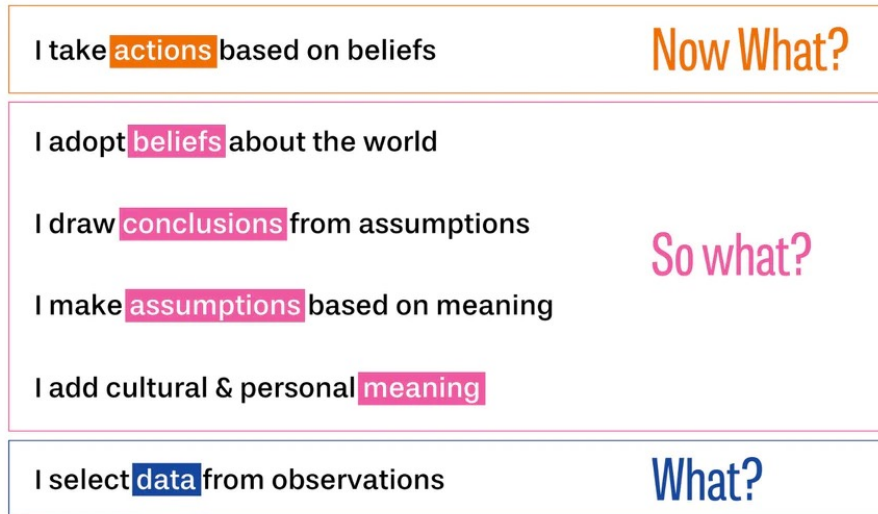
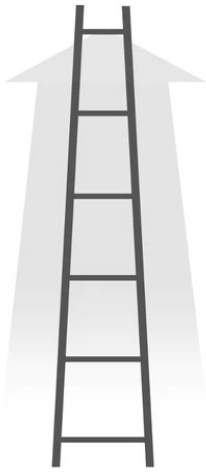
1. Keep silent and adopt a listening attitude.
2. Rephrase what others have said and ask if you have understood. Clarify without interpreting.
3. Start your sentences with “I” instead of “you”.
4. Give your opinion or advice only if asked.
5. Do not relate what you are told to your own experience.
6. Thank others for their trust.

Assumptions

LADDER OF INFERENCE

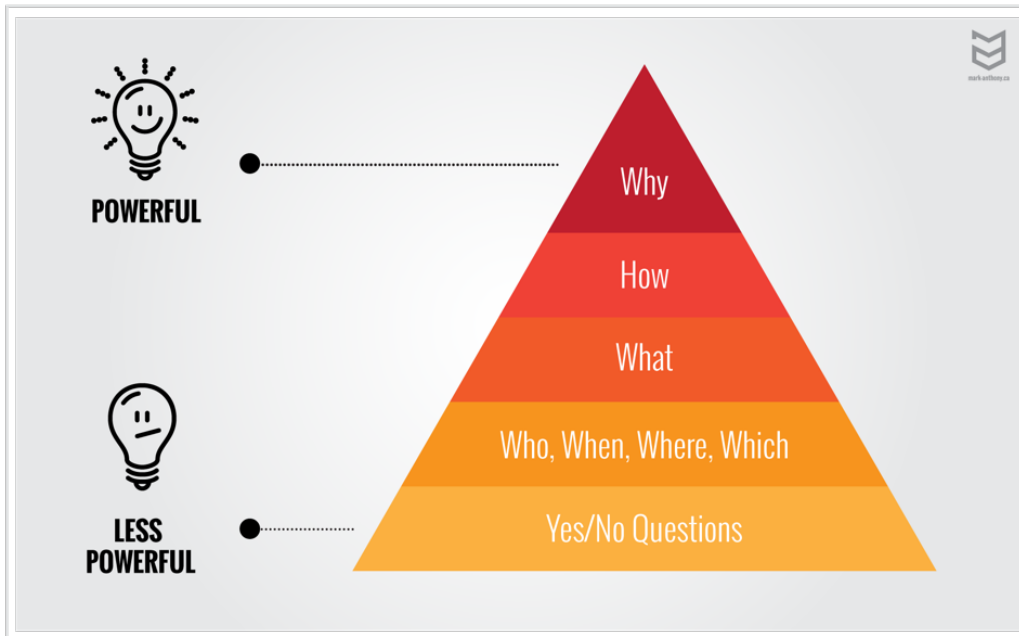


Ladder of Inference



The Liberators Developed by Keith McCandless & Henri Lipmanowicz. Based on work by Chris Argyris.

Powerful Questions



Source: <https://edtechhacker.wordpress.com/2016/07/19/journal-entry-3-constructing-powerful-questions-for-innovation-and-change/>

There are three dimensions to powerful questions: (1) construction, (2) assumptions and (3) scope. Each contributes to the learning and knowledge creation quality that emerges as we engage with others in a generative inquiry.

To formulate powerful questions, it is important to **become aware of assumptions** and use them appropriately. Compare the question, “What did we do wrong and who is responsible?” with “What can we learn from what happened and what possibilities we see?” The first question assumes error and blame; it’s a safe bet that someone will feel defensive. The second question encourages reflection and stimulates learning and collaboration.

Examining a question for any unconscious beliefs it may introduce to the situation is often helpful. You can do so by simply asking your team, “What assumptions or beliefs are we holding that are key to the conversation we are having here?” and “How would we approach this if we held an entirely different belief system than the one we have?” Each of these questions invites exploration into conscious and unconscious assumptions and opens up the space for new possibilities to reveal themselves.

As you work to make your questions powerful, tailor and clarify **the scope as precisely as possible** to keep them within the realistic boundaries and needs of the situation you are working with. Avoid stretching the scope of your question too far.

4 World View Exercise

Step 1

Read through the following list of items and indicate to what extent you agree or disagree with the following statements:

- a) not at all
- b) occasionally,
- or c) frequently

Your Answer	Statement
	I am aware of my own worldview.
	I am aware of the worldview of others.
	I am aware of the context of my work regarding gender issues.
	I am aware of the context of others with whom I work.
	I am aware of the many systems I am part of in my work.
	I think about gender in a historical and long-term future context.
	I think of myself, deep down inside, as a global citizen.
	I think of myself, deep down inside, as equal to all other genders.
	I constantly think of myself as part of a more extensive system.
	I constantly maintain a capacity for inquiry, even in stressful situations.

Step 2

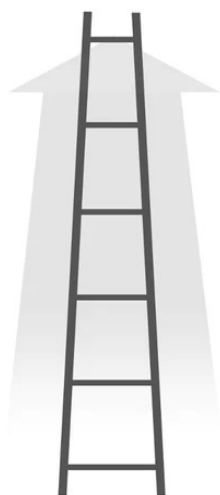
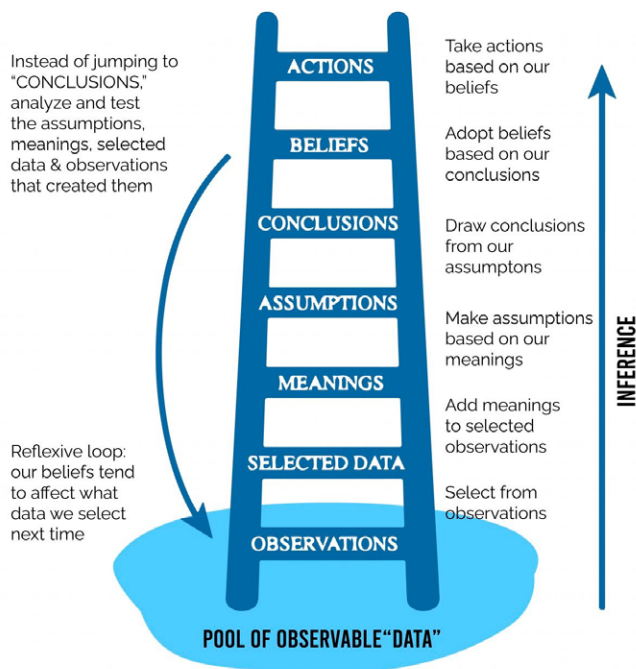
Based on your initial answers to the above, describe any additional thoughts or questions you may have about developing a post-conventional worldview and how they may relate to your work in the military.

Step 3

Discuss what you have learned about yourself through the above steps with a colleague to deepen your journey into the hidden power of worldviews and cultivate your new psychology for a gender perspective embedded in leadership.

[Source: Inspired from A New Psychology for Sustainability Leadership The Hidden Power of Ecological Worldviews. Steve Schein 2015 Greenleaf publishing.](#)

5 Ladder of inference



I take actions based on beliefs	Now What?
I adopt beliefs about the world	So what?
I draw conclusions from assumptions	
I make assumptions based on meaning	
I add cultural & personal meaning	What?
I select data from observations	

6 IDGs Exercises

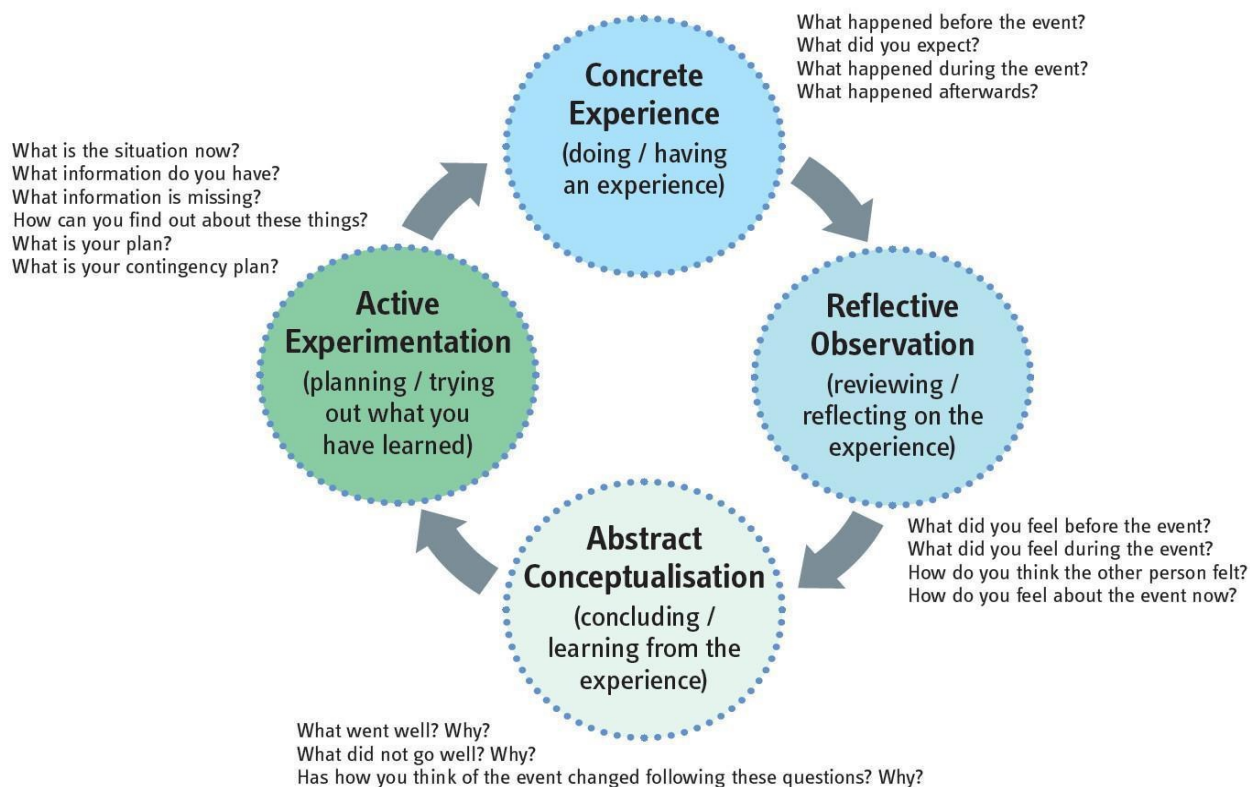
Team 1: Critical thinking – Critical reflection tool

The first aim of supervision is to improve the quality of decision-making and interventions (SWRB, 2010). Critical reflection is one way to achieve this and includes:

- **Critical thinking:** Identifying how we know what we know
- **Analysis:** Breaking something down into parts
- **Reflection:** Looking back at what has happened and looking forward to what will happen
- **Reflexivity:** Identifying your impact on a situation

When dealing with a problematic issue or case, critical reflection can help you identify what you are doing right (so that you can learn from this good practice) and where you can improve your practice.

This tool provides example questions which can be asked in supervision to explore all four stages of Kolb's (1984) critical reflection cycle to solve a dilemma:



Source: https://carers.ripfa.org.uk/wp-content/uploads/Critical_reflection_tool.pdf

Team 2: Complexity awareness – Exercise immunity to change

Reference: Immunity to Change - Overcoming Unconscious Assumptions (mindtools.com)

What Is Immunity to Change?

When people come to work, they bring their personal history, emotions, and subjective views about the world. Some of these assumptions are so fundamental that people can find it hard to separate them from facts.

According to psychologist Robert Kegan and Harvard professor Lisa Laskow Lahey, these assumptions underpin a set of “competing commitments” that can conflict with a genuine commitment to change.

This means that while someone may consciously want to change and even outwardly agree to the change, they have an equally strong internal desire not to do so, of which they may be completely unaware.

Immunity to change is not the same as disliking or resisting change. Instead, it is the existence of an internal conflict between your unconscious thoughts and desires and the need for change.

Five Steps for Overcoming an Immunity to Change

The Immunity to Change process involves five steps to answer the question, “If you know you need to change something, and you’re fully committed to changing it, why are you not doing it?”

Step 1: Commit to a Change Goal

First, identify your change goal clearly – and be specific. What do you want to do differently? What has to change? What will happen if you don’t change?

The change goal should not only be desirable but essential. The stronger the need to make the change, the more likely you will achieve it.

For example, you may recognise that your workload is too heavy because you always say “yes” to taking on new work, even when you don’t have the time. You’ve started to become stressed, affecting your mental and physical health and damaging your relationships. In this case, your commitment could be to take on less work, delegate more to others, or be more honest with your colleagues about what you can and can’t do.

If you fail to achieve the change, you’ll likely experience negative emotions such as shame or self-loathing. It may also undermine other people’s trust in you to get work done on time.

Step 2: Describe the Behaviour That You Need to Change

Next, describe clearly and honestly what you are currently doing that is preventing the change from happening.

Committing to things you know you should already be doing is like making bad New Year’s resolutions. You know you should make them, but you’ll unlikely stick to them unless you change your behaviour.

Instead, identify the specific actions and behaviours preventing you from achieving your change goal. Using the example above, one action might be “Saying yes to work even when I don’t have time to do it.”

Step 3: Uncover Your Hidden Competing Commitments

Next, consider the worst thing that could happen if you stopped doing the actions you described in Step 2, and did the opposite instead. A strong emotional reaction is likely at the heart of this: it may make you feel uncomfortable or fill you with a sense of dread.

For example, imagine telling your manager you can only take on a new project if you have a little on. You may be scared they will see you as incompetent or get angry with you.

Of course, this is different from what you want to happen. In fact, you are likely to have a strong internal commitment to preventing this from ever happening. In this case, your hidden competing responsibility may be, “I must not have my manager think that I’m incompetent.”

You may well have other worries, too. You might think, “People will think less of me.” Therefore, your hidden competing commitments would be, “I am committed to not offending people” or “I am committed to having people think well of me.”

Step 4: Tease Out Your Big Assumptions

Identify the underlying assumptions involved once you’ve clearly defined your competing commitments. Ask yourself, “Why would it be so bad if the thing I’m committed to avoiding happened? Why am I so afraid of it happening?”

For example, the significant assumptions underlying the commitments mentioned in Step 3 might be, “If my boss’s opinion of me is reduced, my career prospects may be damaged.”

Some assumptions that you discover may be true – others may not. But it’s only by surfacing these deep-rooted fears and feelings and examining them objectively that people can begin to see whether the foundations of their self-defeating behaviour have any absolute truth.

As Kegan and Lahey put it, this process allows people to examine their assumptions rather than looking at the world through their assumptions.

The idea here is not simply to solve the issue by understanding what causes it (although you may have an “A-ha!” moment) but to clearly identify the assumptions that underpin your competing commitments.

Step 5: Test Your Big Assumptions

When you’re satisfied that you’ve got to the real root of the problem, your following action should be to test your assumptions and establish whether they’re true or not. How you go about this will depend on the nature of the assumption and your specific situation.

One way to test your assumption is to use Kegan and Lahey’s SMART test:

- **Safe:** don’t do anything reckless that could harm yourself or your career.
- **Modest:** start small to test the water.
- **Actionable:** make sure that this is something you will have the opportunity to do.
- **Research-based:** your priority here is gathering information rather than effecting change.
- **Test your assumption:** ensure the result will give you information confirming or denying the assumption.

Keep a log of opportunities you might have missed because of your assumptions. Note any problematic situations where you couldn’t act on the change you needed to implement because of them. This should help you understand your underlying assumptions and how to overcome them and change them.

The process should highlight the fundamental causes of apparently self-destructive behaviour, drilling down to the core of your beliefs. This can often be a very revealing and even emotional exercise. Often such behaviour comes down to self-preservation.

Once this is understood, it’s possible to examine the truth of your core assumptions or beliefs and challenge their hold over you. This will help you to gain a deeper understanding of the context of your behaviour and, eventually, to change it in a way that is both real and lasting.

You can address an immunity to change by following these five steps:

- Commit to a change goal.
- Describe the behaviour you need to change.
- Uncover your hidden competing commitments.
- Tease out your big assumptions.
- Test your assumptions.

Team 3: Perspective Skill

Exercise changing your lens

Critical thinking is the mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of their thinking by skilfully analysing, assessing, and reconstructing it.

It entails effective communication and problem-solving abilities, as well as a commitment to overcoming our biases.

Or, to put it another way – critical thinking is the art of thinking about our thinking approach. It's about gaining knowledge, comprehending it, applying that knowledge, analysing and synthesising.

Critical thinking can happen at any part of the decision-making process. And the goal is to make sure we think deeply about our thinking and apply that thinking in different ways to come up with options and alternatives.

Think of it as a construction of moving through our thinking instead of simply rushing through it.

Changing Your Lens

Looking at problems through a different lens is about changing your point of view, changing the context, or changing reality. Let's go into each of those a little more.

The image shows three vertical cards with a light beige background and a semi-circular tab at the top. Each card has a different colored tab: teal for 'POINT OF VIEW', orange for 'CONTEXT', and red for 'CHANGE YOUR REALITY'. The text on each card provides a definition and a practical exercise for that concept.

POINT OF VIEW	CONTEXT	CHANGE YOUR REALITY
<p>Can you change your point of view?</p> <p>How is the problem defined from the perspective of the CEO vs that of your frontline staff, or your customers?</p> <p>Each group will look at the challenge in a different way and have different needs and expectations. They will define the problem differently depending upon their point of view.</p>	<p>We naturally approach a problem from our own functional perspective. If I work in IT I will look at the problem from an IT perspective. If somebody works in Marketing, they may look at the same thing and think it's a Marketing problem.</p> <p>How might you change the context in terms of how you're defining the problem? One way might be to find someone from another functional area and ask them how they would define the problem. Use their perspective to generate that different point of view.</p>	<p>Ask yourself, "What if ...?" And either remove or add constraints.</p> <p>"What if I removed some of these constraints? What if I had some of these resources? What if I didn't have some of our current resources? What if I was able to do x instead of y?"</p> <p>By changing the current reality, you may open up the definition of your problem space, allowing you to see and pursue different opportunities.</p>

Point of View lens

Ask yourself these questions as it relates to the problem at hand.

- Can you change your point of view?
- How is the problem defined from the perspective of the CEO, the frontline staff, customers, of adjacent groups? The goal is to look at the problem from the perspective of others within your specific organisation, so adjust these as needed.

Understanding all viewpoints can give you a deeper understanding of the problem's ramifications.

Context lens

We tend to come at the problem from our own functional perspective. If I work in finance, well, it's going to be a financial problem. If you ask someone in IT, they'll likely look at the same thing and say, "It's an IT problem."

Can you change the context in terms of how you define the problem? Find someone from another area and ask them how they would describe the issue. Use their perspective to generate that different point of view.

Change Your Reality Lens

Ask yourself, "What if I ..."

- Removed some of these constraints?
- Had some of these resources?
- Was able to do X instead of Y?

By changing the reality, you may find a different way to define the problem that enables you to pursue different opportunities.

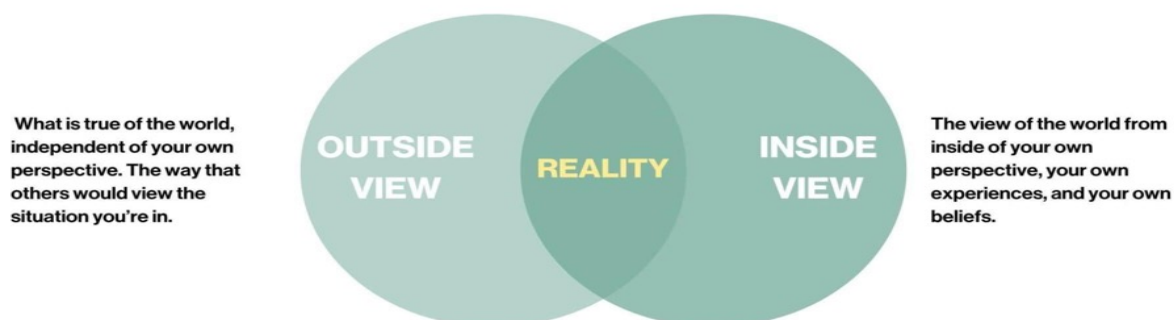
Source: <https://leadershipeffect.com.au/critical-thinking-tools/>

Team 4: Making Sense – Exercise where Accuracy Lives

Remaining on the flavour of understanding that our beliefs can compete with or pollute reality and our decision-making, another approach is to think about where accuracy lives.

The **Inside View** is from your perspective, experiences, and beliefs. The **Outside View** is the way others see the world and the situation you're in. And somewhere in the middle may be the reality.

Where accuracy lives



This tool is quite simple. Start with your inside view and describe the challenge from your perspective. Write down your understanding, your analysis, and your conclusions.

It's almost like De Bono's six hats, where you take that hat off and look at the outside view. Describe the situation from an exterior view. If a colleague had this problem, how would they view it? How might their perspective differ?

And then you marry those two narratives. One thing about the outside view is that you can get statistics on some of the information you're looking at.

It is helpful to get a base level of what is actually proven and accurate; statistically, the inside view does not pollute that.

Once you've run through this process, ask yourself:

- Did this actually change my view?
- Can I see the biases that were sitting there?
- And if Yes, why?

Source: <https://leadershipeffect.com.au/critical-thinking-tools/>

Team 5: Long-term Orientation and Visioning – Meet yourself at 90

Meet Yourself at 90 is a guided exercise that helps you be present with your hopes, dreams, priorities, and values by envisioning yourself at your 90th birthday party. This is an exercise that sometimes causes strong feelings and sometimes tears. And whatever appears, it's all right. You are big enough to hold all your emotions.

How can it help?

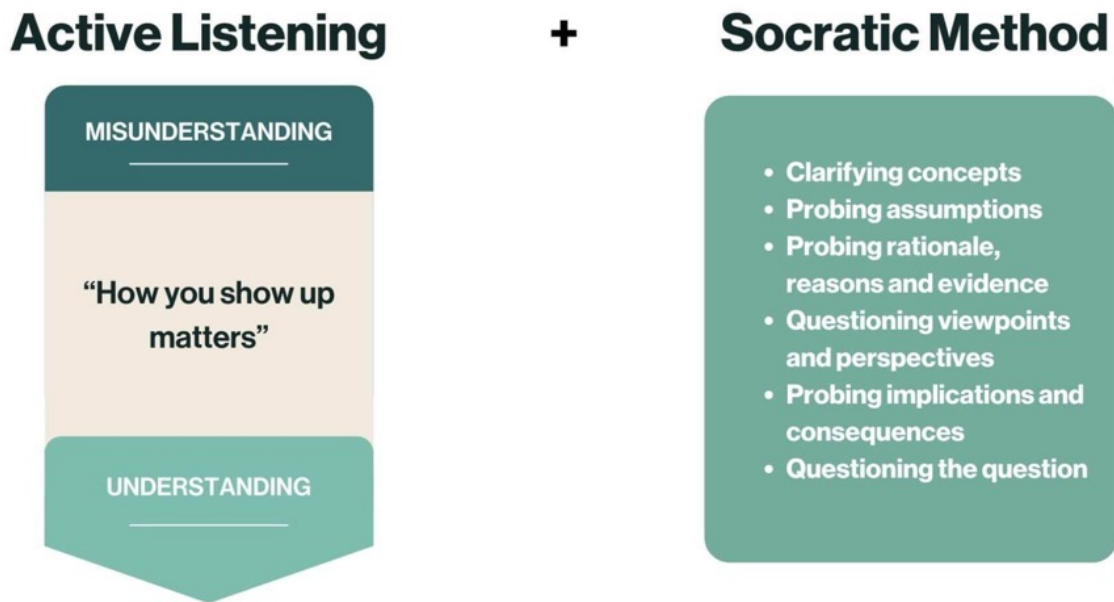
This exercise can help increase awareness of what is important to you and identify if there are things you'd like to do more (or less) of.

1. Sit comfortably on the chair with a straight yet relaxed back. Let the body rest in itself.
2. Be aware of where you are right now. Gently shut your eyes. Feel that you are entirely present in your body. Be aware of the touch of the feet against the ground and the arms touching the legs.
3. Now focus your consciousness on breathing. See how your breath enters your body and then leaves your body. Do not change how you breathe. Just follow the breath, breath for breath.
4. Imagine that you have managed to move forward in time and become yourself when you are 90 years old. You can freely decide where you are. Are you in a room? Are you outdoors? Decide how you want it to look where you are. Imagine that you are there; really place you there.
5. You will soon be visited by a friend or relative who has meant or means a lot to you. Everyone lives in this future, so anyone can come, even people who are already dead or may not be alive when you are 90. Now decide what you want these important people in your life to remember you for.
6. Choose one person from the group. Let this person come up to you. What do you want this person to say about you as a colleague/participant? Imagine that the person says it. Be courageous; imagine this person says what you want them to say. Even if you do not think you lived up to what you want them to say, let them say it anyway. Do not hold back anything.

Team 6: Active listening – Pairing active listening with the Socratic method

This is pairing active listening with the Socratic method. Active listening is one of the core skills you'll want to develop to improve critical thinking.

It's about being present and staying focused because you need to turn down the volume on your own beliefs and biases and listen to someone else.



Listening Skills include:

- Be present and stay focused
- Ask open-ended and probing questions
- Be aware of your biases
- Don't interrupt or pre-empt
- Be curious and ask questions (80/20 talking time)
- Recap facts – repeat back what you heard using their language
- Allow the silence
- Move from Cosmetic>Conversational>Active>Deep Listening

When trying to find the problem, talk about what success looks like, and think about the real question, you have to be aware of your biases. The things that resonate with you because it's what you already believe.

Learn to ask questions and listen for insight

When you're trying to understand and gather information, it's very easy to want to jump in to clarify your question when someone's thinking.

But they're actually thinking – so you need to sit back and allow it.

When you marry this type of active listening with some key questions that come from Socrates, it can help you understand problems at a deeper level.

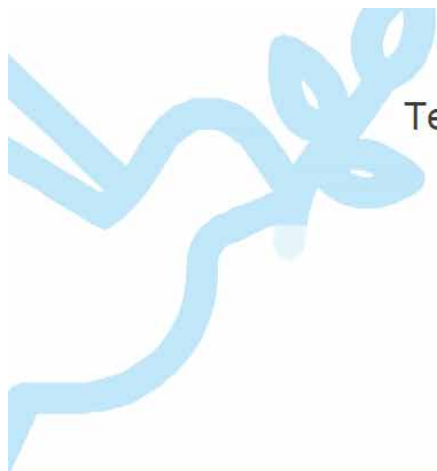
To use this, just highlight one or two questions you've never used before to clarify, understand the initial issue, or bring up some assumptions. You can take just one question from each area to try out and listen for the answer.

As simple as this sounds, this is part of critical thinking. It's about uncovering what's actually going on to get to the root cause of a situation.

<p>Clarifying Thinking</p> <p>Get them to think more about what exactly they are asking or thinking about. Prove the concepts behind their answer or argument. Use basic 'tell me more' questions that get them to go deeper.</p> <ul style="list-style-type: none"> • <i>Why do you say that?</i> • <i>Could you explain further?</i> • <i>What do you mean by....?</i> • <i>How does this relate to what we have been talking about?</i> • <i>What do we already know about this?</i> • <i>Can you give me an example?</i> • <i>Are you saying ... or ... ?</i> • <i>Can you restate that, with a bit more clarity and precision?</i> • <i>How do you feel about this?</i> 	<p>Challenging Assumptions</p> <p>Challenging their assumptions makes them think about the presuppositions and unquestioned beliefs on which they are founding their answer. This is shaking the bedrock and should get them really going!</p> <ul style="list-style-type: none"> • <i>Is this always the case?</i> • <i>What assumptions have you made here?</i> • <i>Do all _____ (e.g. Christians) think like this?</i> • <i>You seem to be assuming... ?</i> • <i>What religious beliefs might you be basing your argument on?</i> • <i>How can you verify or disprove that assumption?</i> • <i>What exceptions are there to this?</i> • <i>Please explain why/how ... ?</i> 	<p>Using Evidence in Arguments</p> <p>When they give a rationale for their arguments, dig into that reasoning and challenge un-thought-through or weakly-understood supports for their arguments.</p> <ul style="list-style-type: none"> • <i>What evidence do you have for this?</i> • <i>Is there reason to doubt this evidence?</i> • <i>How do you know this?</i> • <i>Can you support this with a reasoned argument?</i> • <i>Can you give me an example of that?</i> • <i>What religious quotes/teachings would support this?</i> • <i>Are these reasons good enough?</i> • <i>How might it be refuted?</i> • <i>On what authority are you basing your argument?</i>
<p>Exploring Alternative Perspectives</p> <p>Most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints.</p> <ul style="list-style-type: none"> • <i>How else could you answer this?</i> • <i>What is the counter-argument?</i> • <i>Who might see this differently? Why?</i> • <i>What religious quotes/teachings would challenge this view this?</i> • <i>Another view is.... does this seem reasonable?</i> • <i>How might a _____ answer this?</i> • <i>How could agape apply here?</i> • <i>What is the difference between... and...?</i> • <i>Why is this... better than ...?</i> • <i>What are the strengths and weaknesses of...?</i> 	<p>Considering the Consequences</p> <p>The argument that they give may have logical implications that can be forecast. Do these make sense? Are they desirable?</p> <ul style="list-style-type: none"> • <i>Then what would happen?</i> • <i>What would happen if everyone did/believed this?</i> • <i>What would happen if a _____ didn't do this?</i> • <i>What would happen if _____ happened?</i> • <i>What are the implications of ... ?</i> • <i>How does ... affect ... ?</i> • <i>How does ... fit with what we learned before?</i> • <i>Why is ... important?</i> 	<p>Questioning the Question</p> <p>And you can also get reflexive about the whole thing, turning the question in on itself. Use their attack against themselves. Bounce the ball back into their court, etc.</p> <ul style="list-style-type: none"> • <i>What was the point of asking that question?</i> • <i>Why is this question important?</i> • <i>Why do you think I asked this question?</i> • <i>Am I making sense? Why not?</i> • <i>What else might I ask?</i> • <i>What does that mean?</i> • <i>What other questions could I ask?</i>

Source: <https://leadershipeffect.com.au/critical-thinking-tools/>

7 Gender sensitive conflict analysis



Ten key questions for a gender-specific conflicts analysis

**TRAINING FOR
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GENDER
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Understanding gender norms and behaviours

1. What roles do people of different genders play in the community?
2. What are the prevailing gender norms for different social groups?
3. How do people's actual behaviours compare to societal gender norms?

Gender analysis of the conflict

4. How have norms about masculinities and femininities been shaped and changed by conflict?
5. How are men, women and sexual and gender minorities (SGMs)* and their gender roles affected by the conflict?
6. What roles do men, women and SGMs play in the conflict?
7. What roles do men, women and SGMs play in achieving a peaceful conflict resolution?
8. How do gender norms and behaviours determine how violence is used, by whom, and against whom?
9. Do norms about masculinities and femininities fuel conflict and insecurity in this context?
10. Are there norms about masculinities and femininities that (could) help build or facilitate peace?

The term 'sexual and gender minorities' includes all people whose gender identity or sexual orientation differs from heteronormativity and heterosexuality. The term is considered more inclusive than the term 'LGBT (lesbian, gay, bisexual, trans, queer and others)', as it does not specify any gender identity or sexual orientation.



Division for Peace

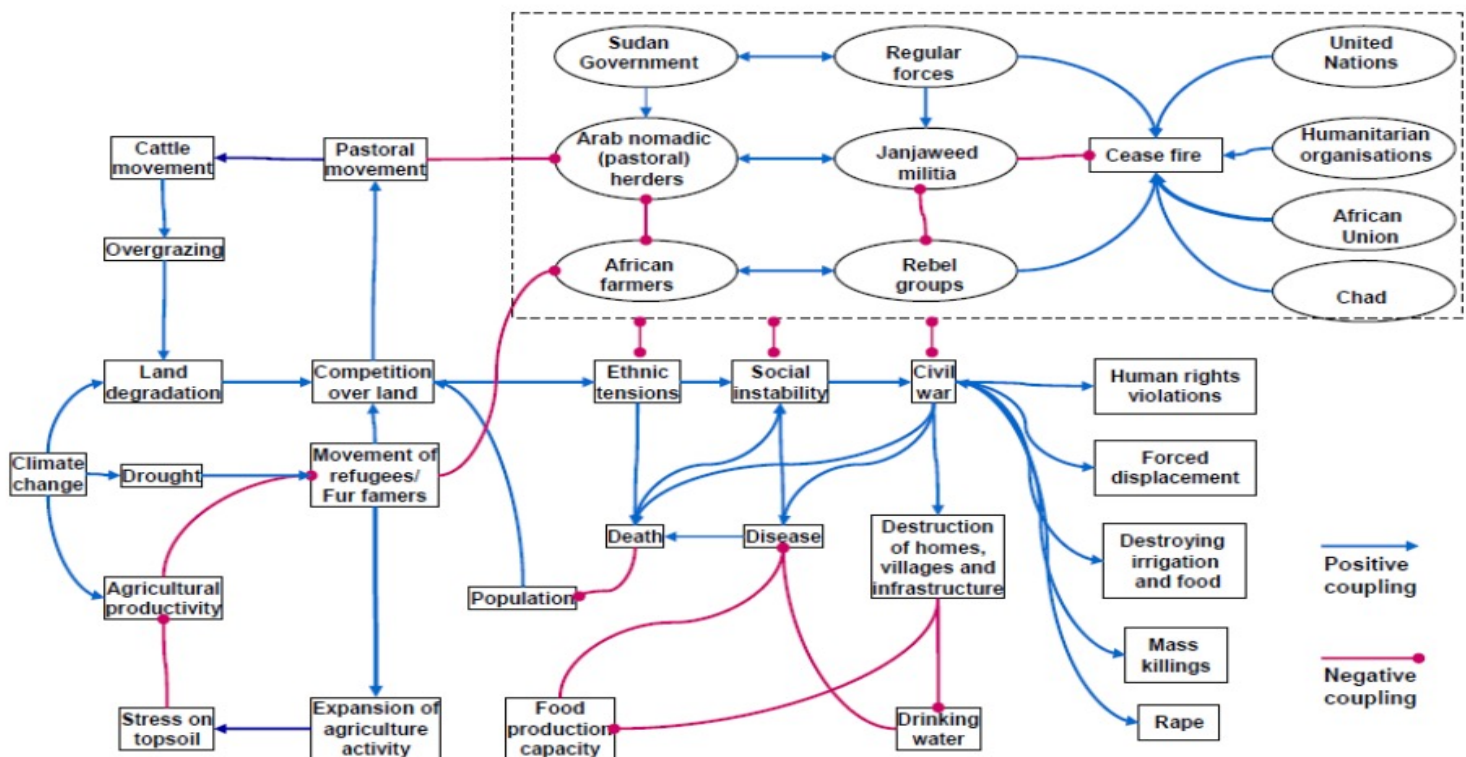
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UNITAR 2021

9 Factors and Actors in the Darfur Conflict





Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 3

For United Nations Peace Operations



United Nations
Peacekeeping



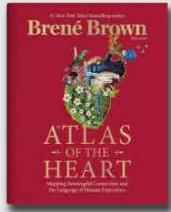

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1 Atlas of the Heart - List of emotions

87 Human Emotions & Experiences

Based on the research of *Atlas of the Heart* by Brené Brown

<p>PLACES WE GO WHEN Things Are Uncertain Or Too Much</p> <ul style="list-style-type: none"> • Stress • Overwhelm • Anxiety • Worry • Avoidance • Excitement • Dread • Fear • Vulnerability 	<p>PLACES WE GO WHEN We Compare</p> <ul style="list-style-type: none"> • Comparison • Admiration • Reverence • Envy • Jealousy • Resentment • Schadenfreude • Freudenfreude 	<p>PLACES WE GO WHEN Things Don't Go As Planned</p> <ul style="list-style-type: none"> • Boredom • Disappointment • Expectations • Regret • Discouragement • Resignation • Frustration 	<p>PLACES WE GO WHEN It's Beyond Us</p> <ul style="list-style-type: none"> • Awe • Wonder • Confusion • Curiosity • Interest • Surprise 	<p>PLACES WE GO WHEN Things Aren't What They Seem</p> <ul style="list-style-type: none"> • Amusement • Bittersweetness • Nostalgia • Cognitive Dissonance • Paradox • Irony • Sarcasm
<p>PLACES WE GO WHEN We're Hurting</p> <ul style="list-style-type: none"> • Anguish • Hopelessness • Despair • Sadness • Grief 	<p>PLACES WE GO WITH Others</p> <ul style="list-style-type: none"> • Compassion • Pity • Empathy • Sympathy • Boundaries • Comparative Suffering 	<p>PLACES WE GO WHEN We Fall Short</p> <ul style="list-style-type: none"> • Shame • Self-Compassion • Perfectionism • Guilt • Humiliation • Embarrassment 	<p>PLACES WE GO WHEN We Search for Connection</p> <ul style="list-style-type: none"> • Belonging • Fitting In • Connection • Disconnection • Insecurity • Invisibility • Loneliness 	<p>PLACES WE GO WHEN The Heart Is Open</p> <ul style="list-style-type: none"> • Love • Lovelessness • Heartbreak • Trust • Self-Trust • Betrayal • Defensiveness • Flooding • Hurt
<p>PLACES WE GO WHEN Life Is Good</p> <ul style="list-style-type: none"> • Joy • Happiness • Calm • Contentment • Gratitude • Foreboding Joy • Relief • Tranquility 	<p>PLACES WE GO WHEN We Feel Wronged</p> <ul style="list-style-type: none"> • Anger • Contempt • Disgust • Dehumanization • Hate • Self-Righteousness 	<p>PLACES WE GO To Self-Assess</p> <ul style="list-style-type: none"> • Pride • Hubris • Humility 		 <p>© 2022 Brené Brown, LLC All rights reserved www.brenebrown.com Page 1 of 2</p>



Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 4

For United Nations Peace Operations



United Nations
Peacekeeping

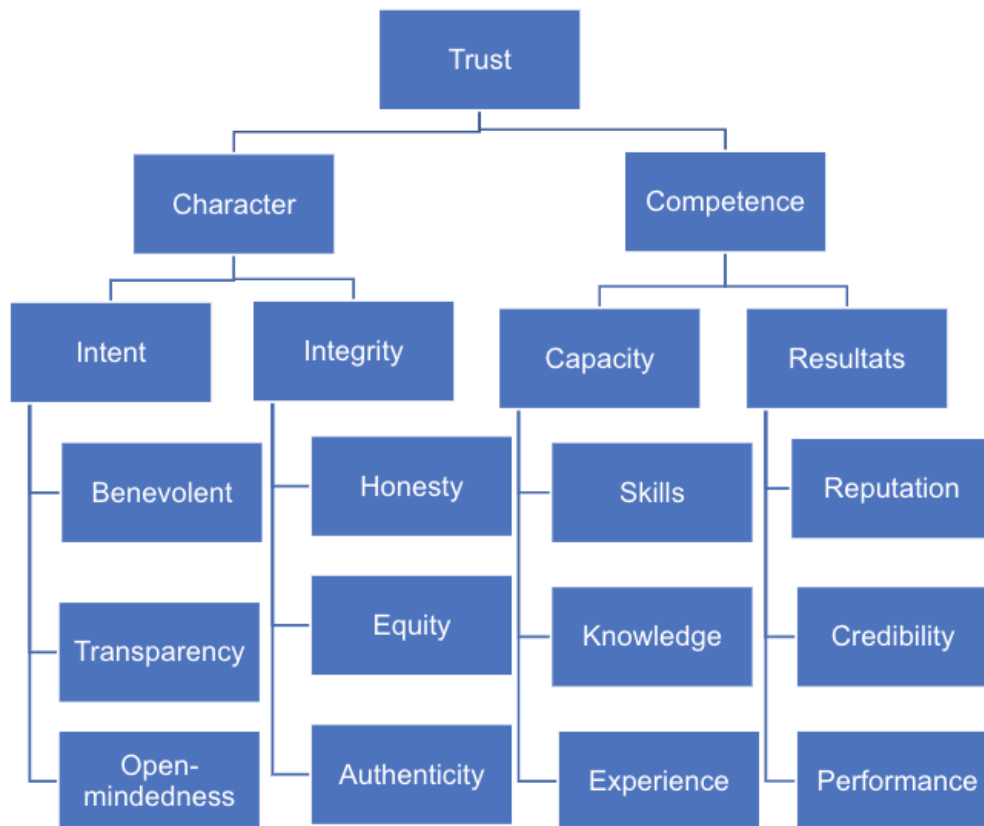


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1 Trust model

Trust Model Developed by Richard Barrett



- This model of trust by Mr Richard Barrett can help you determine what you need to improve to be accepted by the public and gain the trust of partners and staff officers.
- Organisational character means how the public perceives your organisation at the behavioural level.
- Organisational competence is how the public perceives your organisation at the performance level.

2 Meaning of BRAVING

The acronym BRAVING was developed based on research by Dr B. Brown. It is an inventory used similarly to how we think about values. It consists of seven elements:

Boundaries

Setting limits means specifying what is acceptable and what is not and why.

Reliability

You do what you say you will do. At work, this means remaining aware of your skills and limitations so that you don't over-promise and can keep your commitments and balance competing priorities.

Responsibility

You take responsibility for your mistakes, apologise and make amends.

Confidentiality

You do not share information or experiences that do not belong to you. I need to know that my privacy is protected and that you are not communicating with me information about other people that should be confidential.

Integrity

Choosing courage over comfort; choosing what is right over what is fun, quick or easy; and practising your values rather than just professing them.

Non-judgmental

I can ask for what I need, and you can ask for what you need. We can talk about what we feel without judgement.

Generosity

The most generous possible interpretation of the intentions, words and actions of others.

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3 Thinking about your self-trust

Instructions

Think about a time at work when you experienced a setback, and go through the BRAVING acronym to understand how that experience may have impacted your self-trust.

BOUNDARIES: Did I respect my boundaries? Was I clear about what was okay and what was not okay?

RELIABILITY: Was I reliable? Can I count on myself to do what I committed to doing?

ACCOUNTABILITY: Did I hold myself accountable? Did I blame others? Did I hold others accountable with honesty and respect?

VAULT: Did I respect the vault and share appropriately?

INTEGRITY: Did I act from my integrity? Did I choose courage over comfort? Did I choose what's right over what's fun, fast and easy? Did I practice my values?

NON-JUDGEMENT: Did I ask for what I needed? Was I non-judgemental about needing help?

GENEROSITY: Was I generous towards myself?

4 Trust with others

Think about someone at work with whom you have built a strong, trusting relationship. What are some of the small gestures that have helped you build trust? (E.g. Asking for help or offering to help; Openly discussing struggles; Doing what you say you're going to do.)

Now think of a colleague with whom you want to build greater trust.

Identify your colleague's strongest BRAVING element and specific behaviour that embraces it. (E.g. Element: Boundaries; Behaviour: They ask for help when needed.)

Strongest Element: _____

Behavior: _____

Identify the colleague's most challenging BRAVING element and a specific behaviour you think would improve that element. (E.g. Element: Vault; Behaviour: They don't share what isn't theirs to share, including with you.)

Most Challenging Element: _____

Behavior: _____

Realising that you can't change another person's behaviour, reflect on how you show up in your relationship with that colleague. What are your strongest BRAVING element and one behaviour? What is your most challenging BRAVING element? What is one new behaviour you commit to practising to improve trust with that colleague?

My Strongest Element: _____

Behavior: _____

Most Challenging Element: _____

Behavior: _____

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6 Square Squad



In the square above, write the initials of the people who have earned your trust by always having your back, whose constructive criticism and opinions really matter to you.

| *“We need to trust to be vulnerable, and we need to be vulnerable in order to build trust.”*

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10 Interoffice Memorandum

UNITED NATIONS
United Nations Organization
Stabilization Mission in the
Democratic Republic of the Congo



NATIONS UNIES
Mission de l'Organisation des Nations
Unies pour la Stabilisation en
République Démocratique du Congo

MONUSCO
Goma

INTEROFFICE MEMORANDUM

MEMORANDUM INTERIEUR

DATE: APR 2020
NO: /MONUSCO/FC

TO: Comd NS/FIB/CS/SS

FROM: Lt Gen Ricardo Augusto Ferreira Costa Neves, Force Commander

COPIES: DFC, FCOS, DCOS Ops and Plans, DCOS Ops Sp, FHQ G3, G5, Info Ops

SUBJECT: Adoption of the Key Leader Engagement (KLE) concept for the Force Commander

- 1. Aim.** The purpose of this memorandum is to describe the approach the Force will use for the concept of Engagement of the Force. This internal note provides general directives to support joint efforts consistent with the operational concept. With COVID-19, it is important to establish and maintain good relations with local authorities to facilitate impact management.
- 2. General.** Traditionally, engagement focuses solely on the key leader. While this remains important, recent operations have emphasised that constant engagement at all levels can impact behaviours, attitudes, and perceptions. Engagements should be consistent, culturally sensitive, credible, adaptive, balanced, and pragmatic. Engagement can be broadly categorised as described below.
- 3. Situation.** The role of engagement in operations is a method for building relationships with people and entities of influence in areas of operation, and it occurs at all levels of command. KLE must be integrated into the planning process at all levels and stages. It aims to achieve the desired effects through deliberate and focused face-to-face meetings with key leaders, local leaders, relevant social groups or the population. Within this concept's evolution, we now distinguish between KLE and Soldier-level Engagement (SLE).

- a. **Key leader Engagement (KLE).** KLEs are engagements between MONUSCO military leaders and the key decision-makers within approved audiences that aim to achieve defined goals (such as a change in policy or supporting the FC objectives). These engagements aim to influence local leaders within the operations area or may be directed toward specific groups such as religious, academic and tribal leaders (for example, to solidify trust and confidence in MONUSCO forces). KLEs are intended to match persons of influence with executive authority at a similar level of status and/or geographic area of responsibility in order to come to decisions on matters of interest and achieve desired effects and outcomes. In contrast, liaison or soldier-level engagement (SLE) can be delegated to tactical and functional staff for routine information sharing and coordination.

- b. **Soldier-level Engagement (SLE).** In the contemporary operating environment, we recognise that operations are conducted amongst people. Soldiers interact with local populations daily. Consequently, soldier engagement is likely to comprise the majority of engagements. These can occur as an opportunity, a face-to-face encounter on the street or a scheduled meeting, and they can bridge the difference between the aims and ambitions of local audiences with the MONUSCO Force objectives. To best exploit those opportunities, we will provide soldiers with key messages and lines to support our operations. We will also provide them with tools like soldier's cards on presence, posture and profile (PPP). Additional training will also be developed on effectively engaging with local people and receiving a simple narrative around which they can build their engagement.

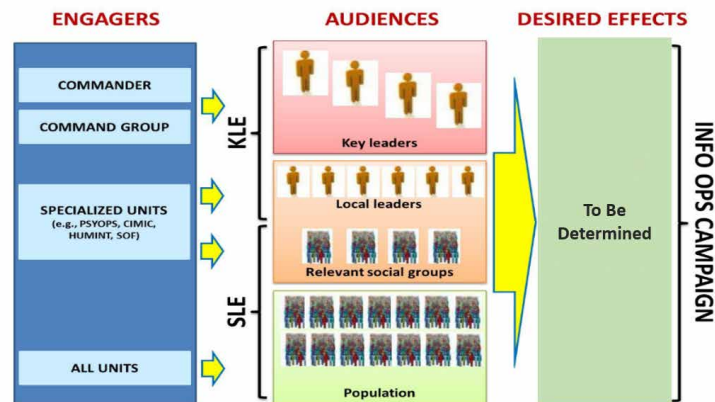


Figure 1: Difference between KLE and SLE

4. **Engagement categories.** KLE and SLE are divided into two main categories that differ in planning and execution.
 - a. **Deliberate.** Deliberate engagement is a planned and anticipated personal interaction designed to create a specific outcome. These engagements may be face-to-face interactions or interactions by other means, such as telephone or video conference.

 - b. **Dynamic.** Dynamic engagements are unanticipated or impromptu encounters that neither soldiers nor leaders have planned for. They can occur frequently and in many circumstances. Soldiers' and leaders' ability to exploit them depends heavily on training, experience, and understanding of the Mission narrative.

5. **Cultural understanding and engagement.** In some societies, it may not be possible to engage directly with specific groups for cultural reasons, or it may be better to engage with religious leaders due to their influential position in society. In such societies, special provisions should be made to enable these types of engagement (which will generally be deliberate) with appropriate training and preparation of our personnel to conduct them (for example, engagement with women or religious representatives). For instance, speaking some words in the local language to the level where we don't need a language assistant is highly beneficial.
6. **Identify Target Audience (TA) for KLE or SLE.** To identify the TA, we need to determine who has influences in the area of operation to use them to achieve the desired effect. At a minimum, the person planning the KLE should understand the various leadership capabilities (of own leadership) and the scope of influence of decision-makers. The Target Audience Analysis (TAA) will be critical in developing possible differences of opinion, possible common ground, and vulnerabilities to give the Commander an "edge" during KLE. Analysing the Key Stakeholders in the Area of Responsibility (AoR) is an iterative tool to keep an updated overview of the most important players and targets. Priority is based on assessed influence in the AoR and a higher level of interest.

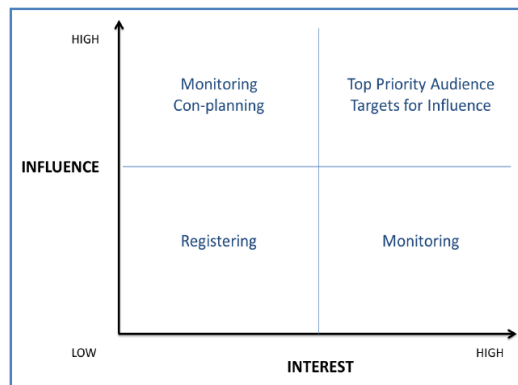


Figure 2: Identify Target Audience for KLE or SLE

7. The outcome of the analysis above indicates the current priority of the stakeholder at any given time and indicates what monitoring levels have to be used:
 - a. High Interest/High Influence (in the AoR) are top priority audiences/targets for influence;
 - b. High Influence/Low Interest must be monitored and assessed. They are contingency planning for influence;
 - c. High Interest/Low Influence are monitored in case of situation changes in future; and
 - d. Low Interest/Low Influence should be registered, and tracking must be conducted.
8. **KLE process.** Good KLE requires detailed planning. It demands in-depth research on target audiences and consistent messaging throughout the organisation. This is the basis of credibility and the ability to influence local leaders to achieve the desired objectives and effects. To support the KLE plan, a recommended KLE process is outlined below to facilitate engagement planning. A hand-out is available in Annex 1 of this IOM. The correct application of KLE highlights the importance of preparation in order to achieve a better result during the engagement.

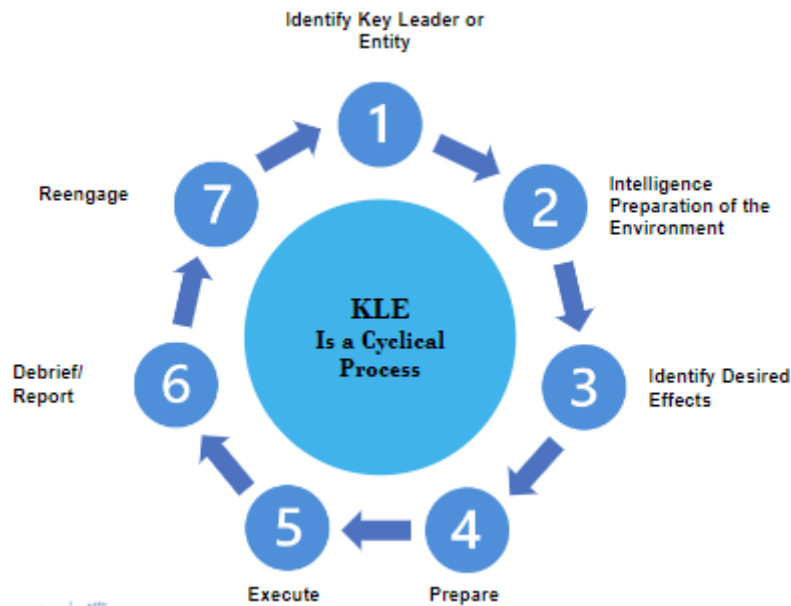


Figure 3: KLE/SLE Cycle

9. Phase 1: Identify the Key leader.

- a. Identify the person(s) or entity of influence;
- b. Determine the potential for long-term influence; and
- c. Evaluate the key leader network.

10. Phase 2: Intelligence Preparation of the Environment.

- a. Confirm/deny the key leader’s capability to achieve desired effects (is this the right person to engage?)
- b. Ethnicity (language/dialect)
- c. Tribal background and perspective (tribal code)
- d. Religious background
- e. Political affiliation
- f. Associations
- g. Alliances (personal/tribal)
- h. Resources
- i. Social network
- j. Discern key leader’s agenda, motivation, and interests
- k. Information operations vulnerabilities assessment (hot-button issues)
- l. Develop contingencies and counters to unfavourable responses
- m. Review previous post-engagement reports, if available
- n. Use forward-thinking options to build on prior engagements and gather critical information from key leaders to increase operational benefit, and leverage other means of data collection

11. Phase 3: Identify Desired Effects.

- a. Identify what you want to achieve
- b. Identify supporting objectives
- c. Identify preliminary conditions required to achieve the desired effect(s)
- d. Predetermine what you can offer to get what you want

- e. Identify the probability of a favourable response to the request/desired effect
- f. Develop the best alternative to a negotiated agreement (BATNA)
- g. Consider utilising other enablers

12. Phase 4: Prepare

- a. Determine who takes the lead (depending on DRC Societal Roles)
- b. Practice social nuances
- c. Get your story straight
- d. Learn gift-exchange expectations
- e. Be prepared to confront corrupt officials
- f. Show respect to the local security forces (LSF) throughout the planning and KLE execution (get the LSF involved in the process as well as the execution)
- g. Conduct standard mission planning (security, manoeuvre, logistics, communications, contingencies, etc.)
- h. Attempt to learn at least a few words of the local dialect
- i. Understand and realise that the key leader will also have an agenda and internal goals
- j. Discuss desired effects and common terms with a cultural advisor and interpreter
- k. Identify roles: designate a recorder, note taker, and photographer (at the KLE, introduce everyone to the key leader)

13. Phase 5: Execute

- a. It's all about mutual respect
- b. Follow DRC meeting etiquette
- c. Be patient and a good listener
- d. Know when to speak
- e. Look at the host, not at the interpreter
- f. Apply other enablers as appropriate
- g. Focus on objective
- h. Promise only what you can deliver
- i. Install local ownership in solutions
- j. Conclude the meeting by clarifying/repeating agreements

14. Phase 6: Debrief/Report

- a. Conduct post-KLE debrief/after-action review with the following items
 - (1) Experiences of behaviour / cultural background of the KLE subject
 - (2) Preferences in talking points of the KLE subject
- b. Submit post-KLE report in accordance with the unit's standard operating procedure.
- c. Enter relevant key leader information into designated databases for future use.
- d. Update the KLE card of that person to maximise the follow-up during subsequent KLEs.

15. Phase 7: Re-engage

- a. Re-engagement equals effective KLE
- b. Sustain/maintain the relationship
- c. Provide a method for key leaders to contact you between KLEs
- d. Make maximum use of MONUSCO resources, including civil-military cooperation (CIMIC) and other civilian pillars, to meet commitments
- e. Monitor key leader development and protection

- f. Post KLE-report Format will at least include the following:
- (1) DTG of meeting
 - (2) Location of meeting
 - (3) Attendees
 - (a) Reporting C/S
 - (b) Supported unit
 - (c) Engagement lead
 - (d) Key leader engaged
 - (e) Other persons present
 - (f) Language assistant used
 - (4) Reason for the meeting (why was this person important to engage with?)
 - (5) Meeting topic (your agenda or desired effects)
 - (6) Topics discussed
 - (7) Discussion details
 - (8) Action items
 - (a) Own
 - (b) Others
 - (9) Follow-up meeting (if agreed to)
 - (a) DTG; and Location
 - (10) Overall assessment
 - (11) Remarks, observations and recommendations

16. KLE Matrix. To avoid information fratricide, the KLE should follow an engagement matrix to describe who is responsible for engaging at which level and with what person. A non-exhaustive list of persons/positions who have influence within the operating environment in DRC is available as a KLE Matrix in Annex 2 of this IOM. It is essential to synchronise the conduct of KLE within the FHQ to optimise the effects.

17. KLE/SLE Card. The KLE/SLE card is a model presented in Annex 3 of this IOM used to facilitate the preparation for the conduct of the KLE. The KLE card contains a constantly evolving list of information on each key leader targeted for engagement. It includes the objectives, desired effects, key themes and recommended lines to consider. It also addresses issues to be discussed during the engagement.

18. A database of all key actors within the joint operations area should be identified and maintained. It could include their leadership styles, ambitions, motivations, objectives (short and long-term), current stances, dependencies, psychological profiles and personal histories. This, together with any previous target audience analysis conducted on the leader or the leader's primary home audience, is essential to provide the context for planning appropriate outreach activities. A vital component in all plans will be the ability to recognise the complex and adaptative relationships and dependencies between actors. It should be compiled for each key leader using the best information available and updated after each subsequent meeting.

19. KLE coordination. KLE must be synchronised and coordinated to determine the correct level of engagement, thus maximising effects to support the Commander's plan or objective (KLE Matrix from higher command). All Senior Officer staff will maximise the coordination of the KLE with other staff IOT to ensure consistency in the message, avoid information fratricide and ensure that the questions from various sections are included in the preparation of the KLE.

20. KLE in a comprehensive approach. Various UN organisations will be operating in the area of operation and have the potential to significantly contribute to the Force's effects and objectives. Joint operations' common objective implies that planning must be coordinated between the different agencies and organisations. To achieve the desired outcome, it can be more effective to use individuals who have an influence on the person we want to engage with. For example, conducting a KLE with the support of FARDC and PNC is strongly recommended if we consider that their presence will support the achievement of the desired effect.

21. KLE plan. The KLE plan ensures centralised synchronisation, integration, and coordination while remaining decentralised in execution to remain flexible and responsive to local requirements. It should also be used to exploit opportunities when they arise and perform consequence management when required to achieve the desired effects and objectives. It is also important to note that engagement with the local authorities requires more than one engagement to establish a link of confidence. It is important to keep the relationship established, especially between troop rotations. When staying in touch in person is impossible, the relationship should be maintained by phone or social media.

	D+50	D+51	D+52	D+53	D+54	...
Engager n .1		Target A				Target C
Engager n. 2				Target D		
Engager n. 3	Target B					
Engager n. 4						Target E
...						

LEGENDA(not mandatory – to be adjusted according to HQs/units' specific needs)

Own plan (high priority)	Own plan (normal priority)	Invitation by Target	Request by Sub units	Request by others
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Figure 4: Example of a KLE plan

22. KLE Coordination Board. A KLE coordination board can be established when required to:

- a. Coordinate/synchronise KLE in overall effects;
- b. Recommend potential key leaders;
- c. Prioritise engagements;
- d. Identify key messages, themes or lines to take;
- e. Update KLE matrix in support of ops and plans;
- f. Review engagement strategy calendar/forecast; and
- g. Shape engagement opportunities to ensure the delivery of Command messages, objectives, and key issues to achieve the Commander's desired effects.

23. KLE Assessment & Reporting. Evaluating the effectiveness of the KLE activities is essential to ensure that objectives are met and to allow adjustment in response to changing circumstances. The assessment should be done in conjunction with the establishment process or when using an effective framework. It is also important to avoid making the same mistakes (e.g. in behaviour), to keep promises given by predecessors, to be aware of the content of previous conversations (statements and denials etc.), and to have a continuous and uninterrupted ERDC process after the change of personnel, which ensures that subsequent actions are carried out consistently.

24. Conclusion. KLE and SLE can be used to build rapport and trust amongst various sectors of society, such as the indigenous population, government and security forces (established for further use). If done well, KLE can significantly support the achievement of the desired effect. It allows us to better engage our people/soldiers/leaders to achieve the desired results and the Commander's objective.

Annexes

Annex 1. KLE/SLE Handout.

Annex 2. KLE engagement matrix.

Annex 3. KLE/SLE card.

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Information :

DFC, FCOS, CJOC, CJMAC

11 IOM KLE Annexe 1: Cyclical Process

Preparing engagements with civil organisations

19



To meet the demands of complex contemporary conflicts, civilian and military actors must work together. Reaching the population and acquiring their support is often vital to mission success.

Objectives of the card

Develop a strategy before conducting a meeting with local partners to optimise interaction and be gender-responsive.

Assess the impact of specific events (like natural disasters, epidemics, and change in the policy/politics in the country on different segments of the population (intersectionality factors) and how this impact will or could be mitigated.

Assess the narratives that shape the support for the country's governance, the call for the use of violence or the fragmentation within the population by identifying to whom these narratives are talking based on their multi-identity factors.



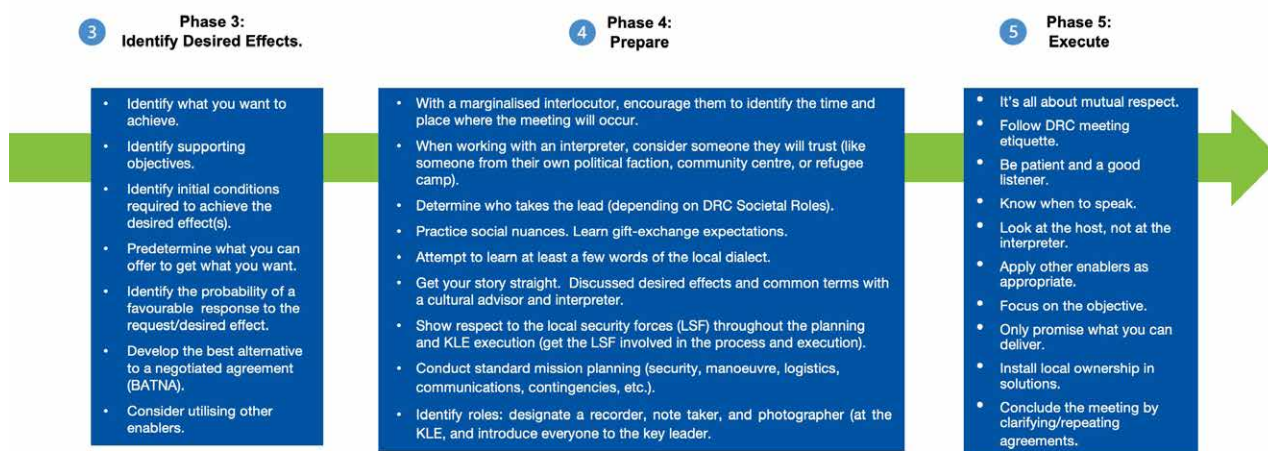
Preparing engagements with civil organisations

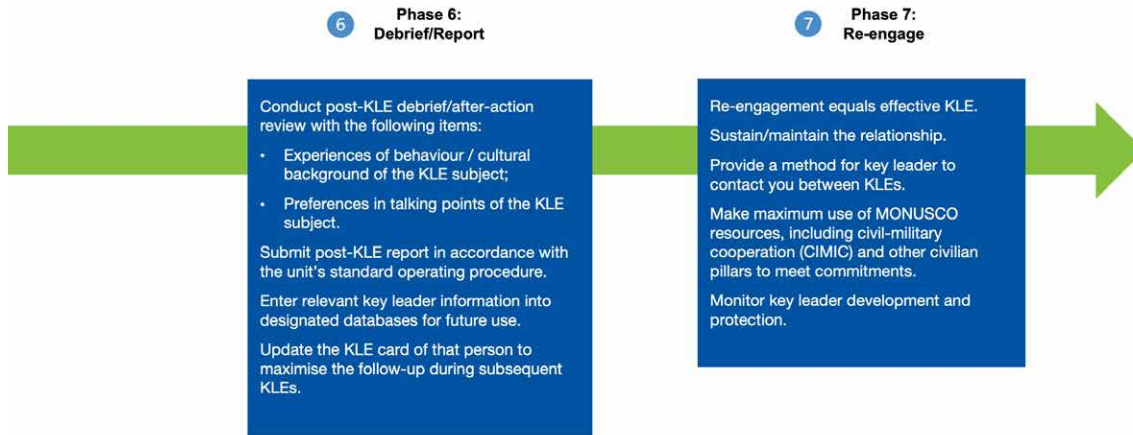
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Preparing engagements with civil organisations

21





Post KLE-report format should at least include...

- DTG of meeting
- Location of meeting
- Attendees
 - Reporting C/S
 - Supported Unit
 - Engagement Lead
 - Key Leader Engaged
 - Other Persons Present
 - Language Assistant Used
- Reason for the meeting: why was it important to engage with this person?
- Topic of Meeting (your agenda or desired effects)
 - Topic Discussed
 - Details of Discussion
- Actions Items
 - Own
 - Others
- Follow-up Meeting (if agreed to)
 - DTG; and Location
- Overall Assessment
- Remarks, Observations and Recommendations

Tactical Pocket Reference
DRC Key Leader Engagement (KLE) Hand Out




12 IOM KLE Annexe 2

IOM KLE – Annex 2- KLE engagement matrix

	KLE				SLE	CIV
	FC	DFC	FCOS	Bde Cmdr	Bat/Cie Level	UN Civ Lead
International						
Foreign Govt Representatives						X
Govt of Neighbouring countries						X
GoDRC administration representatives						
GoDRC Ministers (If required when in Kinsasha)	X	X				X
GoDRC Personnel		X				X
GoDRC Provincial Governor	X			X		X
GoDRC District Commissioner	X			X		X
GoDRC City/Commune Mayor					X	X
GoDRC Territory Administrator					X	X
Tribal leadership						
Tribal leaders (Main tribes leaders or "King")	X	X				X
Clan leaders				X		X
Community/village Leaders or chiefs					X	X
Local Security Forces (LSF)						
FARDC						
Senior Generals, officers	X	X	X			
SOKOLA Comds		X	X	X		
Subordinate SO/Comdr		X	X	X		
PIO/Spokesman		X	X	X		
PNC						
Police Commissioner General	X					
Provincial Commissioner				X		
Local Police Leaders					X	
Armed groups leadership						
AG Leaders	X					
Religious leaders						
Christian - Catholic (National level)		X				X
Christian - Catholic (Bde AO level)				X		X
Christian - Catholic (City/village level)					X	X
Christian - Protestant (National level)		X				X
Christian - Protestant (Bde AO level)				X		X
Christian - Protestant (City/village level)					X	X
Muslim leaders (National level)/ TBC		X				X
Muslim leaders (Bde AO)/ TBC				X		X
Muslim leaders (City/village level)					X	X
Other				X		X
Civil Society						
Youth/ women						
School/University Leader						X
Youth Group Leaders						X
Women's Group Leaders						X
Local Humanitarian/NGOs						X
Union Organisations						
National Union of Congolese Workers (UNTC)						X
Travailleurs Unis des Mines, Métallurgies, Energie, Chimie et Industries Connexes (TUMEC)						X
Confédération Syndicale du Congo (CSC)						X
Organisation des Travailleurs Unis du Congo (OTUC)						X
Lobby/Interest Groups						
Lutte Pour Le Changement (LUCHA)						X
Véranda Mutsanga en Révolution						X
Business/Industry						
International Business Owner in DRC						X
Local Business Owners				X		X
Media						
International media inquiries	X	X				X
Local Journalists	X	X		X		X

X = Primary Liaison Authority, should be CC on msg traffic and backed, briefed by Delegated Liaison Authorities
 O = Delegated Liaison Authorities, multiple delegated authorities must coordinate their engagements
 Contact Lists should be maintained by individual Liaison Authorities

13 IOM KLE Annexe 3

UN CLASSIFICATION		KLE/SLE Engagement Card	
UNITED NATIONS ORGANIZATION STABILIZATION MISSION IN THE CONGO			
KEY LEADER BACKGROUND INFORMATION  Rank : Full Name: Position: DOB: Education: Political affiliation:		DESIRED OUTCOME Primary: Secondary: Tertiary:	
CAREER HIGHLIGHTS		MONUSCO KEY MESSAGES	
MONUSCO KEY QUESTIONS TO BE DISCUSSED:			
PREPARED BY:	UN CLASSIFICATION	OPI:	LAST UPDATE:

UN CLASSIFICATION		KLE/SLE Engagement Card	
UNITED NATIONS ORGANIZATION STABILIZATION MISSION IN THE CONGO			
PREVIOUS MEETINGS RESUME: - DTG/SW			



Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 5

For United Nations Peace Operations



United Nations
Peacekeeping

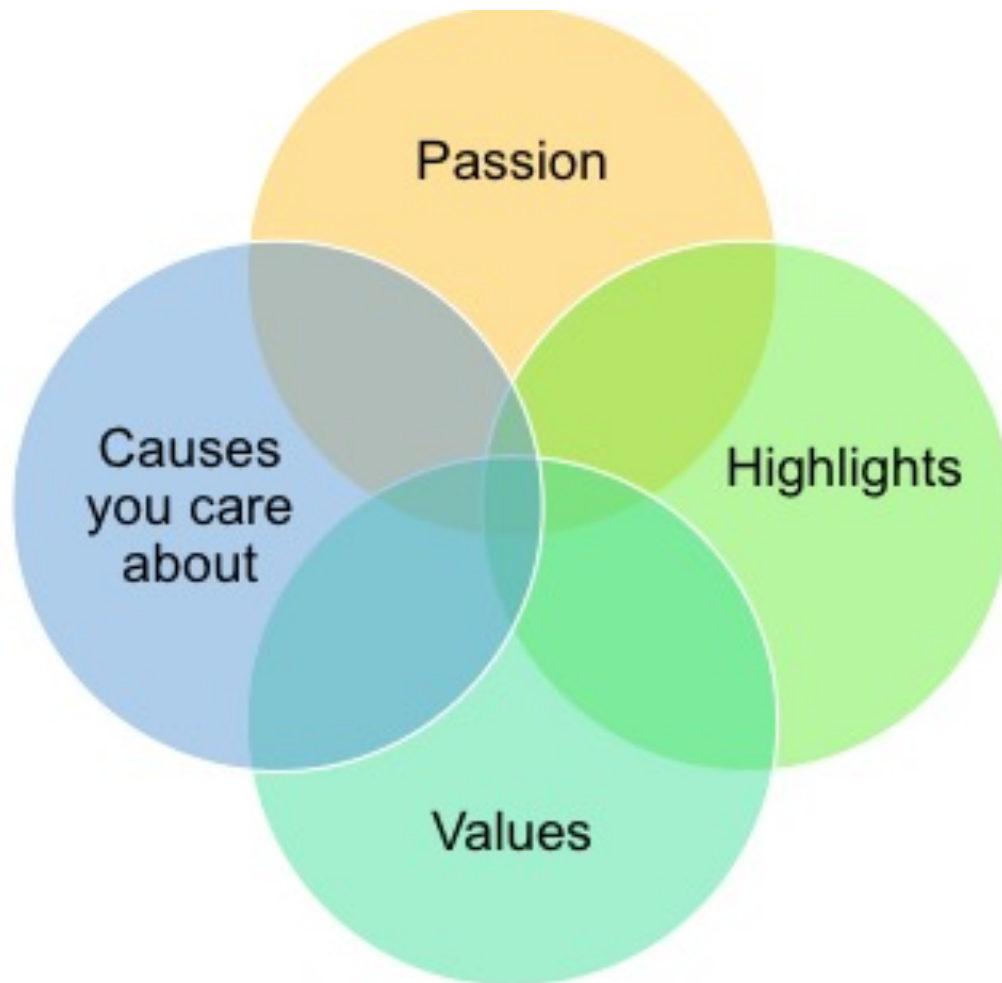


unitar

United Nations Institute for Training and Research



1 Change Maker Model



2 Operational Planning Process

1 Analysis of the operational environment

Definition of the phase

During this phase, the staff analyses the environment where the operation will be conducted and identifies what the military component will need to act in this environment.

MGA Involvement

Contribute to the U2 analysis by adding a gender perspective, including:

- Context analysis;
- Understanding real-time conflict dynamics.

Complete the ten key questions for conflict analysis with a gender perspective.

Consider military capacity, the capacity of civilian and police components of the mission, the capacity of UN agencies, and the capacity of non-governmental organisations.

2 Analysis of the mission

Definition of the phase

In this phase, the staff analyses the tasks to be performed, the risks inherent in the mission, and the mitigation mechanisms that can be put in place to reduce them.

MGA Involvement

Identify in the Protection of Civilians Plan how to incorporate the elements of Resolution 1325 (participation, prevention, protection, and support and recovery).

Identify gender-specific risks and vulnerabilities of the civilian population and determine mitigation mechanisms to be considered.

Identify how the operation/tasks will impact different segments of the population in the area.

Identify local civilian figures who may influence the conduct of the operation.

3 Development of the action

Definition of the phase

During this phase, the staff develops several modes of action (MOAs) to accomplish the mission.

MGA Involvement

Contribute to the protection plan by proposing other protection options beyond physical protection alone.

Contribute to the development of MOAs by identifying the impacts on different segments of the population and their ability to access proposed solutions and influencers.

Promote equal participation of women, men, girls and boys in proposed protection mechanisms.

4 Analysis, selection and comparison of measures to be taken

Definition of the phase

During this phase, the personnel develop the plan in accordance with the MOA selected by the force commander. It prepares orders and instructions to force elements such as infantry battalions.

MGA Involvement

With the U9 office (CIMIC), coordinate with the mission's civilian and police components and NGOs on protection efforts for the selected MOA and the coordination mechanisms to be implemented.

Discuss with the engagement platoon and focal points the tasks they could perform to support the selected MOA and include their tasks in orders to subordinate units.

Contribute to the definition of pre-alert mechanisms if required.

5 Decision and production of order of operations

Definition of the phase

In this phase, subordinate units confirm to the staff that they understand the plan and have the resources to accomplish it, or they suggest modifications based on their interpretation of the situation at the tactical level.

MGA Involvement

Gather plan development requirements and support/resource needs from the focal point and engagement platoons.

Step 1 – Ten key questions for conflict analysis from a gender perspective

Understanding Gender Norms and Behaviours

1. What roles do people of different gender play in a given community?
2. What are the prevailing gender norms for different social groups?
3. How are people's actual behaviours compare to gender norms?

Gender Analysis of Conflict

4. How do conflicts shape and/or change norms of masculinity and femininity?
5. How do conflicts affect men, women and sexual and gender minorities (SGMs) and their gender roles in their diversities (women leaders, political actors, right defenders, activists, women ex-combatants, young women, etc.)?
6. What roles do men, women, and SGMs play in the conflict?
7. What roles do men, women, and SGMs play in peacefully resolving the conflict?
8. How do gender norms and behaviours determine how violence is used? by who ? and against whom?
9. Do norms of masculinity and femininity fuel conflict and insecurity?
10. Are there norms around masculinity and femininity that (could) help build or facilitate peace?

Step 2 – MGA support to mission analysis

Identify in the protection of civilians plan how to integrate the following elements of resolution 1325:

- **Participation:** The active participation of women in the peace process, decision-making and political life.
- **Prevention:** Consider the particular situation of men, women, boys and girls when implementing conflict prevention measures and their participation in conflict management.
- **Protection:** The particular needs of women, girls, men and boys for protection.
- **Support and Recovery:** The particular needs of women, girls, men and boys in support and recovery operations. It is about taking into account the needs of women, girls, men and boys during repatriation, resettlement, reintegration and reconstruction, as well as supporting the initiatives of local women's groups. These points are an integral part of this fourth pillar.

Identify risks and vulnerabilities based on the gender of the civilian population and the mitigation mechanisms to consider.

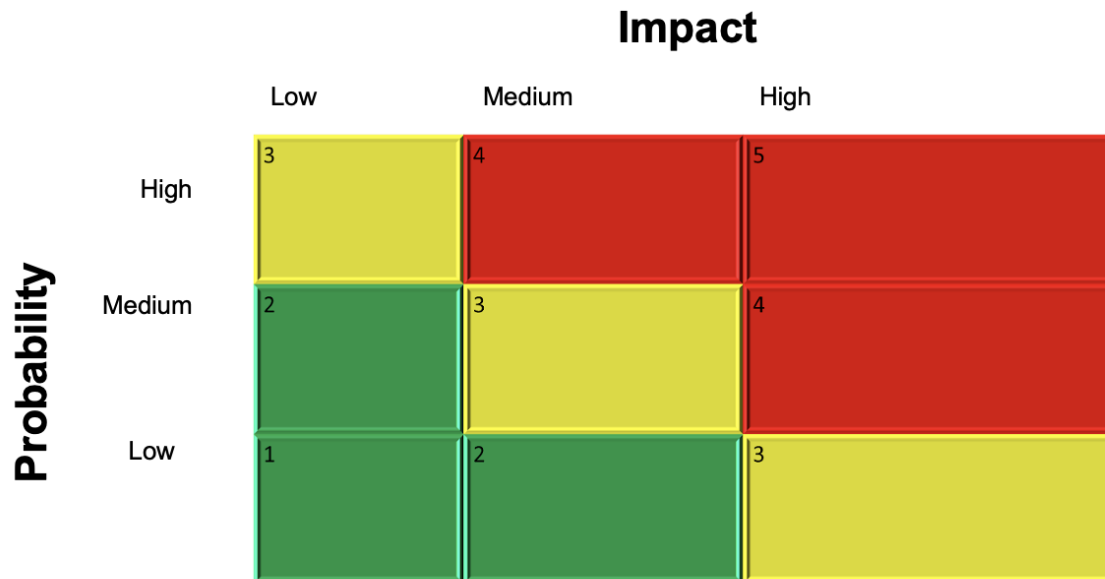
How will the related operations/tasks affect different people in the area?

- For example, if military personnel from the UN mission deploy outside the camp regularly, what impact will this presence have on the freedom of women and girls to move outside the camp?

Who are the people and influential groups in the civilian community who can facilitate the achievement of mission objectives?

Step 2 – Analyse the mission

Identify gender-based risks and vulnerabilities of the civilian population



- The risk analysis grid is used to assess the probability that the population will be the victim of a threat and the impact that this threat will have on the population.
- Once the assessment is done, it will be easier to identify priorities for the protection of civilians plan.
- The objective is to identify priority protection mechanisms for threats where the population is more vulnerable and whose impact is higher (zones 4 or 5).
- Then direct resources towards identifying protection mechanisms for threats in areas 3.

Step 2 – Identify the issue and mission analysis

Example of identifying mitigation mechanisms

You need to identify the vulnerabilities of the population as well as the mechanisms for mitigating and aggravating these vulnerabilities. You will need to take these factors into account in the mission analysis.

Examples of vulnerabilities by category and decreasing level of importance (IDP camp)

Women in the camp

They are vulnerable outside the camp on a daily basis when they have to fetch water and wood.

They are vulnerable inside the camp if they are single mothers.
They are sexually abused by adolescents.

Girls in the camp

They are vulnerable because the school is located outside the camp. They are subject to sexual violence by armed groups but also to exploitation by the military or security forces of the host country.

Inside the camp, they are vulnerable to sexual violence if their family does not have a man or adolescent able to defend them.

Men in the camp

They are vulnerable when they have to move outside the camp.

Boys in the camp

They are victims of daily physical violence and impromptu attacks by armed groups because they have to carry out men's tasks such as herding cattle.

They are also physically abused inside the camp when they are in their pre-adolescence to prevent them from taking too much power in the management of resources.

Male staff of a non-governmental organisation

They are physically abused while between their base of operations and the IDP camp.

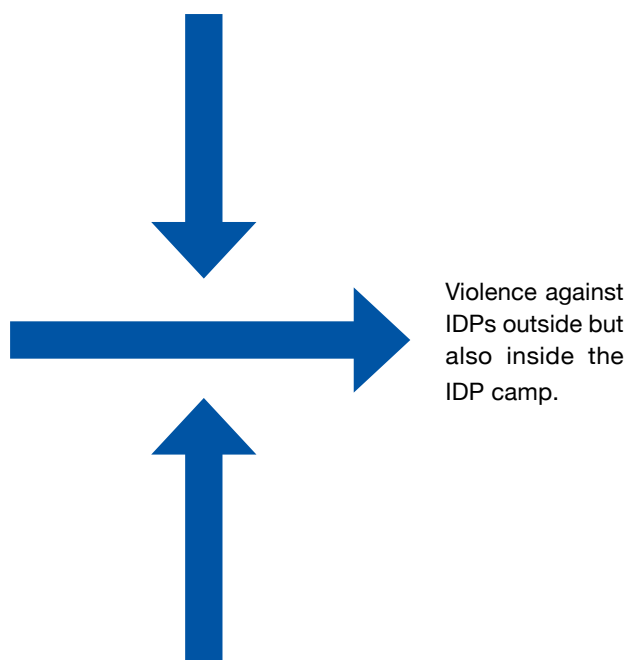
Female staff of a non-governmental organisation

They are victims of physical and sexual violence during their transport between their base of operations and the IDP camp.

Examples of factors reducing vulnerabilities and the use of violence

Presence of non-governmental organisations to address the specific needs of men and women.

Presence of customs and traditions of conflict resolution at the local level that includes the participation of women.



Examples of factors increasing vulnerabilities and the use of violence

Limited resources in the area led villagers to protect access to lands for their own herds and access to water for their village members.

No schools in the displacement camp forced children to travel outside the village alone.

The patriarchal society restricts women's right to own land for cultivation.

Step 3 – Definition of the plan

The three components of the United Nations Protection of Civilians Plan

Component 1 – Protection through the political process

This is what the military component can do to support the protection component through the political process:

- Participate in meetings with all protection of civilians interlocutors outside the mission, such as NGOs, local and international organisations and host country security forces, to exchange information on the protection of civilians tasks.
- Sensitise local security forces on the obligation and their primary responsibility to intervene to protect civilians.
- Facilitate meetings with UN mission interlocutors. This will facilitate a coordinated approach to the overall mission planning and preparation.
- Deploy engagement platoon patrols to interact with potential offenders to encourage conflict resolution and dialogue.
- Deploy engagement platoon patrols with the aim of meeting with vulnerable communities, specifically seeking to engage with key leaders. To meet the protection needs of women and girls, a gender-sensitive approach should also ensure that contingents deployed to areas of operations where conflict-related sexual violence (CSRV) has occurred and encouraged to deploy military personnel who can improve access to women and girls to identify and anticipate threats, risks and vulnerabilities and respond accordingly.

Component 2 – Protection against physical violence

This is what the military component can do to support the protection against physical violence component:

- If civilians are threatened with physical violence, it is necessary to provide a response that is robust, adequate and consistent with the mandate of the peacekeeping mission. This may include the following elements: a show of force (e.g. deterrence), the interposition of force between (armed) actors and civilians, and direct military action against armed actors with clear hostile intent to harm civilians.
- Civilian protection tasks are not only carried out in the face of a hostile actor. They also involve supporting humanitarian action for communities in need. Accordingly, UN infantry battalions must provide convoy escorts to humanitarian actors following mission standard operating procedures.

Component 3 – Establishment of a protective environment

This is what the military component can do in concrete terms in support of the component of the establishment of a protective environment:

- Based on its assessment of the protection of civilians, the continuous acquisition of information and its indicator and alert system, the unit adopts a credible and proactive position, posture and profile to deter threatening actors from attacking civilians.
- Establish a proactive patrol plan in areas where population groups are deemed vulnerable.
- The unit is ready to evacuate the civilian population if necessary.

Taken from the manual for the use of United Nations infantry battalions (UNIBAM), January 2020.

- The unit notifies higher HQ of any increased threat to civilians in its area of responsibility, facilitating the overall mission response.
- In accordance with the UN Infantry Battalion Manual (UNIBAM), it is also the responsibility of UN infantry battalions to establish security conditions that will facilitate the work of humanitarian actors. To develop such conditions, the UN infantry battalion must conduct operations that go beyond those directly requested by humanitarian actors. Establishing observation posts, checkpoints, and frequent and proactive patrols along supply routes are examples of operations a battalion has to conduct to create safe conditions.

The abbreviated version of a gender analysis

Access – the obstacles or difficulties that certain population segments may have in accessing power, resources and the planned programme or activities. For example:

- How to ensure representative and meaningful participation of each population segment (at least women, men, girls and boys)?
- Is the place where the activity is held inaccessible to part of the population, or does it represent a danger?
- Is the time at which the activity takes place unsuitable for part of the population or represents a danger?

Impact

- What impact will the planned programme or activity have on each population segment?
- Are certain segments of the population (e.g. women, girls, boys) more positively or negatively affected by the planned project or program?
- Will the planned programme or activity negatively impact the power relationship within the population?

Persons in authority – which civilian actors are necessary for the success of your operation.

- What dynamics of influence exist within each segment of the population?

3 Operational Order – Gender Annexe Proposal Format

Notes regarding the gender annexe:

1. The gender annexe aims to provide guidance to the SHQ Military Gender Advisors (MGA), the Military Gender Focal points (MGFP), and the Female Engagement Platoons (FEP). It should provide the result of the gender-sensitive conflict analysis and the gender analysis carried out to support the planning of the operation.
2. The tasks entrusted to the SHQ MGA, the MGFP and the FEP should be included in the main operational order document, not in the annexe, as these elements aren't under the command of the FHQ MGA.
3. Ensuring gender-sensitive approaches is part of the military component tasks and should also be included in the main operational order.
4. The request for information to the SHQ military gender advisor, the Military Gender focal points and the Engagement platoon should be part of the main operational order document as it is a task controlled by the U2 Peacekeeping intelligence office.
5. The resources required for the military component to be gender-responsive have to be included in the U4 logistic support annexe and the finance annexe.
6. The gender annexe could have the following appendices:
 - a. Conflict-Related Sexual Violence
 - b. Sexual Exploitation and Abuse
 - c. Gender and Age markers
 - d. Reporting format to measure military gender responsiveness (disaggregated data)
7. The gender annexe should include at least the following information:

Annexe Rr - Gender Perspective

References:

- A. Findings of the FHQ gender analysis relative to the Operational order.
- B. Mission Military Gender Strategy

Situation

1. Provide a summary of the FHQ gender analysis considered during the operations planning.
2. Indicate specific considerations that the military components need to take into account to be gender-responsive during the conduct of the operation.
3. Provide a summary of what the UN civilian and police components are doing that is impacting and could enhance the gender responsiveness of the military component.

Execution

4. Commanders' intent

- a. Explain the Force Commander's intentions regarding Gender responsiveness in accomplishing the mission. (This para needs to be approved by the Chief U5 (planning)).
- b. What are the expectations of the Force Commander in terms of:
 - (1) Participation of women and gender minorities and civil societies during the conduct of the operations and afterwards and what is required to facilitate it.
 - (2) Specific vulnerabilities of men, boys, women, girls and gender minorities need to be considered during the conduct of the operation.

5. Conduct of Operations

- a. General

For each phase of the operations, explain what needs to be considered for the military component to be gender-responsive. For example, what are the specific gender-based vulnerabilities and how to facilitate the participation of each gender in the success of the phase.

 - (1) Phase 1: XXX
 - (2) Phase 2: XXX
 - (3) Phase 3: XXX

6. Tasks

- a. The expected tasks for the SHQ MGA, the MGFP and the FEP could be specified. THESE TASKS ALSO NEED TO BE PART OF THE MAIN OPERATIONAL ORDER DOCUMENT.
- b. Tasks regarding expected monitoring, assessment and reporting regarding gender and age markers should be detailed here.

7. Coordinating Instructions

- a. Define which type of coordination is required with the UN civilian and police components.
- b. Define which type of coordination is required with order branches such as U9 CIMIC, info ops, and U4 logistics.
- c. Define which type of coordination is required with the Non-Governmental Organisations (NGOs).
- d. List the report required from the SHQ MGA and MGFP (format and timeframe).
- e. Indicate if the mission component needs specific training before the operations to be gender-responsive. Such as cultural and gender specificity to be considered when interacting with the civilian population during an operation.

Service Support Command And Signal

8. Indicate which specific equipment and logistic support are required for the military component to be gender responsive and what has already been done by the U4 logistics, U6 communication and the finance officer.
9. Provide a primary point of contact in relevant organisations to be considered by the SHQ MGA, the MGFP and the FEP.

Appendix 1 Of The Annexe RR – Conflict-Related Sexual Violence (CRSV)

1. **Background.** Any analysis of CRSV must be based on the particular context, using unbiased information, comprehensive and balanced evidence/information-gathering processes and avoiding assumptions. This unbiased information-gathering and analysis are vital to identify causes and preventive measures.
2. **Addressing CRSV.** CRSV may occur after a conflict or as a deliberate tactic invariably employed to achieve a broader objective, often to dominate, destabilise and subdue an opposing population. Not only is CRSV illegal, but its effects can hinder the social and societal development of the subject nation or people¹. It can prolong the conflict and make achieving a stable peace process and effective nation-building much more difficult. As such, the VSLC must be identified, countered and defeated like other military threats.
3. In developing the appendix, conducting the analysis by asking yourself the following questions may be helpful. Is CRSV:
 - a. A strategy of warfare?
 - b. A strategy within armed groups?
 - c. A result of the breakdown of public order?

And then consider how it should be addressed.

¹ Developed societies can be more vulnerable to SGBV as they are used to a high level of law and order and civil protection. The shock of the loss of order, structure, security and good living standards being replaced by violence and uncertainty can easily lead to or be exacerbated by SGBV, leading to a more rapid collapse of society.

4. In the development of this appendix, it is important to understand and apply the definitions which you will use when analysing the operational environment:

Defines sexual violence. It could be the following “Sexual violence refers to acts of a sexual nature against one or more persons or that cause such person or persons to engage in an act of a sexual nature by force, or by threat of force or coercion, such as that caused by fear of violence, duress, detention, psychological oppression or abuse of power, or by taking advantage of a coercive environment or such person’s or persons’ incapacity to give genuine consent.”²

5. Developing the Content of the annexe

- a. **Types of Sexual Violence.** Focus here should normally be on Conflict-Related Sexual Violence (CRSV), described in UN terms as Sexual Violence with a direct or indirect (temporal, geographical or causal) link to a conflict. Examples of which elements of CRSV might need to be addressed include:

- (1) Rape
- (2) Forced prostitution
- (3) Human trafficking
- (4) Abductions, sexual slavery
- (5) Harmful traditional practices – Female genital mutilation, early/forced marriage, honour killings
- (6) Forced sterilisation, enforced pregnancy
- (7) Mutilation of sexual organs
- (8) Inappropriate medical examinations
- (9) Indecent assault
- (10) Strip searching

- b. **Possible military tasks and actions to combat/prevent/address CRSV:**

- (1) Preventive physical protection: Armed patrols and escorts
- (2) Joint Protection Teams (JPTs)
- (3) Quick Impact Projects (QIPs)
- (4) Deterrent tasks, including through visible presence
- (5) Cordon-and-search operations
- (6) Community liaison
- (7) Securing the environment for the delivery of humanitarian aid
- (8) Gender-sensitive design and management of camps
- (9) Public information: Monitoring, reporting, behavioural change communication
- (10) Reviving the political process: Electoral security for women
- (11) Restoring rule of law: Fostering gender justice
- (12) Gender-Sensitive DDR/Demilitarisation and Ceasefire Monitoring
- (13) Gender-sensitive justice and security sector reform

² In the Report of the Secretary-General, pursuant to Security Council resolution 1820, it is stated: “In a number of contemporary conflicts, sexual violence has taken on particularly brutal dimensions, sometimes as a means of pursuing military, political, social and economic objectives.”

- (14) Non-combatant evacuation operations
- (15) Counter-human trafficking operations
- (16) Ensuring women in detention are correctly treated
- (17) Early warning for peacekeeping intelligence

c. Potential Organisational Actions to Combat Sexual Violence

- (1) Good leadership backed by a strong C2 structure
- (2) Integrating effective responses against sexual violence into the planning and execution
- (3) Understanding the links between sexual violence and the restoration of peace and security
- (4) Willingness and means to patrol and operate in unconventional space
- (5) Consultation with all segments of the community
- (6) Incentives that recognise and reward successful initiatives to combat sexual violence
- (7) Training of medics and MPs in response to survivors of rape
- (8) Effective coordination between military and other protection stakeholders
- (9) Operational scenario-based pre-deployment and in-mission/refresher training
- (10) Role-modelling and capacity-building to help leave a legacy of security for women and girls
- (11) Gender balance in the creation and deployment of forces
- (12) Gender awareness training programs for the force based on UNSCR 1325 and related resolutions
- (13) Development of a sustainable internal and external complaints system
- (14) Effective development of SOPs, TTPs and FRAGOs

Appendix 2 of The Annexe RR - Monitoring And Reporting

1. **General.** Monitoring and reporting are key elements to ensure that the implications, effects and unintended effects of our/others' actions (and inactions) are correctly recorded to allow remedial action to be taken and lessons to be learnt.
2. **Merged and Standalone Reporting.** Reports on gender perspective should not normally be standalone. Reporting requires dedicated resources, and its results must be retrospectively merged with others. The gender perspective should be embedded into the overall force monitoring and reporting system (thus complementing the gender mainstreaming concept). Most often, this can be achieved by studying the existing system and ensuring that the questions and analysis on which the system is based reflect the gender perspective. This may be possible through simple actions such as replacing terms like "people" and "population" with "men, women and children". The key will be to identify and elaborate on differences in security risks women and men face due to reporting activities and to report on trends relating to incidences of sexual violence against women and girls where they occur.

3. **UNSCR 1325.** When considering the mission parameters, it will be important to ensure the implementation of adequate reporting and monitoring mechanisms regarding UNSCR 1325 and other related resolutions. To this end, liaison with other national and international organisations monitoring the gender perspective (directly or indirectly) and exchanging authorised data must be considered.
4. In addition to regular reporting procedures, reports may include oral briefings, progress reports, or thematic reports.
5. **Oversight.** Developing a gender equality monitoring and accountability system should be implemented as early as possible in the operation.
6. **Other Monitoring and Reporting Considerations**
 - a. Use gender-disaggregated data in all reporting requirements (consider child soldiers if appropriate).
 - b. Consultation with local women, gender minorities and women's organisations as part of information-gathering activities to build a comprehensive overview of the security situation.
 - c. Consult with women and gender minorities, and consider inviting them to contribute to establishing verification mechanisms and joint monitoring commissions.
 - d. To help ensure monitoring and reporting reflect gender perspective, consider the following:
 - (1) Employ joint assessment teams to determine patrolling routes in consultation with local women to ensure that the routes most used by women are effectively monitored, reported, and given adequate priority.
 - (2) Deploy mixed teams of military personnel for monitoring and verification activities.
 - (3) Deploy female uniformed personnel to support collecting and disseminating non-sensitive information on military activities that specifically target local women.
 - (4) Include female interpreters in groups of local interpreters recruited to balance and strengthen communication and reporting.
 - (5) Use mixed teams of military investigators to enhance monitoring and interaction with the local population.
 - (6) Create mapping for specific gender-related incidents.

4 Force Commander Morning Brief

Facilitators instructions

1. Divide the class into 4 teams, each representing a UN mission:
 - 1) MONUSCO in the Democratic Republic of the Congo;
 - 2) UNMISS in South Sudan;
 - 3) MINUSCA in the Central African Republic; and
 - 4) MINUSMA in Mali.
2. In turn, during one morning per team, each team will be responsible for representing the following participants at the Commander's morning briefing of the force;
 - a. U2 – Military Intelligence.
 - b. U3 – Operation
 - c. U4 – Logistics
 - d. U9 – Civil-Military Cooperation
 - e. Information operations
 - f. Military Gender Advisor
3. Each team will be given the problem at the end of day 5, which must be presented to the Force Commander. The team must answer the following questions by presenting one slide per office (U2, U3, U4, U9, MGA and Information Operations) and explaining the concept in less than one minute per office.
4. The questions to answer are:
 - a. U2 – What are the leading causes of the problem you are trying to solve?
 - b. Military Gender Advisor – Do you need to challenge gender attitudes and practices in this context?
 - c. U9 – Are there systems, institutions, laws or policies, or other material factors that need to be considered because they reinforce certain harmful gender norms?
 - d. Information Operations – Within this community, with whom do you need to interact within the framework of the project?
 - e. U3 – What actions can you recommend? How do you plan to change the situation?
 - f. U4 – What are the logistical challenges you could eventually face?
5. A facilitator or a person external to the course, if possible someone with military experience at the rank of Colonel, will play the role of the Force Commander. They will give feedback to participants on their ability to provide a military briefing.
 - a. On day 6, the Force Commander's feedback will focus on the following elements of the team's presentation:

- i. Quality of analysis - Did the argument include facts to support the proposed courses of action?
 - ii. Accuracy - Was the presentation concise and directly addressed the Force Commander's question?
 - iii. Supporting material - Was the supporting material appropriate and kept the Force Commander's interest?
 - b. On day 7, the Force Commander's feedback will focus on the following elements of the team's presentation:
 - i. Quality of delivery – Use clear, jargon-free language appropriate to the audience and free from bias.
 - ii. Logic – The argument presented is in a sequence that allows for a tangible understanding of the problem and solutions.
 - iii. Confidence – Do the presenters understand their presentation and demonstrate confidence in explaining their arguments?
 - c. On day 8, the Force Commander's feedback will focus on the following elements of the team's presentation:
 - i. Conciseness - The briefing respected the time allocated by the Force Commander (15 minutes)
 - ii. Good command of the topic - The team thoroughly and in detail answers the questions.
 - iii. Effective conclusion - The team conducts a solid conclusion summarising the presentation and reinforcing the key message(s).
 - d. On day 9, the Force Commander's feedback will focus on the following elements of the team's presentation:
 - i. Active listening – The team actively listens and adjusts its presentation based on verbal and non-verbal feedback from the audience.
 - ii. Focus on facts – The team is honest and open-minded, ensuring that facts are accurate and up-to-date, assessing and addressing the needs of different audiences.
 - iii. Audience-Friendly Language – Using clear, jargon-free language that is audience-friendly and unbiased.
- 6. Participants will be provided with a guide outlining the crucial factors to consider when delivering a military briefing and highlighting what each branch needs to consider when incorporating a gender perspective.
- 7. Participants must hand in the gender-sensitive conflict analysis that helped them find the answers to the Force Commander.
- 8. After the Force Commander gives feedback, facilitators will provide their input on the following elements:
 - a. Gender-sensitive conflict analysis (revise this in the evening after the presentation and deliver written feedback to the team presenting the following morning).
 - b. The food for thought in Annexe C.
 - c. Ask participants of the presenting team which behaviours they aim to reinforce or modify with their modes of action and how they plan to do so.
 - d. Ask participants of the whole class which irrational behaviours studied in lesson 3.1 should be considered in the proposed courses of action (suggestions included in Annexe C).

Annexe A Scenario for each team

Scenario MONUSCO – DDR / Mai-Mai

Actors responsible for implementing disarmament, demobilisation and reintegration (DDR) programmes for former combatants have found that, in some cases, perceptions of masculinity significantly affect their programmes' success.

A study conducted among ex-combatants, their communities, and DDR program staff in the Democratic Republic of the Congo (DRC) revealed that male combatants were instructed to develop a challenging and impenetrable exterior, both physically and emotionally, due to their training and combat exposure. It appears that some men who have been part of paramilitary organisations or guerrilla groups have experienced challenges when trying to reintegrate into civilian communities. In their previous roles, being a “good man” meant engaging in armed conflict. However, financially providing for one’s family is considered an important aspect of manhood in a civilian setting. This expectation shift can be difficult for many veterans, who may struggle to adapt to this civilian man ideal.

The personnel in charge of implementing DDR programmes in the DRC have noted that male ex-combatants are often responsible for domestic violence. It appears that this behaviour may be linked to the traumas they have suffered and the militarized version of masculinity they have internalised during their time as combatants. While a high percentage of armed group combatants are women, few opt for DDR programmes. The participation of women in armed violence is often perceived as a deviation from the societal gender norms imposed upon them. As a result, female ex-combatants tend to be stigmatised, which makes it harder for them to reintegrate into their communities.

Task

The Force Commander of the United Nations Organisation Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) asks you to suggest courses of action for the military contingent for the DDR of the Mai-Mai groups.

Consider answering the following questions:

- a. U2 – What are the main causes of the problem you must try to solve?
- b. Military Gender Advisor – Do you need to challenge gender attitudes and practices in this context?
- c. U9 – Are there any material factors that need to be considered because they reinforce certain harmful gender norms, such as existing systems, institutions, laws, or policies?
- d. Information Operations – Within the framework of the project, with whom do you need to interact within this community?
- e. U3 – What actions can you recommend? How do you plan to change the situation?
- f. U4 – What are the logistical challenges you could face?

UNMISS Scenario – Livestock theft

The matter of livestock theft in various areas of South Sudan has been giving rise to discord within and between communities. In recent years, the situation has deteriorated due to the proliferation of small arms, leading to deaths associated with such theft. Livestock theft sparks retaliation and violent cycles, resulting in numerous casualties and fatalities.

Livestock theft is associated with traditional gender norms. For adolescent males, owning a gun or participating in such an operation is considered a rite of passage. Such actions are seen as symbols of masculinity and virility that can give men social status. It is customary for young men to bring a certain number of animals to their bride's family before getting married. Young men are not truly considered "men" until they are married.

In numerous parts of South Sudan, women sing tunes with the intention of shaming men who have not engaged in livestock theft or failed to bring back animals. Conversely, they sing songs to honour those who have succeeded in these endeavours. This association between masculinity, weapons, cattle, and marriage incentivised young men to participate in violent activities.

Task

The Force Commander of the United Nations Mission in South Sudan (UNMISS) asks you to suggest courses of action for the military contingent to reduce and prevent livestock theft and related violence in a pastoral community in South Sudan.

Consider answering the following questions:

- a. U2 – What are the main causes of the problem you must try to solve?
- b. Military Gender Advisor – Do you need to challenge gender attitudes and practices in this context?
- c. U9 – Are there any material factors that need to be considered because they reinforce certain harmful gender norms, such as existing systems, institutions, laws, or policies?
- d. Information Operations – Within the framework of the project, with whom do you need to interact within this community?
- e. U3 – What actions can you recommend? How do you plan to change the situation?
- f. U4 – What are the logistical challenges you could face?

MINUSCA Scenario – Arrest or disarmament of criminal groups in Bangui

Residents of PK5 have been urging MINUSCA to intervene and stop the predatory activities of criminal gangs in the area. The local population has been subjected to significant abuses by these gangs, including extorting merchants, attacking civilians, and preventing the return of state authorities.

Prior to the operation, these criminal groups were given the option of voluntarily disarming, which would have allowed some of their members to benefit from socio-economic programmes with the broader community. However, the group leaders refused this option, even after community leaders conducted mediation sessions.

Previous military operations of the government forces and MINUSCA against the bases of several criminal groups have resulted in arrests and the seizure of weapons, ammunition and drugs. The individuals apprehended were subsequently handed over to the Central African judicial authorities.

Joint operations will continue until the PK5 criminal groups are dismantled or otherwise disappear.

The community must refrain from taking matters into their own hands by resorting to mob justice against criminals, no matter how severe their offence. Instead, it is encouraged for individuals to promptly inform the appropriate authorities, such as MINUSCA representatives or government officials, of the criminal's location to facilitate their arrest and subsequent legal actions.

Task

The Force Commander of the United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA) asks you to suggest courses of action to improve joint disarmament and arrest operations targeting criminal groups in the PK5 district of Bangui which are carried out jointly with the Central African Defense Forces (FACA), the Internal Security Forces (ISF) and MINUSCA.

Consider answering the following questions:

- a. U2 – What are the main causes of the problem you must try to solve?
- b. Military Gender Advisor – Do you need to challenge gender attitudes and practices in this context?
- c. U9 – Are there any material factors that need to be considered because they reinforce certain harmful gender norms, such as existing systems, institutions, laws, or policies?
- d. Information Operations – Within the framework of the project, with whom do you need to interact within this community?
- e. U3 – What actions can you recommend? How do you plan to change the situation?
- f. U4 – What are the logistical challenges you could face?

MINUSMA Scenario – Reduction of Community Violence

Many men in Mali face challenges in fulfilling their traditional gender roles of providing economic well-being and physical security for their families due to the prolonged conflict and economic hardships. Upon returning home, several displaced and refugee men have observed that women are now taking up the previously reserved roles for men.

In Mali, the tribal system associates virility with ageing, while a select few male elders typically hold power and status. To become an elder, young men can demonstrate respectable behaviour and fulfil socially valued roles such as getting married, having children, and being employed. Unfortunately, due to high levels of unemployment and insecurity, it is becoming increasingly difficult for young men to attain this esteemed status.

Young men may see joining an armed group as a way to secure their economic survival and gain social status and power, which can serve as an alternative route to traditional masculinity. Additionally, there is a belief that defending one's masculinity can create conflict between communities, as unemployed men compete for acceptance and status. Malian women have also played a role in perpetuating this idea of masculinity by cooking meals for militias and shaming men who have lost in clashes.

Task

The Force Commander of the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) asks you to suggest courses of action to prevent the occurrence of conflicts between different tribes and communities, as well as discourage the recruitment of young men by armed groups in Mali.

Consider answering the following questions:

- a. U2 – What are the main causes of the problem you must try to solve?
- b. Military Gender Advisor – Do you need to challenge gender attitudes and practices in this context?
- c. U9 – Are there any material factors that need to be considered because they reinforce certain harmful gender norms, such as existing systems, institutions, laws, or policies?
- d. Information Operations – Within the framework of the project, with whom do you need to interact within this community?

- e. U3 – What actions can you recommend? How do you plan to change the situation?
- f. U4 – What are the logistical challenges you could face?

Annexe B –Pro-forma for military briefings (Already formatted Lesson 3)

Aide-mémoire for Military Briefing

The military briefing is a means of presenting information to commanders, personnel or other designated audiences. The purpose of the briefing determines the techniques used, the desired outcome and the role of the briefing leader. The purpose of this document is to describe three types of briefings:

- 1) Information
- 2) Decision
- 3) Follow-up

Briefing – The person giving the briefing must master the following elements:

1. Use clear language, jargon-free, adapted to that of the audience and devoid of prejudice;
2. Ensure that their pronunciation and elocution are clear;
3. The content of their presentation was developed expressly for reading aloud (and not for presentation in writing);
4. Its flow is natural;
5. Their posture is good;
6. They maintain eye contact with the audience;
7. Their ideas are organised, fleshed out and supported to achieve a clear goal;
8. They are honest and open-minded, ensure facts are accurate and up-to-date, and assess and meet the needs of different audiences;
9. They use materials to keep the audience interested;
10. They answer questions thoroughly and in detail;
11. It leads to a firm conclusion in which the presentation is recapped and reinforces the message(s); and
12. They listen actively and adjust their presentation considering verbal and non-verbal feedback from the audience.

A briefing has three steps:

1. First step: Analyse the situation. This includes an analysis of the audience and timing of the briefing:
 - a. Who is the briefing for, and why? (The purpose determines the nature of the briefing);
 - b. How familiar is the audience with the subject of the briefing?
 - c. What is expected of the briefing officer?
 - d. Should they present facts or make a recommendation?
 - e. The duration established for a briefing governs the style, material facilities and preparations required; and
 - f. Consideration should be given to the availability of physical facilities or visual aids.

2. Second step: Develop the briefing. The elaboration of the briefing varies according to its type and purpose. These are based on analysis. Here are the main steps in preparing a briefing:
 - a. Gather data;
 - b. Know the subject thoroughly;
 - c. Define the key points;
 - d. Order key points logically;
 - e. Provide data that substantiates the validity of the key points;
 - f. Choose visual aids;
 - g. Write the text; and
 - h. Read the briefing in front of an informed person who can assess it.

3. Third step: Give the briefing. The success of a briefing depends on its presentation. The briefer should be: confident, relaxed, natural, speak forcefully, articulate and master the subject. The briefing should be characterised by conciseness, objectivity and accuracy. The briefer should be aware of the following:
 - a. The introduction and summary should be short;
 - b. Demonstrate logic in drawing conclusions and making recommendations; and
 - c. The briefer may be interrupted by questions from the audience. They must answer each question or declare they will respond later. When they present the information, they should refer to the question that was asked. They must be ready to justify their briefing. They must anticipate possible questions and be prepared to answer them.

Model Information Briefing

1. Introduction: Address the person(s) for whom the briefing is intended. Introduce yourself and the team/unit/organisation;
2. Purpose and scope: Begin by outlining the briefing, explaining the purpose and scope of the briefing;
3. Outline or procedures: Summarise the key points and the general method used. Explain any special procedures (demonstrations, exhibits or tours);
4. Body of the briefing: Present the main ideas in logical order. Use visual aids correctly to emphasise the main ideas. Plan effective transitions between the main ideas;
5. Questions: Be ready to answer questions at any time; and
6. Conclusion: Ask if there are any questions. Briefly recap the main ideas.

Sample Decision Briefing:

1. Introduction
 - a. State the type and purpose of the briefing;
 - b. Briefly state the problem to be solved; and
 - c. Make recommendations.

2. Body
 - a. State the key factors influencing the problem;
 - b. Indicate the relevant facts that could influence the decision;
 - c. Present positive and negative facts objectively;
 - d. Indicate the assumptions that had to be made to fill the gaps in the evidence;
 - e. Indicate action plans;
 - f. Discuss the various possible solutions;

- g. Do an analysis; and
 - h. State the criteria that will be used to evaluate how to solve the problem (selection and evaluation).
3. Conclusion
- a. Explain why the chosen solution is the best;
 - b. Questions;
 - c. Restate the recommendation so it can be approved or rejected; and
 - d. Ask for a decision to be made.

Annexe C – Probable Solution

Case Study Information – Livestock Theft in South Sudan

Step 1 - Understanding the problem

- a. Boys' socialisation aims to normalise the use of violence and 'bravery', which results in inter-communal conflict and fighting over limited resources such as grazing land. Boys are socialised from an early age to defend their families' land holdings and are valued for their role in protecting their communities, which often includes launching pre-emptive attacks against other communities.

Step 2 - Understanding gender needs and roles

- a. Women are not only victims; they also promote violence by singing songs encouraging inter-communal violence, along with older men encouraging young men to fight against other communities.
- b. Women and girls have limited autonomy to decide on matters affecting their lives, including who to marry and when. A girl or woman is primarily considered the property of men, who must pay a dowry to her parents, mainly in the form of livestock. Because of this custom, parents tend to view their daughters as a source of income.
- c. Older men encourage younger men to go out and fight.

Step 3 - Understanding social norms

- a. The use of sexual violence, which disproportionately targets women and girls, and violent retaliation against other communities are becoming normalised. Family and community livelihoods are ruined as a result of these inter-communal attacks.
- b. Traditionally, the demand for a woman's hand is made with the payment of a dowry, which determines the bride's wealth/value. This custom becomes a factor of conflict related to livestock. It turns women into commodities and further marginalises women and girls, reinforcing their secondary status in society. It also creates this system in which men are valued primarily based on the wealth of the woman they can marry.
- c. Sexual violence (e.g. rape) is common and normalised in these communities.

Step 4 - Propose solutions

- a. Design an early warning system to alert the police to intervene. One of the warning signs of cattle raids is that young men pick up water bottles and hang them around their waists, indicating that they are planning to raid a distant camp. The youth in the camps now know how to map potential threats from other youths and report them to the police. The police then alert Payam and Bomas leaders and local peace and justice committees composed of youth and women.
- b. Women play a key role in the evolution of society. They can have a positive or negative influence. For example, women often compose songs inciting young men to take revenge or steal cattle. If they wish to

encourage the restoration of peace, they may join with women from different sides of the conflict to sing songs calling for peace. When women personalise the suffering they have experienced, it emotionally impacts the men in their community. Talking about gender-based violence or the loss of a husband, brother, or son can stop the desire for violence and revenge.

- c. More generally, women's participation and support in conflict prevention and resolution efforts at local and national levels is increasingly recognised as a key element in ensuring that peace talks and agreements reflect the majority's concerns and enjoy broader public legitimacy and support.

5. Irrational behaviours to consider in courses of action

- a. Environmental impact of people's decision.
- b. Gender equity is not a zero-sum game.

<https://publications.iom.int/system/files/pdf/A-Boy-Should-be-a-Fighter.pdf>

Case Study Information – DDR of Mai-Mai groups in the DRC

Step 1 - Understanding the problem

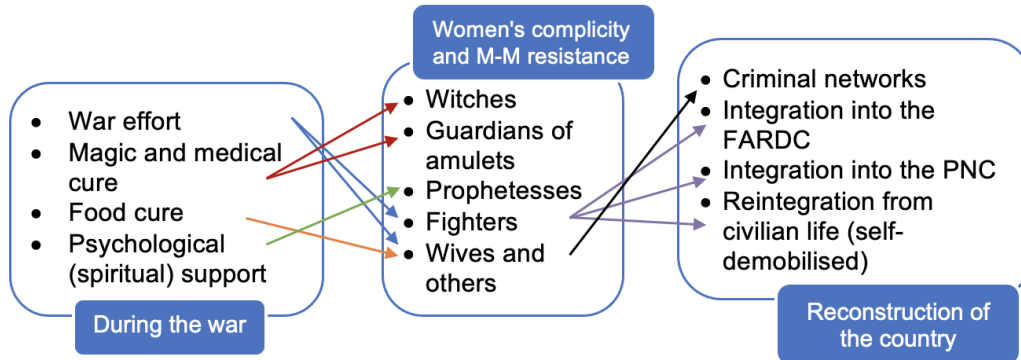
- a. Many armed groups characterise the East of the Democratic Republic of Congo. These groups developed during the armed and tribal-ethnic conflicts from 1996 to 2003. These armed groups have been the main vectors of insecurity, sexual violence, theft, looting of property, destruction of socio-economic infrastructure, loss of social cohesion between tribal communities, impoverishment of the population, internal displacements, the multiplication of sexually transmitted diseases, recruitment of children into armed groups, gender-based sexual violence, forced marriages and pregnancies, socio-economic exploitation of girls and boys as well as women, etc. Women are part of armed groups in South Kivu, North Kivu, Maniema and Ituri provinces.
- b. The women participated in the Mai-Mai armed groups under the identity of Merida and Witch. Still, none of them was a warlord, major, colonel or general in the Mai-Mai army. These women have held other secondary positions in these armed groups. During the country's reconstruction, they were excluded from the peace process. They have suffered discrimination, prejudice and stereotyping, sexual violence and gender norms. The DDR process recognised them less during the reconstruction period.
- c. Women and girls were mainly omitted from the lists of combatants in the DDR process. Most of the Merida have reintegrated informally, with little formal reintegration into the civilian life of the community. Some remain problematic in the community as they are poorly perceived, and others have returned to marital and everyday life.

Step 2 - Understanding gender needs and roles

- a. Mai-Mai magico-religious beliefs are hostile to women's direct participation in local resistance. The rites are veritable schools of virilisation where combatants internalise gender norms and codes of conduct. These spaces promote the model of patriarchy and androcentric logic for producing great male 'warlords'.
- b. Nubile women and girls are subjected to rites of defeminisation and purification to participate in these warrior spaces and be endowed with the power of invincibility and virility.
- c. Depending on their age, women can be used in the underground economy, the war effort and strategies for provisioning (food cures, magic potions, ammunition), espionage, communication relays, accommodation of combatants on a mission or in disarray, prophecies, sorcery threats, etc.). These different roles played by women during and after the foreign occupation allow to analyse women as social actors of resistance and violence.

- d. The practices, beliefs and magico-religious myths of the Mai-Mai armed groups contributed negatively to the construction of female identity in military activities.

Mai-Mai: social world of territorial expansion of female violence



Step 3 - Understanding social norms

- a. The harms caused by these wars (rape, killing, massacres, torture, looting, assassinations, unemployment, extreme poverty, forced marriages of young girls, single parenthood and orphanhood, destruction of basic socio-economic infrastructure and other practices that enslaved the civilian population, etc.) pushed women to join the local resistance. However, the women were integrated due to concerns for their safety and due to circumstances and not out of ambitions to participate in the warrior enterprise and to become accomplished warriors.
- b. Women's initial integration into the local resistance was characterised by their willingness to assist the fighters, mostly their husbands and children. Due to gender norms, women did not take up arms but served as a support strategy in Mai-Mai military actions. Women or girls could not take up arms because femininity was incompatible with the Mai-Mai god and the amulets during military campaigns and times of conflict.
- c. On their side, the girls were raped, forced into marriage and kidnapped. They became orphans and wives of warlords. They chose to take up arms alongside their male counterparts. Married girls who also became widows after their husbands died on the battlefield were forced to remain in the resistance as their community and family reintegration was compromised.

Step 4 - Proposing solutions

- a. Mai-Mai myths based on the patriarchal system represent femininity and women in conflict and post-conflict situations in different ways. Consider the Merida (Mai-Mai women) for the DDR process to convince the Mai-Mai to stop using violence. The Merida has already changed many past violent practices within the Mai-Mai.
- b. Identify how to improve the participation of Merida in the DDR process and their reintegration into civil society.
- c. Include Merida in peace processes to address their specific needs. They left because of multiple socio-cultural, economic, psychological and political constraints that weighed on them in the social organisation of these armed groups.

Step 5 - Irrational behaviours to be considered in the modes of action

- a. Importance of rituals to regain control.
- b. People must be actively involved in creating solutions (meaningful participation).

Reference:

<https://sites.uclouvain.be/laap-anthropologie-prospective/femmes-invincibles-et-resistantes-au-sein-de-la-resistance-locale-mai-mai/>

https://www.isdrbukavu.ac.cd/wp-content/uploads/2019/09/ISDR-Bukavu_Participation-des-femmes-et-filles-dans-la-r%C3%A9sistance-locale-Ma%C3%AF-Ma%C3%AF-en-Territoire-d%E2%80%99Uvira_Bisimwa-Bulangilire.pdf

Case Study Information – Community Violence Reduction in Mali

Step 1 - Understanding the problem

- a. Armed groups like gangs, vigilantes, and militias commit violence within communities. These groups often act as police, protectors, and intimidators in the absence of communal conflict. As a result, violence becomes part of daily life in impoverished communities that lack government support and services. An important marker of this social fabric is gender relations.
- b. In some areas, communal conflicts are called ‘ethnic conflicts’, ‘religious violence’, ‘farmer-herder violence’ or ‘tribal clashes’.
- c. It’s crucial to understand that communal conflicts, such as civil wars, are essentially political. Therefore, they must be dealt with through policy development and political changes. Even though communal conflicts are classified as non-state conflicts, the state, its institutions, and governance significantly affect the root causes of these conflicts and their potential for escalation. The causes of communal conflicts include competition among political elites at the local level, access to resources and land rights, as well as discrimination and marginalisation of social groups. In addition to these factors, gender inequality can heighten the risk of conflict escalation and impede effective prevention and peace-building efforts.

Step 2 - Understanding gender needs and roles

- a. Women also maintain norms of masculinity that can fuel violence. They may frame or support the framing of men as violent protectors of the threatened community, humiliating them to encourage them to participate in the fighting.
- b. In rural areas, women, children, and the elderly provide the organisational logistics for militias to carry out attacks. Women are responsible for the essential food preparations for hundreds of men from different areas to gather and carry out attacks. Children may assist the militias as fighters and herders.
- c. Research shows widespread sexual violence against women and men is more likely to occur in one-sided pogroms than in dyadic clashes involving two groups. In the post-election violence in Kenya (2007-2008), attacks by a local majority group against a minority allowed such atrocities to occur because the perpetrators did not have to fear immediate reprisals.

Step 3 - Understanding social norms

- a. Research has shown that neighbourhoods with strong supportive women’s groups who monitor young men and unemployed people who may be recruited into fighting can better establish effective conflict management and prevent homicides.
- b. In the most violence-prone neighbourhoods, vigilante groups, which have a reputation for very violent punishment in the virtual absence of official police protection, and gangs have been the first to participate in community clashes.

- c. The mobilisation of (mainly) men in interpersonal violence outside periods of conflict explains the organisational capacity for mass violence when communal conflicts escalate. This capacity is embedded in everyday gender relations and violent local orders, especially in disadvantaged communities.

Step 4 - Proposing solutions

- a. Creating non-violent and non-dominant forms of masculinity involves establishing alternative masculine identities that promote non-violent values and are well-received by both the community and society, including male peer groups and young women. In a community in Jos, some men and women developed new ideas about what it means to be a respected man. They prevented murders by not fighting, following community leaders, and actively stopping violence without using violence themselves. These respectable men didn't feel the need to prove themselves through fighting like young men in neighbouring areas.

Step 5 - Irrational behaviours to be considered in the modes of action

- a. Offenders feel powerful.
- b. Building trust for cooperation.

Reference: https://fba.se/contentassets/81a302223bfd44bfaa89564b8734e0a7/research_brief_krause_french.pdf

Case Study Information - Arrest or disarmament of criminal groups in Bangui

Step 1 - Understanding the problem

- a. An estimated 20 different armed groups operating in CAR. The main ones are the Unité pour la paix en Centrafrique (UPC); the Front populaire pour la renaissance de la Centrafrique and its military wing, the Comité national de défense et de sécurité; and the Rassemblement patriotique pour le Renouveau de la Centrafrique.
- b. In 2020, the UPC was the most powerful armed group. Some of these militias, known as the anti-balaka, have a very informal command structure and are ethnically based.
- c. Although 14 armed groups signed a peace agreement with the government in 2019, they still control most of the country.
- d. Their primary source of income is extortion and illegal taxation. Indeed, the country's powerful warlords illegally tax livestock traders. Some of these armed groups specialise in specific criminal markets.
- e. At the same time, there is a proliferation of unorganised traffickers, bandits, criminals, thieves, 'coupeurs de route' (zaraguinas), smugglers, thieves and forgers in the country. They are mainly involved in cattle rustling.

Step 2 - Understanding gender needs and roles

- a. Women face barriers to accessing justice due to restrictive social norms, inadequate legal protections, prohibitive costs of legal services and general insecurity. The trivialisation of sexual and gender-based violence (SGBV) in CAR today is a consequence of the enormous amount of violence committed during successive conflicts.
- b. Young people, supposed to be the country's future leaders and agents for change, have been victims and have suffered recruitment and participation in armed groups, displacement and disappearance of family members. Yet discussions of justice tend to neglect them, and public institutions exclude them, while lack of schooling and access to education prevent them from being aware of their rights. Child victims of the conflict recruited into armed groups are still considered perpetrators. Yet young people are trying to change this situation through peaceful political expression, including participation in civil society, the media and the arts.

Step 3 - Understanding social norms

- a. Norms of masculinity are largely influenced by harmful stereotypes of what it means to be a man in Bangui. As such, these norms may be the root causes and consequences of the vast gender inequalities and sexual and gender-based violence (SGBV) that prevail in the country. These social norms are often justified or excused by religious teachings.
- b. There are deeply held ideals of masculinities at the societal level, which men may find difficult to achieve in a precarious, conflict-ridden context of high unemployment. This has implications for men and women's sexual and social relationships, and the frustration and shame of not living up to social standards of masculinity can also contribute to violence.
- c. Despite widespread acceptance among men and women of norms of violence and gender inequality, a small number of men and women actively challenge these norms and speak out in favour of positive forms of masculinities. These include benevolent, non-violent and responsible masculinities that identify men as workers and, therefore, as better providers for their families. As these responses show, harmful norms can change. Religious leaders could encourage this by working simultaneously with women, girls, men and boys to challenge and transform these harmful gender norms, mainly based on specific interpretations of religious texts.
- d. Most participants felt religious leaders were currently contributing to rigid norms of masculinities rooted in selective reading and interpretation of sacred texts, which could lead to health problems for men and their partners. However, some participants thought they had a crucial role in trying to transform masculinities in faith communities and the wider society.

Step 4 - Propose solutions

- a. Conduct more culturally sensitive and cross-sectoral studies on gender and social norms that would enable more appropriate responses to sexual and gender-based violence (SGBV) and highlight how the trivialisation of SGBV against women and men contributes to its persistence before, during and after the conflict.
- b. Ensure alternative forms of youth participation in justice measures as a means of contributing to transitional justice processes through other forms of expression and as a means for them to play a positive, participatory role in both the transition and the overall development of the country.
- c. The population surveys identified places such as the market, hospitals, schools and sports centres as places that could easily allow for encounters between Muslims and Christians even though cases of stigmatisation and threats of aggression are still present in these places at a low intensity.
- d. The studies did not specifically identify categories of people who could positively influence the conflict. However, some participants mentioned categories such as religious and community leaders, women leaders, youth leaders and traditional chiefs, although the latter are often criticised for their passivity.

Step 5 - Irrational behaviours to be considered in the modes of action

- a. Changing perspective by hearing an extremist viewpoint.
- b. People are looking for short-term income and results.

References:

<https://www.sfcg.org/wp-content/uploads/2018/09/Conflict-scan-Bolstering-Judicial-and-Social-Accountability-processes-in-CAR-August-2018.pdf>

<https://res.cloudinary.com/tearfund/image/fetch/https://learn.tearfund.org/-/media/learn/resources/reports/gender-norms-violence-and-masculinity-fr.pdf>

6 UN-Women Strategic Plan 2022–2025

United Nations

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United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women)

Strategic Plan 2022–2025

Summary

The Strategic Plan 2022–2025 (the Strategic Plan) aims to guide UN-Women for the next four years – with an eye toward the 2030 deadline to achieve the Sustainable Development Goals (SDGs). It articulates how UN-Women will leverage its unique triple mandate, encompassing normative support, UN system coordination and operational activities, to mobilize urgent and sustained action to achieve gender equality and the empowerment of all women and girls and support the achievement of the 2030 Agenda.

At a time when COVID-19 has compounded all aspects of gender inequality, bold actions and increased financing are needed to rebuild better and equal, to address the needs of all women and girls and leave no one behind.

The Strategic Plan is based on an extensive consultative process and draws from analysis of progress and persistent challenges, including recommendations from the 25-year review and appraisal of the Beijing Declaration and Platform for Action, as well as lessons learned from UN-Women's first decade.

Given the interconnected nature of global challenges, UN-Women will focus on integrated approaches to address the root causes of inequality and affect broader systems change, across its thematic focus areas: governance and participation in public life; economic empowerment; ending violence against women and girls; and women, peace and security, humanitarian action and disaster risk reduction.

In support of this vision, UN-Women will continue its business transformation to enhance organizational effectiveness and efficiency, by further refining its business model, implementation modalities and organizational structure to equip the Entity to deliver results at scale, as a key partner in a repositioned UN development system.

I. Overview

1. Developed in the midst of a global pandemic, the Strategic Plan 2022–2025 (the Strategic Plan) aims to guide UN-Women for the next four years – with an eye toward the 2030 deadline to achieve the Sustainable Development Goals (SDGs). In the following sections, we review global progress and persistent challenges in achieving gender equality and women’s empowerment, and spell out UN-Women’s ambitious strategy to bring about visible, transformational change.

2. At a time when global progress on gender equality was already off track, COVID-19 has compounded all aspects of inequality and rolled back hard-won gains. In the wake of the pandemic, countries have an opportunity to rebuild better and equal by mainstreaming gender equality across all efforts to rebuild societies and economies, to address the needs of all women and girls and leave no one behind. This will require unwavering political will, increased financing and a focus on bold actions that can accelerate the pace of change, which UN-Women intends to proactively advance as part of the Strategic Plan.

3. UN-Women’s triple mandate, along with its global network and deep policy and programming expertise, continues to endow the Entity with a unique capacity to: (i) support Member States to strengthen global norms and standards for gender equality and women’s empowerment, and mainstream gender perspectives in other thematic areas; (ii) promote coordination and coherence across the UN system to enhance accountability and results for gender equality and women’s empowerment; and (iii) undertake operational activities to support Member States, upon their request, in translating global norms and standards into legislation, policies and strategies at the regional and country levels. This allows UN-Women to link global, national and local actors to create an enabling environment for the achievement of gender equality and women’s empowerment worldwide.

4. As a framing vision, the Strategic Plan aims to **achieve gender equality, the empowerment of all women and girls, and the full enjoyment of their human rights**. The Strategic Plan is anchored in the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), the Beijing Declaration and Platform for Action, UN Security Council resolutions on women, peace and security (WPS),¹ the Programme of Action of the International Conference on Population and Development, and other relevant intergovernmental outcomes, such as resolutions of the General Assembly and agreed conclusions of the Commission of the Status of Women. It contributes to the gender-responsive implementation of the 2030 Agenda for Sustainable Development, as well as commitments to gender equality and women’s empowerment made in other relevant UN instruments and resolutions.

5. In the Beijing+25 review process, Member States called on all actors to tackle the underlying structural barriers and discriminatory practices that hold back progress on gender equality. In response to this call, and given the interconnected nature of global challenges, UN-Women will focus on integrated approaches to address the root causes of inequality and affect broader systems change, including by supporting:

- the strengthening of global normative frameworks, and gender-responsive laws, policies and institutions;
- financing for gender equality;
- positive social norms, including through engaging men and boys;

¹ These include Security Council resolution 1325 (2000); 1820 (2009); 1888 (2009); 1889 (2010); 1960 (2011); 2106 (2013); 2122 (2013); 2242 (2015); 2467 (2019); and 2493 (2019).

- women’s equitable access to services, goods and resources;
- women’s voice, leadership and agency;
- the production, analysis and use of gender statistics, sex-disaggregated data, and knowledge; and
- UN system coordination for gender equality and women’s empowerment.

6. UN-Women will advance these systemic outcomes across its four established thematic impact areas: (i) governance and participation in public life; (ii) women’s economic empowerment; (iii) ending violence against women and girls; and (iv) women, peace and security, humanitarian action and disaster risk reduction.

7. The only way to achieve transformational results for gender equality and women’s empowerment is with and through partners, and ensuring that commitments are backed by sustainable financing and accountability. In this context, deepening and expanding partnerships and influencing the actions and financing of other actors are cornerstones of the Strategic Plan.

8. UN-Women is well placed to support Member States and mobilize a broad constituency of partners to bring about lasting and transformative changes for all women and girls. Major partners include the UN system, women’s and youth organizations, the private sector, international financial institutions (IFIs), research organizations, the media, men and boys, and other stakeholders.

II. The global context for UN Women’s work

9. Twenty-six years after its adoption, the Beijing Declaration and Platform for Action remains a transformative framework for achieving gender equality, the empowerment of all women and girls, and the full enjoyment of their human rights. While there have been important advances in some areas, persistent structural barriers prevent the full achievement of gender equality. Women and girls who experience multiple forms of discrimination, including based on age, class, disability, race, ethnicity, sexual orientation and gender identity or migration status have made the least progress.²

10. Notable areas of achievement include greater gender equality in education and health: Today, more countries have achieved gender parity in education and fewer women die in childbirth.³ Additionally, laws have been significantly strengthened: Over the past decade, UN-Women has supported more than 700 legal reforms in 89 countries and constitutional reforms in 25 countries. The reach of social protection has increased in many countries, even if today only 25.6 per cent of women globally (and 34.3 per cent of men) have comprehensive legal social protection coverage.⁴

11. In far too many areas, progress has been slow. Less than two-thirds of women aged 25–54 participate in the labour force, compared to more than 90 per cent of men of the same age, figures that have not improved in 30 years. Women do three times as much unpaid care and domestic work as men, to the detriment of their health, autonomy and economic prospects.⁵ As a result, although rates of extreme poverty

² Review and appraisal of the implementation of the Beijing Declaration and Platform for Action and the outcomes of the twenty-third special session of the General Assembly Report of the Secretary-General (E/CN.6/2020/3).

³ *ibid.*

⁴ International Labour Organization (ILO), World Social Protection Report 2020–22: Social protection at the crossroads: Making a decisive turn for a better future (Geneva, 2021).

⁵ E/CN.6/2020/3.

have declined in recent decades, women aged 25–34 are still significantly more likely to live in poverty than men in the same age group.⁶

12. Despite progress on education, especially at primary level, 30 per cent of young women (and 13 per cent of young men) were not in education, employment or training.⁷ While digital technologies have become an increasingly important way for people to access education, high-quality jobs and services, less than half (48 per cent) of the world’s female population uses the internet, compared to 55 per cent of men.⁸

13. Globally, the proportion of women in parliament has more than doubled since 1995, but women still only occupy one quarter of all seats.⁹ At the highest level, in 2021, just 24 countries have a woman head of state or government, and only one fifth of the world’s ministers are women.¹⁰

14. Women still do not have access to the full range of their sexual and reproductive health and rights. For example, although fertility rates have declined in most regions, in 2019, 190 million women of reproductive age (15–49) who wanted to avoid pregnancy were not using any contraceptive method.¹¹

15. Despite many countries passing laws to combat violence against women, weak enforcement and discriminatory social norms remain significant problems. Around 245 million women and girls aged 15 and older (10 per cent) have experienced sexual or physical violence by an intimate partner in the past year alone.¹² Other forms of violence include femicide, harmful practices, sexual harassment in public spaces, online violence such as cyberbullying and cyberstalking, and violence against women in politics and women’s human rights defenders, preventing women from enjoying their full human rights.

16. Since 1995, fundamental shifts in the global gender equality landscape have taken place, many of which have created additional barriers to progress. Rising inequalities and economic exclusion are a symptom of development models in which gains are not shared equitably. Conflict and humanitarian emergencies are increasingly protracted, with devastating outcomes for civilians. Environmental degradation, biodiversity loss, and climate change are gathering pace, fuelled by the over-exploitation of natural resources, with particularly harsh impacts for the Least Developed Countries (LDCs) and Small Island Developing States (SIDS).¹³

17. The COVID-19 pandemic pushed the world into the worst economic crisis since the Second World War and further reinforced the urgency of stronger action.¹⁴ While the global stimulus response by governments has been unprecedented, it has been overwhelmingly concentrated in high-income countries.¹⁵ The socioeconomic fallout of the pandemic has disproportionately affected women and girls. Around the world, women are leaving the labour force at a higher rate than men, and women and girls

⁶ UN Women, *Progress of the World’s Women: Families in a Changing World* (New York, 2019).

⁷ [E/CN.6/2020/3](#).

⁸ International Telecommunications Union, *Measuring digital development: Facts and Figures 2020* (Geneva, 2020).

⁹ [E/CN.6/2020/3](#).

¹⁰ Data for Heads of State and Government, as of 1 July 2021, compiled by UN Women. Only elected heads of state have been included; Data for ministers, as of 1 January 2021, Inter-Parliamentary Union and UN Women. 2021. “Map of Women in Politics 2021”. Geneva: IPU.

¹¹ [E/CN.6/2020/3](#).

¹² World Health Organization, on behalf of the United Nations Inter-Agency Working Group on Violence Against Women Estimation and Data (VAW-IAWGED), *Violence Against Women Prevalence Estimates, 2018* (Geneva, 2021).

¹³ [E/CN.6/2020/3](#).

¹⁴ World Bank, *Global Economic Prospects* (Washington D.C., 2020).

¹⁵ International Monetary Fund (IMF), *Fiscal Monitor April 2021* (Washington D.C., 2021).

are shouldering the increased burden of unpaid care and domestic work.¹⁶ As recognised in the Secretary-General’s call to action in April 2020, reported cases of violence against women have surged.¹⁷ It is estimated that 11 million girls may not return to school due to COVID-19, and that efforts to end child marriage may be disrupted.¹⁸ The economic fallout is expected to push 47 million more women and girls into extreme poverty in 2021, reversing decades of progress.¹⁹

18. Meanwhile, the majority of policy responses to COVID-19 have not taken gender equality perspectives into account. Just 13 per cent of the 2,280 fiscal, social-protection and labour-market measures taken so far target women’s economic security, and only 11 per cent address rising unpaid care demands. Women are also largely absent from decision-making, comprising only 24 per cent of members of COVID-19 policy task forces across 137 countries; and 24 countries have task forces with no women members at all.²⁰

19. In this Decade of Action, putting gender equality at the heart of the response to and recovery from the COVID-19 pandemic will be essential to accelerate progress on gender equality and women’s empowerment and achieve the 2030 Agenda for Sustainable Development.

III. Lessons learned from UN-Women’s first decade

20. The Strategic Plan 2022–2025 is informed by: analysis of trends, progress and challenges in achieving gender equality and women’s empowerment; independent assessments and evaluations of UN-Women’s work, including the Mid-Term Review of its previous Strategic Plan; and a rich consultative process held with a range of partners at global, regional and country levels. Key lessons learned are included below.

21. **UN-Women’s triple mandate presents opportunities for further impact:** The Entity has played a key role in advancing global norms and standards for gender equality, notably through the adoption of SDG5, and is uniquely placed to support Member States to deliver on these commitments. While UN-Women’s mandate and strategic direction remain fully relevant, there is scope for further strengthening the mutually reinforcing links between its normative intergovernmental function, UN System coordination role, and operational activities, particularly at the field level.

22. **UN-Women has established itself as a global thought and practice leader:** As the largest source of gender expertise in the UN, UN-Women has deep technical and substantive knowledge in its four established thematic areas of work. Over the last decade, the Entity has also been at the forefront in the production of research, data and knowledge on gender equality, including flagship publications such as *Progress of the World’s Women*. However, the disproportionate impacts of COVID-19

¹⁶ UN Women, *From Insights to Action: Gender equality in the wake of COVID-19* (New York, 2020).

¹⁷ United Nations News, “UN Chief calls for domestic violence ‘ceasefire’ amidst ‘horrifying global surge’”, 6 April 2020. In 2020, the UN Secretary General launched the Political Engagement Strategy on Gender-Based Violence and COVID-19 as a joint platform for the entire United Nations system.

¹⁸ United Nations Educational, Scientific and Cultural Organization. *Keeping Girls in the Picture* (2020); United Nations Population Fund (UNFPA), *Impact of the COVID-19 Pandemic on Family Planning and Ending Gender-based Violence, Female Genital Mutilation and Child Marriage: Pandemic threatens achievement of the Transformative Results committed to by UNFPA* (2020).

¹⁹ UN Women, *From Insights to Action: Gender equality in the wake of COVID-19* (New York, 2020).

²⁰ UN Women and UNDP, *COVID-19 Global Gender Response Tracker: Global Factsheet* (2021).

on women and girls have also highlighted the importance of adapting to shifts in the global operating context and leveraging the opportunities these offer for advancing gender equality and women's empowerment.

23. Sharpened focus can help scale impact: In its first decade, UN-Women delivered significant results in its impact areas. To translate these results into systemic and sustainable changes, in its second decade, the Entity will advance high-impact and standardized approaches to address underlying structural barriers and drive transformative change, while more effectively integrating the principle of leaving no one behind.

24. Partnerships provide a key comparative advantage: UN-Women must continue to leverage its role as a leading global champion for women and girls, and its strong and trusted relationships with a range of partners. This includes its ability to convene and support multi-partner advocacy strategies, platforms and dialogues between governments, civil society and other stakeholders, and to use its global voice and reach to build broad-based support for the gender equality agenda. There is scope for UN-Women to both deepen its relationships with existing partners, building on its historic relationship with feminist and women's movements, and expand new partnerships, including with men and boys, the private sector, the media and IFIs, as well as think tanks and research institutions.

25. Flexible and predictable funding ensure optimal delivery: A diversified funding strategy and intensified efforts to mobilize regular resources, including through partnerships with the private sector and through UN-Women National Committees, are essential. This will be complemented by thematic and pooled financing windows and innovative financing approaches.

26. UN system-wide results for gender equality and women's empowerment are essential: UN development system reforms have bolstered UN-Women's ability to advance gender equality and women's empowerment across the UN system, by applying standardized accountability tools and gender markers. In line with the Quadrennial Comprehensive Policy Review (QCPR),²¹ UN-Women will further leverage its UN system coordination role to support gender mainstreaming within the UN system, including at regional, multi-country and country levels. The Entity will support gender mainstreaming in key thematic areas, and will advance joint relevant measurement, monitoring and reporting on key results, including with UNDP, the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF) as well as other entities across the system.

27. A high-growth business model is needed to drive impact at scale: While UN-Women has significantly matured in its organizational effectiveness and performance, there are opportunities to further refine the business model, implementation modalities and global presence footprint to achieve greater impact. This can be achieved through optimized financing, a more coherent organizational structure, and streamlined processes. This transformation into a globally networked and matrixed development organization will equip UN-Women to deliver results as part of a repositioned UN development system where they are most needed – in the field.

28. Business transformation is key to success: Understanding that the above-mentioned improvements will not take place in a static context, UN-Women is pursuing an agile and responsive approach to its own business transformation. This approach combines the pursuit of organizational excellence with inclusive, ethical and shared leadership principles, to maximize impact in a manner that is consistent

²¹ [A/RES/75/233](#)

with the norms and standards underpinning UN-Women’s mandate and that benefits from an empowered and diverse workforce.

IV. Guiding principles

29. The following principles provide a foundation for all of UN-Women’s work:

A. Leaving no one behind

30. In line with international norms and standards, UN-Women applies a human rights-based approach and is guided by the principle of leaving no one behind. The Entity responds to discrimination and inequalities by identifying and addressing structural barriers and unequal power relations that reproduce inequalities over generations, as well as discriminatory laws, policies, and practices. This approach is based on full respect for all human rights, including the right to development, and the recognition that all human rights are universal, indivisible, interdependent and interrelated.

31. Leaving no one behind means moving beyond considering results at the aggregate level towards ensuring progress for all population groups at a disaggregated level. In line with its intersectional approach, the Strategic Plan includes a focus on addressing multiple and intersecting forms of discrimination, including on the basis of age, sex, race, ethnicity, location, disability, migration and displacement, and indigenous, socioeconomic, and other status.

B. Advancing UN system-wide coherence, results and accountability for gender equality, in line with the UN development system reforms

32. Through its UN system coordination mandate, UN-Women champions and supports more coherent and enhanced performance and accountability for gender equality, women’s empowerment and gender mainstreaming in the UN system, including through standardized tools that are uniformly applied. The UN System-Wide Action Plan on gender equality and women’s empowerment (UN-SWAP) and the UN country team (UNCT) SWAP Gender Equality Scorecard represent best practices in this regard.²²

33. The Strategic Plan is guided by the QCPR, which reaffirms the importance of realizing gender equality and the empowerment of women and girls for progress across all the Goals and targets of the 2030 Agenda, and the leadership role of UN-Women in enhancing and accelerating gender mainstreaming.

34. In alignment with the QCPR and the Management and Accountability Framework UN-Women will fully support the reinvigorated Resident Coordinator (RC) system and work under the leadership of RCs at country level to support Member States, in line with the United Nations Sustainable Development Cooperation Frameworks (UNSDCFs) and national development plans. In this regard, the Entity will maximize its role within UNCTs, both where it is present and where it supports as a Non-Resident Agency, to ensure that UNSDCFs and other common country documents enhance financing and strengthen accountability and results for gender equality and women’s empowerment.

35. UN-Women will continue to engage with UN partners to promote integrated support and coordinated action for catalysing system-wide investments and results

²² In congruence with General Assembly resolution [75/233](#), Chap. I, para. 12.

for women and girls in line with its mandate and its comprehensive and integrated contributions across the three pillars of the UN – peace and security, human rights, and development.

C. Ensuring national ownership and alignment with national priorities

36. The Strategic Plan responds to requests for support from Member States, based on the principle of national ownership. Its implementation at country level will be fully aligned with national priorities, based on national development plans and strategies, and ensure national ownership as a key principle for sustainable development.

37. Over the past decade, UN-Women has provided Member States, upon their request, with policy advocacy, technical advisory services and programming to translate global norms and standards into operational results to achieve gender equality and empower all women and girls, in line with national priorities. In this Strategic Plan, UN-Women will continue to more closely link intergovernmental advances to their implementation, through the provision of integrated support for demand-driven, people-centred and nationally owned development.

D. Influencing others and ensuring sustainable financing for gender equality

38. UN-Women is the nodal point in the multilateral system through its strong partnerships with governments, the UN system, civil society and women’s and youth organizations, the private sector, and a broad range of other relevant actors. UN-Women’s capacity to be the leading champion for gender equality in the multilateral system is dependent on its deep and diverse partnerships, and underpinned by its role as a convener and mobilizer with the reach to influence the actions and financing decisions of diverse actors. To reinforce these efforts, UN-Women will adopt partnership modalities that foster more effective and meaningful partnerships at all levels.

39. Funding for gender equality as a primary objective has stalled at around 5 per cent of bilateral allocable official development assistance (ODA).²³ Therefore, supporting enhanced capacity and commitment of Member States to fund gender equality through national public financing and fiscal policies is an increasingly important strategy.

40. The private sector is playing an increasing role in supporting the achievement of the SDGs and is also broadening its investment focus to include new and innovative financial instruments to achieve social as well as financial goals. Therefore, in collaboration with IFIs, the private sector and development finance institutions, UN-Women will advance public-private partnerships and complement efforts to increase national-level financing, upon the request of Member States, with new and innovative financing approaches such as gender bonds. The Entity will also deepen partnerships to drive IFI resources to gender equality, influence policies, and shape the flow of funding towards this agenda, including through a stronger link to the financing for development agenda.

²³ OECD-DAC Network on Gender Equality (Gendernet), *Development finance for gender equality and women’s empowerment: A 2021 snapshot* (Paris, 2021). The proportion of bilateral allocable ODA with gender equality as a significant (secondary) objective was 40 per cent in 2018–19.

V. Driving development results

41. Since its inception, UN-Women has grounded its work across four distinct thematic impact areas: 1) governance and participation in public life; 2) women's economic empowerment; 3) ending violence against women and girls; and 4) women, peace and security, humanitarian action, and disaster risk reduction. Cross-thematic systemic outcomes have been added to capture the interconnected nature of the Entity's mandate and the change it seeks to drive.

42. To achieve these results, UN-Women will continue to respond to Member States' requests for support through the delivery of global, regional, and country programmes for gender equality and women's empowerment, including a growing share of UN joint programming. Key approaches include the provision of thought leadership and policy advice, capacity development and technical assistance, multi-stakeholder partnerships, and advocacy and communications. At the country level, UN-Women will ensure that interventions fully reflect and support national priorities, through its Strategic Notes, which are closely aligned to UNSCDFs. The Entity will also support civil society and grassroots organizations, through capacity development alongside direct grant-making mechanisms, while adapting grant-making modalities in line with lessons learned from evaluations.

43. As the world continues to address the COVID-19 pandemic, including its disproportionate impacts on women and girls, seen in increasing job losses, rising poverty rates, and levels of violence against women, it will be even more important to redouble efforts to assure long-term development results, alleviate poverty of women and girls, and increase women's access to decent work and social protection, to support women's socioeconomic wellbeing and reduce their vulnerability to future shocks.

44. Recognizing the significant and disproportionate impact of climate change on women and girls, as well as the importance of gender equality and women's empowerment for advancing climate change outcomes, climate change will be mainstreamed across thematic areas. Focus will be on supporting the integration of a gender perspective in climate policies and programming to involve and benefit women and girls, in line with UN-Women's mandate.

45. As the world becomes increasingly digitized, UN-Women will incorporate digital technologies and innovations as tools to accelerate results across thematic areas. UN-Women's innovation and technology efforts focus on: supporting industry-wide actions and awareness; promoting women as innovators and entrepreneurs; developing tools and methodologies; preventing online violence against women and girls; and investing in innovations and technologies that advance gender equality and the empowerment of women and girls.

46. In implementing the Strategic Plan, UN-Women will continue to promote the voice and leadership of young people, including adolescent girls and young women, and support youth participation in decision-making, as well as in the Entity's own programming at global, regional and country levels.

STRATEGIC PLAN VISION

Achieve gender equality, the empowerment of all women and girls and the full enjoyment of their human rights



A. Four thematic areas

47. The following sections describe how UN-Women will work in each of its four thematic areas.

1. Governance and participation in public life

48. UN-Women works with key partners so that all women are able to fully and equally participate in decision-making, and women and girls can benefit from gender-responsive laws, policies, budgets, services, and accountable institutions.

49. Key interventions include the following:

- Supporting the achievement of 50/50 gender balance in decision-making at all levels, including through temporary special measures as well as changes in policies and procedures to increase women's influence in political institutions and processes.
- Increasing the awareness, capacities, and political will necessary to integrate gender equality into financing, including at all stages of budget planning and decision-making; and strengthening the capacity of institutions to design sectoral strategies, plans, monitoring frameworks and budgets and to provide accessible, affordable, high-quality services free from discrimination.
- Leveraging UN-Women's convening role to ensure that the perspective of all women, and organizations led by them, are considered in decision making, and that women, and girls as appropriate, fully and equally participate in the design, implementation, follow-up and assessment of public policies and services.
- Continuing to support monitoring to ensure accountability of global commitments to gender equality, as well as the collection and dissemination of data on the three SDG5 indicators for which UN-Women is co-custodian.

- Contributing, as part of the H6 partnership, to efforts to repeal discriminatory legislation and norms that impede women’s access to sexual and reproductive health-care services.

50. Key partnerships include the following:

- Advancing equal power sharing, gender-responsive governance and access to justice, by leveraging UN-Women’s participation in inter-agency mechanisms such as: the UN Inter-Agency Coordination Mechanism on Electoral Assistance; the Global Focal Point for the Rule of Law; the Secretary-General’s Call to Action for Human Rights Task Teams on Gender Equality; the SDG3 Global Action Plan on Healthy Lives and Well-being, and the Inter-Agency Task Force on Financing for Development.
- Continuing to cooperate with a range of UN partners to advance women’s participation and gender-responsive policies and legislation, including with the Development Coordination Office, the UN Development Programme (UNDP), the Department of Economic and Social Affairs, the Office of the United Nations High Commissioner for Human Rights (OHCHR), the Department of Political and Peacebuilding Affairs, the United Nations Office on Drugs and Crime (UNODC) and the United Nations High Commissioner for Refugees.
- Supporting, as a co-sponsor of UNAIDS, the integration of gender equality and women’s empowerment throughout the Global AIDS Strategy 2021–2026²⁴ and its implementation.

2. Women’s economic empowerment

51. UN-Women works to advance the economic empowerment of women so that they have income security, decent work, and economic autonomy.

52. Key interventions include the following:

- Supporting key partners in transforming the care economy by strengthening and implementing the 5Rs: recognize, reduce, redistribute unpaid care and domestic work, and reward and represent care workers.
- Incentivizing decent work, equal pay for work of equal value, and entrepreneurship, including by promoting financial and digital inclusion to close the gender digital divide and leveraging public and private procurement processes to expand opportunities for women-owned enterprises.
- Supporting the development and implementation of macroeconomic policies and practices that advance gender equality and women’s empowerment by working with ministries of finance and IFIs.
- Reducing women’s and girls’ poverty by strengthening women’s economic rights, labour force participation and employment rates, and access to social protection systems, as part of COVID-19 economic recovery.
- Championing women’s increased participation and leadership in green and blue economies and climate-resilient agriculture.
- Engaging with women’s organizations, the private sector and trade unions to tackle discriminatory social norms, practices and legislation, and support women’s active participation and leadership in the economy. These interventions will cover public and private sectors, urban and rural areas, and formal and informal economies and workers.

²⁴ Joint United Nations Programme on HIV/AIDS (UNAIDS). Document PCB(EM)/3.3.

53. Key partnerships include the following:

- Working with the International Labour Organization (ILO), OHCHR, UNDP, UNFPA, UNICEF, key line ministries, regional bodies, regional economic commissions, and the IFIs on macroeconomic policies, social protection and the care economy.
- Advancing women’s entrepreneurship and procurement opportunities for women-owned enterprises with the ILO, the International Trade Centre, UNDP, the United Nations Global Compact, the United Nations Industrial Development Organization (UNIDO) and the United Nations Office for Project Services (UNOPS).
- Mainstreaming a gender perspective in policies and practices on migration with the ILO, the International Organization for Migration and OHCHR, and on business and human rights, with the ILO and OHCHR.
- Mainstreaming a gender perspective in climate, environment, agriculture and green, circular and blue economies, with the United Nations Environment Programme (UNEP), UNIDO, the Food and Agriculture Organization, the International Fund for Agricultural Development, and the World Food Programme.
- Closing the gender digital divide with the Broadband Commission, the International Telecommunication Union, the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNDP and others.
- Supporting the ILO to protect domestic workers and to eliminate sexual harassment and violence in the world of work

3. Ending violence against women and girls

54. UN-Women promotes integrated approaches to ensure that all women and girls live a life free from all forms of violence.

55. Key interventions include the following:

- Supporting Member States to strengthen the development, monitoring and reporting of global norms and standards on ending violence against women and girls (VAWG).
- Supporting the formulation of national action plans on VAWG prevention that promote positive social norms, including by engaging men and boys, and strengthening the knowledge and evidence base on policy and practice to prevent VAWG.
- Strengthening multisectoral coordination of essential services, with a focus on institutional change, improving access to justice, and ensuring quality, integrated and victim/survivor-centred multisectoral services for all women and girls. This includes services that address the needs of women and girls in different contexts, to promote a whole-of-system response that enhances coordination across the areas of development, disaster risk reduction, humanitarian action, and sustaining peace.
- Forging linkages with other thematic areas and driving synergies with other sectors to address VAWG and safety of women, such as the agriculture, environment, infrastructure and transportation sectors.
- Expanding key partnerships, including with women’s organizations, research networks and the private sector, to ensure the continuation of essential support services and prevention programming in the context of COVID-19.

- Manage the inter-agency, grant-making mechanism the UN Trust Fund to End Violence Against Women on behalf of the UN system.

56. Key partnerships include the following:

- Collaborating with UN agencies to ensure quality, accessible essential services for victims/survivors, with a focus on strengthening women's access to justice and police response to VAWG to end impunity, in coordination with UNDP, UNODC, and OHCHR.
- Scaling up evidence-based prevention strategies to address the root causes of VAWG, including through engaging men and boys, with UNFPA, the World Health Organization (WHO), UNDP, OHCHR, UNODC, UNICEF, UNESCO and ILO.
- Engaging in VAWG data work with key partners such as WHO, UNDP, UNFPA and Regional Economic Commissions.
- Ensuring that VAWG is prioritized in COVID-19 response and recovery plans, through coordination of UN system partners.

4. Women, peace and security, humanitarian action and disaster risk reduction

57. UN-Women works to ensure that women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from conflict and disaster prevention and from humanitarian action.

58. Key interventions include the following:

- Supporting Member States and the UN system to implement commitments on WPS, ensuring that gender equality and women's empowerment are mainstreamed into peace and security processes, and that women play a greater role in, and are better served by, humanitarian response, disaster risk reduction and recovery mechanisms and processes.
- UN-Women will support women's meaningful participation, leadership and protection in peace and security, including in peace processes, conflict prevention, peacebuilding, peacekeeping, justice and the rule of law. UN-Women will continue to contribute to the work of the Office on Counter-Terrorism and the Security Council Counter-Terrorism Committee Executive Directorate on preventing and countering violent extremism.
- Improving multi-stakeholder coordination, monitoring and accountability frameworks in WPS, including by supporting the development and implementation of National Action Plans, and providing policy support and model programmes on gender equality and women's empowerment to Member States upon their request, as well as to the rest of the UN system, and to other advocates for WPS.
- Integrating a gender perspective in humanitarian coordination to strengthen women and girls' access to humanitarian services, supporting programming on the prevention of gender-based violence, providing technical expertise to the humanitarian system, and scaling up partnerships with women's organizations in humanitarian, conflict and disaster settings.
- Supporting efforts to increase women's agency in disaster risk reduction and response, and mainstreaming a gender perspective in prevention, preparedness and recovery strategies, systems, and other tools. The Entity will continue to enhance its own capacity to provide cutting-edge expertise and guidance to partners in this area.

- Working as the Secretariat of the WPS Informal Expert Group of the Security Council, the WPS Focal Points Network, and the Women’s Peace and Humanitarian Fund and the Elsie Initiative.
59. Key partnerships include the following:
- Serving as the chair of the UN Standing Committee on WPS, and as chair of the Working Group on Gender-Sensitive Approach to Preventing and Countering Terrorism;
 - Acting as a key contributor to gender mainstreaming in the UN Plan of Action on Disaster Risk Reduction for Resilience, through its participation in the inter-agency focal points group on disaster risk reduction;
 - Serving as the Gender Desk Secretariat for the Inter-Agency Standing Committee (IASC) Reference Group on Gender and Humanitarian Action, in partnership with OCHA.
 - Working with a wide range of partners including DPO, DPPA, OHCHR, UNOCT, CTED, UNDP OCHA, UNFPA, UNHCR and UN DRR, among other UN entities both at HQ, regional and country level.

B. Systemic outcomes

60. To address the root causes that are at the heart of gender inequality, UN-Women, in collaboration with other relevant actors, will contribute to the following systemic outcomes:

1. Strengthening of global normative frameworks, and gender-responsive laws, policies, and institutions

61. UN-Women will continue to leverage its global normative intergovernmental role and provide technical support to Member States to strengthen the development of global norms and standards on gender equality and the empowerment of women and girls in intergovernmental processes, including at the Commission on the Status of Women, the General Assembly, the Economic and Social Council, the Security Council, the Human Rights Council, and the High-Level Political Forum on Sustainable Development. The Entity will also continue to provide technical and policy advisory support to inform standard-setting and gender mainstreaming in other sectoral norms and standards.²⁵

62. This support includes producing evidence and knowledge to support the implementation of CEDAW, the Beijing Declaration and Platform for Action, the gender-responsive implementation of the 2030 Agenda, relevant Security Council resolutions on WPS, and other global intergovernmental normative and policy outcomes. It also includes facilitating dialogue among governments, civil society organizations, including women’s and youth organizations, and other relevant stakeholders in the context of intergovernmental processes.

63. On the request of Member States, UN-Women will also support the implementation of gender equality commitments in other intergovernmental outcomes, such as the Addis Ababa Action Agenda, the Paris Agreement as well as the Rio Conventions, the Convention on the Rights of Persons with Disabilities, the SAMOA (Small Island Developing States Accelerated Modalities of Action) Pathway and Istanbul Programme of Action for Least Developed Countries, the Sendai Framework for Disaster Risk Reduction, and the New Urban Agenda.

²⁵ [A/RES/64/289](#).

64. The Entity will provide technical knowledge and capacity-building support to Member States, upon their request, to develop, adopt and implement gender-responsive laws and policies, including on ending VAWG, women's political participation, economic empowerment, peace and security, and for the elimination of discriminatory laws. UN-Women will also contribute to mainstreaming gender perspectives into national and local sectoral strategies, policies and plans in development and humanitarian contexts, and support the collection and monitoring of globally representative data on legal frameworks that promote non-discrimination (SDG 5.1.1).

65. At the request of national gender equality mechanisms and key sectoral ministries, UN-Women will support public institutions at all levels to respond to the needs of women and girls, engage in advocacy and multi-stakeholder dialogues, and support all women to participate in all stages of the formulation and implementation of laws and policies.

66. Desired systemic outcome: A comprehensive and dynamic set of global norms and standards on gender equality and the empowerment of all women and girls is strengthened and translated into gender-responsive laws, policies, and institutions.

2. Financing for gender equality

67. UN-Women will provide context-specific policy guidance, technical support and capacity strengthening on the mobilization, allocation and spending of high-impact financing aligned with gender equality objectives. In this regard, the Entity will broaden and deepen its relationships with key government counterparts, including finance and key line ministries, national gender equality mechanisms, parliaments and local governments. It will position financing for gender equality in global forums, in partnership and coordination with the UN system, as a critical means of implementing the gender equality and women's empowerment agenda.

68. This includes delivering technical support to Member States, upon their request, to conduct gender analysis of public and private financing flows and integrate relevant data and targets on gender equality into national financing policies and strategies. Work will focus on: increasing knowledge of financing gaps, through rapid diagnostics and assessments; strengthening prioritization of gender equality in financing decisions across sectors, including in climate financing and in COVID-19 response and recovery; catalysing new sources of finance and financial innovations such as gender bonds; and assessing policy impacts.

69. UN-Women will support Member States in the collection and monitoring of globally representative data on gender-responsive budgeting, which supports national efforts to strengthen public finance management systems to track resources for gender equality and deliver gender-responsive budgets. This work is grounded in strategic coordination and partnerships to drive system-level and institutional change; and knowledge-sharing, cross-country exchange and dissemination of lessons at global, regional and national levels.

70. UN-Women will also work with a variety of stakeholders to ensure that women's and youth organizations, especially those representing the most marginalized, are adequately resourced at grassroots, local, national and international levels. This includes convening policy makers and donor partners to advocate for flexible, core and sustainable funding for these organizations, including through voluntary multi-stakeholder partnership efforts, such as the Generation Equality Forum.

71. Desired systemic outcome: Public and private financing advance gender equality through gender-responsive financing policies, strategies and instruments.

3. Positive social norms, including by engaging men and boys

72. Some social norms contribute to gender equality and well-being, while others fuel discrimination and inequality. UN-Women will adopt an integrated approach to transform the unequal power relations and discriminatory social norms, behaviours and practices that are at the heart of gender inequality and promote those that advance gender equality and women's empowerment. In this regard, the Entity will leverage its diverse partnerships to mobilize for positive social change, and to build stronger ownership on gender equality among partners.

73. Building on its strengths in working with educational institutions, the private sector, faith-based organizations, sports and other community actors, UN-Women will build critical skills of young people, supporting volunteerism, including at the community level, and engage men and boys as allies for gender equality and women's empowerment, both through programming as well as high-profile campaigns such as HeForShe. This entails work to promote respectful, equitable and non-violent relationships, reduce acceptance of all forms of VAWG, and promote men's involvement in responsible parenthood and shared responsibility in care work.

74. UN-Women will continue to engage the media, advertising and public influencers to challenge negative stereotypes and promote positive social norms, for instance through the Unstereotype Alliance. It will also contribute to transforming negative stereotypes constraining women's participation in public and private life, so that women are perceived as equally legitimate and effective leaders, including in legislatures, executive positions and the judiciary, as well as in the corporate sector.

75. The Entity will help to increase the visibility, presence and acceptance of women in the security sector, especially in the police, military and border forces, and as mediators and peace negotiators. It will also address social norms which prevent women and girls' access to humanitarian assistance, and partner with women's organizations to increase the acceptance of women as leaders and agents of change in these sectors.

76. Desired systemic outcome: More men and boys, and women and girls, adopt attitudes, norms and practices that advance gender equality and women's empowerment, including those that promote positive social norms.

4. Women's equitable access to services, goods and resources

77. UN-Women will work to ensure that all women and girls have equitable access to public goods, services, and resources that are responsive to their needs, accessible, affordable and high quality, across all sectors to achieve gender equality and sustainable development. This will be supported by the collection, analysis and dissemination of sex- and age-disaggregated data to further shape and monitor the design and delivery of public goods, services and resources, and increase awareness of existing gaps.

78. In particular, UN-Women will support the removal of barriers to access, increase relevant expertise among service providers, support women's participation in design and decision-making, and promote sustainable investments at all levels. The Entity will also advocate to ensure that more women's organizations are provided long-term, flexible and core funding to meet demand-driven needs, including to prevent and end VAWG; and provide technical support to Member States, upon their request, to implement laws and policies that ensure that public goods and services are available, accessible, affordable and of high quality.

79. Desired systemic outcome: More women and girls have equitable access to high-quality public goods, services, and resources that are responsive to their needs.

5. Women's voice, leadership, and agency

80. A safe and enabling environment for all women and girls in all spheres of society is essential to strengthen their voice and agency, ensure equal power sharing between men and women, and for civil society organizations, especially women's organizations, to promote gender equality and human rights.²⁶

81. UN-Women will facilitate the expression of women's voice and agency in decision-making at all levels, sectors and contexts, including by protecting the right to freedom of opinion and expression and women's equal rights to engage in public life. In this regard, the Entity will support inclusive and violence-free political processes and institutions; monitor women's representation in public life, including online; and help to strengthen cadres of diverse women political leaders, candidates, elected and appointed officials.

82. The Entity will also help to ensure that women's contribution towards peaceful and inclusive societies is heard and taken into account and that more women are at the table when decisions on key issues are being made, including on peace and security, humanitarian action, COVID-19 response and recovery, and disaster risk reduction, recovery and resilience.

83. UN-Women will assist with convening and coordinating relevant partners to ensure that women's organizations contribute to designing, drafting, decision-making, implementation and monitoring of national development plans, humanitarian response strategies, sectoral policies and action plans, laws, and funding decisions in accordance with national laws. This includes facilitating dialogues, consultations, and the establishment of nationally- and locally-relevant accountability frameworks and forums for women to share their expertise, needs and priorities.

84. The Entity will also continue to support civil society and women's organizations through the provision of dedicated, flexible funding; capacity development and technical assistance; and meaningful engagement in a range of policy and partnerships platforms to which the Entity has access, to enable them to directly support and empower all women and girls to exercise their voice, agency and leadership. UN-Women will continue to ensure that their practitioner-led knowledge and expertise are fully integrated in the implementation of the Strategic Plan, as well as advocating for civil society voices in intergovernmental spaces at national, regional and global levels including for the annual CSW session.

85. Desired systemic outcome: More women and girls exercise their voice, agency and leadership, including through an enabling environment that supports women's- and youth organizations.

6. Production, analysis and use of gender statistics, sex-disaggregated data, and knowledge

86. Quality gender statistics, sex-disaggregated data, and knowledge on gender equality and women's empowerment are essential for the achievement of the gender equality agenda. Enhancing the production, analysis and use of gender statistics and sex-disaggregated data will enable UN-Women to deliver on its triple mandate and advance gender equality and women's empowerment.

87. This work will include creating an enabling environment for the increased production of, and improved access to, gender statistics and sex-disaggregated data. UN-Women works with relevant UN partners to support Member States in filling key data gaps across the SDGs framework and increasing the use of data and knowledge

²⁶ As re-affirmed by the Commission on the Status of Women at its 65th session (E/CN.6/2021/L.3).

to inform the development and implementation of policies and programmes on gender equality and women's empowerment.

88. The Entity will further support the collection of comparable data to fill data gaps on women's unpaid care work and access to decent work, and on the prevalence of VAWG. This will include strengthening the capacities of data users and producers through training, including on the use of non-traditional data sources, (artificial intelligence (AI), geographic information systems, and big data). It will also include increasing the availability of disaggregated statistics and analysis on intersecting inequalities, and producing cutting-edge research and evidence on policies in support of gender equality and women's empowerment, to fill critical knowledge gaps and deliver on the principle of 'leaving no one behind.' UN-Women will explore and develop the use of Big Data to advance impact measurement.

89. UN-Women will lead efforts to mainstream a gender perspective in data production, use and availability across the UN System through its leadership in inter-agency mechanisms on data and through implementation of the UN Data Strategy, alongside partnerships with national statistics offices, national gender equality mechanisms, research organizations, civil society organizations and the private sector.

90. Desired systemic outcome: Gender statistics, sex-disaggregated data, and knowledge are produced, analysed and used to inform policymaking, advocacy and accountability for delivering gender equality and women's empowerment results.

7. UN System coordination for gender equality and women's empowerment

91. UN-Women leads, coordinates and promotes the accountability of the UN system for gender equality and women's empowerment across sectors. UN-Women illustrated its thought leadership and coordination capacity as it effectively drove a coordinated system-wide response to the COVID-19 pandemic through the Entity's mobilization of evidence, technical expertise, and advocacy for placing gender equality at the centre of the response.

92. UN-Women will significantly step up its UN coordination work. This work will include: leveraging UN-Women's leadership role in promoting accountability of the UN system for work on gender equality, through inter-agency coordination bodies and mechanisms at global, regional and national levels; supporting gender mainstreaming in all policies and programmes in the UN system, through guidance and services to strengthen the relevant capacities of the UN system; and developing accountability frameworks of harmonized and commonly agreed standards in this regard. Examples include support for the uniform application of gender equality markers and the establishment of related financial targets, including to monitor and track gender equality-related allocations and expenditures.

93. In line with its mandate, UN-Women will continue to support the implementation of the Secretary-General's System-wide Strategy on Gender Parity, which aims to reach gender parity in the UN system by 2028. This includes providing strategic guidance, technical support, monitoring and reporting on the status of gender balance within the UN System and supporting the implementation of the Enabling Environment Guidelines and the Field-specific Guidelines system-wide. The Entity will also continue to lead and coordinate the UN system-wide Gender Focal Points Network, and support the UN System Chief Executives Board for Coordination (CEB) Task Force on Addressing Sexual Harassment within the Organizations of the United Nations System.

94. UN-Women will further leverage its UN system coordination mandate to support the achievement and systemic monitoring and reporting of results in key thematic areas, including by: leading and participating in joint programming to

advance gender equality standards and results; catalysing integrated policy support in line with UN-Women's thematic priorities; and advancing joint, inter-agency production of sex-disaggregated data, gender analysis and results measurement. UN-Women will also continue to lead UN system-wide processes on response and on VAWG prevention and response.

95. The Entity will advocate for gender equality and women's empowerment to be mainstreamed and prioritized in inter-agency mechanisms, products, processes and decisions on issues related to human rights, governance, elections, financing for development, health including HIV, macroeconomic policies, the care economy, employment and entrepreneurship, and other related areas.

96. It will coordinate the UN System on WPS, including as a chair of the UN Standing Committee on WPS and as the Gender Desk Secretariat for the IASC Reference Group on Gender and Humanitarian Action and will support gender mainstreaming to the UN Plan of Action on Disaster Risk Reduction for Resilience. Through these mechanisms, UN-Women supports the development and adoption of norms and standards and enhanced accountability for gender equality and women's empowerment in these sectors at global, regional and country level.

97. UN-Women will create dedicated institutional arrangements, budgets and associated workplans on its coordination role including across thematic areas, to ensure that results are systematically advanced, captured and communicated.

98. At the country level, it will support UNCTs, under the leadership of the RCs, to promote gender equality and the empowerment of all women and girls by enhancing and accelerating gender mainstreaming, including through the roll-out of the UNCT-SWAP Gender Equality Scorecard. The Entity will also continue to exercise leadership in convening issue-based coalitions on gender equality that are demand-driven and aligned with the priorities of UN Country Teams.

99. Desired systemic outcome: The UN System coherently and systematically contributes to progress on gender equality and the empowerment of women and girls.

VI. A high-impact business model for UN-Women 2.0

100. UN-Women has revisited its business model and reconceived its organizational effectiveness and efficiency (OEE) framework to underpin the achievement of gender equality and to align internal and external goals, incentives, management approaches and reporting. UN-Women recognizes that its internal ways of working must adapt to changing outside contexts, as well as evolving needs and expectations – this applies especially to being able to respond in an agile way to emerging and urgent situations. UN-Women commits to driving organizational effectiveness and efficiency and, while doing so with accountability, to accelerate its own business transformation to assure the Entity's financial sustainability and evolve its operating model to better deliver on its mandate.

101. A combination of shared leadership principles and organizational excellence aspirations will drive the business transformation to achieve a second-generation version of the organization, or UN-Women 2.0, to propel the Entity through its second decade. UN-Women will apply a balanced scorecard methodology to implement the OEE framework, ensuring full alignment and cascading of external reporting across five areas of organizational performance management: Principled Performance; Advancing Partnerships and Resourcing; Business Transformation; Empowered People; and Products, Services and Processes.

1. Ensuring an accountable organization through Principled Performance

102. Recognizing the importance of value-for-money principles in delivering results efficiently and effectively, UN-Women is committed to continuous improvements, and to creating an accountable and trustworthy organization that manages its financial and other resources prudently and in line with its programmatic ambitions and fiduciary obligations. Building on findings from evaluations and audits that there is room to strengthen quality assurance, accountability and reporting structures, these are key areas of focus under Principled Performance.

103. Principled performance includes a commitment to strengthening the accountability and governance framework of the organization, and revising key processes as a result of ongoing business transformation efforts including processes and systems that strengthen the links between planning, budgeting and expenditures, and results. Thus, effective and robust results-based management, financial management controls, internal and external transparency of financial data, timely and accurate donor reporting, responsive and secure information systems, environmental sustainability and a reduced carbon footprint, and physical security together comprise a cornerstone of UN-Women's approach to governance, risk and compliance, i.e. Principled Performance in the Strategic Plan.

104. UN Women will continue to build upon its efforts to advance its organizational road map to advance its risk management framework and related processes to a higher level of maturity. Planned actions for the medium to long term include, among others, the embedding of a risk management assurance framework with tangible indicators to measure progress, enhancements to the governance of risk management through strengthened systems and processes, defining and communicating the organizational risk appetite and tolerance, as well as building stronger capacities in support of a stronger risk awareness culture.

2. Advancing partnerships and resourcing

105. In addition to realizing its mandate through influencing more and different partners in support of gender equality and women's empowerment, UN-Women needs to advance partnerships for its own purposes and resourcing. The Entity is focused on forging new alliances with non-traditional partners, engaging them for collective action as well as seeking to influence their use of resources. This includes leveraging UN-Women's global communications and advocacy platforms and increasing engagement with the media, academia, the sports world, philanthropists and celebrity influencers to ensure that UN-Women drives the global conversation on gender equality and women's empowerment. Furthermore, the Entity is focused on increasing financing for gender equality and women's empowerment globally, within the UN System, and for UN-Women itself. UN-Women will also seek to expand the pool of available resources for gender equality by exploring innovations, expanding partnerships with IFIs, and influencing national budgets.

3. Advancing business transformation

106. The approach to building UN-Women 2.0 emphasizes linkages between strategic planning, budgeting, and resource mobilization, as well as aligning the same for increased coordination and results. This aims to support the Entity to transform into a globally matrixed and networked knowledge organization, which better connects global and local policy capacity, where high-quality policy advice is available close to beneficiaries, and which is equipped to deliver results where it matters most – in the field.

107. UN-Women will focus on best practice resource-allocation approaches, treating available funding as catalytic investments to drive the growth of the organization and gradually move away from static, traditional funding models. This is in line with a revamped UN-Women business model that will: incentivize planned, strategic growth; be more rigorous around the recovery of costs; and make full use of opportunities for inter-agency collaboration and streamlined operating practices, including through shared services and mutual recognition that UN reform offers. Going forward, leadership will place an even stronger emphasis on organizational performance management and rebalance resources towards the field – as referenced in the corresponding Integrated Budget documents.

108. UN-Women will also continue its work to standardize country, regional and HQ office typologies, while ensuring the organization is present where its contributions are most acutely needed. To improve knowledge management and innovation, the Entity will move towards more standardized knowledge products in support of more efficient and effective delivery of programmatic results.

109. UN-Women will systematize lessons learned from its new forms of work, building on the hybrid modality imposed by COVID-19 to evolve towards a more contemporary, climate conscious and agile organization that embraces future ways of working. UN-Women will continue to promote networked approaches and modalities to deliver on corporate projects, incorporating automation and AI tools, and strengthening a global matrix, to ensure that substantive and managerial accountability reaches across countries, within regions, and across the organization.

4. Nurturing a diverse and empowered workforce and advancing an inclusive UN-Women culture

110. UN-Women strives to be an organization that delivers results through an inclusive culture and leadership that exemplifies ethical, transformational and shared leadership principles. UN-Women aspires to be an employer of choice that values and cultivates a diverse, highly performing cadre of personnel who embody UN values.

111. In support of these ambitions, UN-Women will continue to internally provide proactive, client-oriented, and efficient services to its offices to enable a productive and collaborative global work environment. Internally, UN-Women will further enhance the skills of its leaders and personnel to increase performance awareness and promote a culture of accountability to meet the needs of a complex, changing and demanding work environment. UN-Women will strengthen leadership and team capacity for individual, collective and system change to enable and promote an environment of continuous learning, adaptation and reflection, shared leadership and decision-making. This will promote inclusive and participatory decision-making processes and an explicit recognition of power dynamics and unconscious bias to create an even more effective organization with a diverse and empowered workforce.

112. UN-Women remains committed to increasing diversity and tackling discrimination in the workplace through regular workforce engagement, supporting global talent management and further strengthening recruitment approaches, while ensuring policies and support mechanisms are in place. UN-Women is fully committed to mainstreaming disability inclusion throughout its work, in line with the Entity's corporate strategy on disability inclusion, the UN Disability Inclusion strategy, and the Convention on the Rights of Persons with Disabilities.

113. With the inclusion of the prevention of sexual exploitation and abuse (SEA) and sexual harassment in the 2020 QCPR, tackling sexual misconduct will continue to be a priority for the UN system and UN-Women. UN-Women will monitor the implementation of the SEA and sexual harassment framework through corporate,

regional, and country-level action plans and certifications of required prevention and response actions.

5. Effective normative, operational and coordination products, services and processes

114. UN-Women will invest in standardized programme approaches, knowledge products, and service offerings for the achievement of impact at scale, while adapting its service offering, in collaboration with UN Country Teams, to respond to national realities and priorities. In recognition that its mandate is universal and that no country has fully achieved gender equality, UN-Women will leverage its role as a global thought leader to explore the possibility of offering advisory services for a fee to help partners beyond traditional programme contexts and upon their request to apply technical, policy and programming expertise to their local contexts.

115. UN-Women's programming will focus on larger, more impactful, and joint programmes aimed at achieving systemic and transformative change and move away from small standalone projects. UN-Women will also strengthen its grant-making and partner-selection modalities to support co-created, transformative change. A business-improvement agenda to use scarce resources efficiently, linked to UN-Women's global footprint, will accelerate this work. To improve its agility, responsiveness, and scalability, UN-Women is exploring shared service modalities that aim to improve services provided by the organization, add surge capacity for fast-tracked disaster response and recovery, and enable the organization to pivot towards field-focused service delivery. The Entity will emphasize the differentiated roles and accountabilities in providing technical quality assurance at country, regional and headquarter levels.

VII. Monitoring, reporting and evaluation

116. UN-Women monitors development results and OEE results by tracking progress against indicators in the Integrated Results and Resources Framework (IRRF). Impact-level indicators will be global indicators based, to the greatest extent possible, on comparable and standardized national official statistics. UN-Women will use a globally accessible online platform to monitor and report on results and indicators in the IRRF, and the data gathered on the implementation of its programmes and aggregated through this platform will be used for the Executive Director's Annual Report to the Executive Board. Specific values for baselines, targets and milestones per IRRF indicator will be provided in 2022, after data validation is conducted with field offices. In line with lessons learned from the implementation of the previous Strategic Plan, UN-Women will continue to strengthen internal monitoring and oversight mechanisms, placing particular attention on measuring and reporting on impact- and outcome-level results.

117. In support of the UNDS reform and in response to calls from Member States in the QCPR, UN-Women will work closely together with key UN partners to monitor and report on key results, jointly based on the common indicators set in the QCPR monitoring framework and the IRRF. A mid-term review of the Strategic Plan will be conducted no later than 2023, incorporating lessons learned from the first two years of implementation, as well as Member States' guidance related to QCPR follow-ups.

118. The Independent Evaluation Service will establish and implement a Corporate Evaluation Plan 2022–2025 to evaluate UN-Women's development results and organizational effectiveness and efficiency. It will provide a framework within which evaluation evidence will be systematically generated, including on the relevance, coherence, effectiveness, efficiency, impact, and sustainability of work under the

Strategic Plan. The Internal Audit Service will establish and implement an Internal Audit and Advisory Strategy 2022–2025 to provide independent assurance on UN-Women’s governance, risk management and controls and recommendations to improve UN-Women’s performance and accountability. Evaluation, internal audit and advisory service findings and recommendations will be used to inform programming and decision-making.

VIII. Elements of a decision

119. The Executive Board may wish to,

(a) *Take* note with appreciation the various informal briefings and workshops with the Executive Board and other relevant stakeholders, and the transparent and consultative process undertaken in the development of UN-Women’s Strategic Plan 2022–2025; and endorse the UN-Women Strategic Plan 2022–2025;

(b) *Request* the Under-Secretary-General/Executive Director to submit to the Executive Board at its annual session in 2022, the final progress report on the implementation of the Strategic Plan, 2018–2021;

(c) *Request* the Under-Secretary-General/Executive Director to submit to the Executive Board, beginning at its annual session in 2023, an annual progress report on the implementation of the Strategic Plan 2022–2025, and to provide updates at its regular sessions in 2024, 2025 and 2026;

(d) *Request* the Under-Secretary-General/Executive Director to undertake a midterm review of the UN-Women Strategic Plan 2022–2025 that includes an assessment of results achieved, cost effectiveness, evaluations, and progress made in achieving the vision of the Strategic Plan, and to present the findings in her annual report to the Executive Board in 2024.

7 Buddy system An introduction

By the nature of their occupation, military personnel are at greater risk of suffering from stress and trauma. Indeed, the stress and trauma of military deployments and potential combat involvement increase the risk of injury, illness, burnout, depression and other conditions. In addition, the culture within the military creates certain barriers to accessing care for psychological problems. In addition, soldiers are often reluctant to share their deployment experiences. It is common to hear a soldier say that others “can’t understand; they weren’t there and have never experienced anything like it”. In this context, it is important to find alternative ways of helping this portion of the population, which is highly impacted by stress and trauma but evolves in a culture that often stigmatises psychological help. This is where the peer support system, known as the buddy system, which the US military has used for decades, comes into play.

The peer support system is a system that encourages people experiencing difficulties to find someone they trust who has experienced similar events to whom they can confide. Research indicates that people prefer to confide in and be supported by a peer who has experienced the same or similar circumstances. In the military context, peers may be trusted by fellow soldiers or veterans. The support system can be unidirectional (for the support of one person) or bidirectional (when the two peers support each other psychologically).

Peers come together to share their feelings, traumas, stresses and other difficulties they are facing to support each other psychologically by helping and advising each other on the best ways to overcome their experiences. The support can cover various issues: anger management, specific traumatic events, difficulties returning home and to society, financial problems, relationships with children, depression, suicidal thoughts, etc.

Since peers have experienced similar events, there is a greater level of understanding, acceptance and validation which facilitates the flow of conversations and increases the quality of advice, resources, information and services shared between participants. Sometimes, simple discussions with a colleague may be sufficient to alleviate their stress and trauma. In contrast, in some cases referring soldiers to specialist health care is preferable. In this way, soldiers and veterans can become the gateway to accessing more medical services, such as psychological help.

There are five main steps to establishing a peer support system. The first step is the selection of a peer, which should consider the following criteria: someone who works in a related field, someone who is trusted, and preferably someone with more experience than oneself. The second step is to commit to covering two main aspects: the meetings’ objectives and the sessions’ dates and places (virtually or in person). The third step is holding support meetings which should have a fixed start and end time and ground rules set by the peers. The fourth step is to check the functioning of the meetings to see whether the objectives of the meetings are being met and whether the sessions are meeting the individual needs of the participants. Finally, the fifth step is to move forward, as the meetings must have a predetermined deadline and, in some cases, “moving forward” may mean “referring to”.

Thus, peer-to-peer meetings are used to talk openly about feelings and events while allowing a peer to reframe events, advise and inform about tools and resources available to help soldiers through their ordeal. The aim is to support the healing and recovery of soldiers. Research has shown that the peer support system provides

emotional, informational and relational support to individuals. It also gives participants hope that overcoming the hardships they are experiencing is possible because others have gone through it and come out on top. Peer support also ensures that interpersonal relationships are maintained and can encourage community involvement.

The benefits in a few points:

Accessible: anyone can do it anywhere, anytime. It only takes a moment in the week to talk face-to-face, virtually or via a phone call. And it only takes a few hours of training to prepare and inform peers about their role.

Flexible: allows for various topics ranging from related elements to deployment experiences to more personal post-deployment issues.

Preventative: allows for earlier detection and treatment of mental health problems such as depression, suicidal ideation, stress and trauma. It may also encourage the use of more appropriate health services for treatment. This can lead to lower health costs, hospitalisation rates, and increased quality of life and resilience for participants.

De-stigmatises: allows soldiers to realise that they are not alone in this situation, that others have gone through similar ordeals and that they can cope. Encourage and normalise the use of appropriate medical services, if needed.

Advice: allows soldiers to receive advice from people who have already gone through similar experiences. Their peers can give them advice, tools, resources, and information to help them get through the ordeal they are going through. They can also refer them to more specific and appropriate medical services.

Engaging: Increases social and community engagement, allowing soldiers to reintegrate into their communities. Ensures social interaction to get information and seek help on various topics such as services available for legal, financial, family or other problems.

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Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 6

For United Nations Peace Operations



United Nations
Peacekeeping



unitar
United Nations Institute for Training and Research



2 UN Women Strategic Plan 2022-2025

UN Women Strategic Plan

2022-2025

Building a Gender-Equal World



UN Women Strategic Plan

2022-2025

Building a Gender-Equal World



GLOBAL CONTEXT

As the United Nations entity dedicated to gender equality we work to achieve the empowerment of all women and girls and the full enjoyment of their human rights. Our Strategic Plan 2022-2025 will guide us for the next four years – with an eye toward the 2030 deadline to achieve the Sustainable Development Goals (SDGs).

Despite progress over the past decade in health and education – more girls go to school and fewer women die in childbirth¹ than ever before – in far too many areas, advances in gender equality have been slow. Globally, less than two thirds of women participate in the labour force,² compared to more than 90 percent of men, figures that have not improved in 30 years. A staggering 190 million women of reproductive age who want to avoid pregnancy are not using any contraceptive method.³ In the last year alone, 1 in 10 women above the age of 15 experienced sexual or physical violence by

an intimate partner.⁴ And despite advancements in women’s leadership, women still make up just one quarter of all parliamentary seats and only 24 heads of state or government worldwide.⁵

Our new strategic plan takes effect in the midst of the global COVID-19 pandemic, which has had a disproportionate impact on women and girls and exacerbated all aspects of gender inequality. It is clear that bold actions and increased financing are needed to rebuild better and equal, address the needs of all women and girls and leave no one behind.


1 Review and appraisal of the implementation of the Beijing Declaration and Platform for Action and the outcomes of the twenty-third special session of the General Assembly Report of the Secretary-General, New York, March 2020.

2 Ibid.

3 Ibid.

4 World Health Organization, on behalf of the United Nations Inter-Agency Working Group on Violence Against Women Estimation and Data (VAW-IAWGED), Violence Against Women Prevalence Estimates, 2018 (Geneva, 2021).

5 Review and appraisal of the implementation of the Beijing Declaration and Platform for Action and the outcomes of the twenty-third special session of the General Assembly Report of the Secretary-General, New York, March 2020.



IT IS CLEAR THAT BOLD ACTIONS AND INCREASED FINANCING ARE NEEDED TO REBUILD BETTER AND EQUAL, ADDRESS THE NEEDS OF ALL WOMEN AND GIRLS AND LEAVE NO ONE BEHIND.



UN Women/Ryan Brown

OUR TRIPLE MANDATE

As the only UN entity dedicated entirely to gender equality and women's empowerment, UN Women has a special role to play in advancing the global development agenda. Our ability to partner with and engage a range of actors across governments, civil society, the private sector and media, truly sets us apart. Our triple mandate uniquely positions us to:

- **promote coordination across the UN system** to enhance accountability and results for gender equality and women's empowerment;
- **support UN Member States to strengthen global norms and standards for gender equality** and women's empowerment, and to include a gender perspective when advancing other issues; and
- **undertake operational activities at the country and regional levels**, including supporting Member States in developing and implementing gender-responsive laws, policies and strategies that take into account women's lived realities.



UN Women/Ryan Brown

WE ENVISION A
GENDER-EQUAL
WORLD IN WHICH
ALL WOMEN
AND GIRLS ARE
EMPOWERED TO
ENJOY THEIR FULL
HUMAN RIGHTS.

OUR VISION AND GUIDING PRINCIPLES

We envision a gender-equal world in which all women and girls are empowered to enjoy their full human rights. We are guided in this pursuit by the following key principles:

- We seek to **leave no one behind**, by identifying and dismantling structural barriers and unequal power relations, including discriminatory laws, policies, and practices
- We drive **results, coordination and accountability** to advance gender equality across the UN system
- We support **national ownership**, ensuring that efforts to advance gender equality align with countries' national priorities
- We leverage our influence and partnerships to **grow sustainable financing** for gender equality



DRIVING CROSS-CUTTING RESULTS THROUGH WORK IN FOUR THEMATIC AREAS

Since our inception, we have grounded our work, organized our teams, and measured our impact in four thematic areas. We also recognize that to address the root causes of gender inequality, we and our partners must increasingly take an intersectional approach – and that our initiatives may not

always fall neatly into one of these categories. To achieve this, our new strategic plan identifies a series of systemic outcomes that we strive to achieve based on our thematic work, and which serve as the building blocks of a more gender-equal world.



DRIVING IMPACT ACROSS FOUR THEMATIC AREAS

1. Governance and participation in public life:

We work with key partners so that all women are able to fully and equally participate in decision-making, and women and girls can benefit from gender-responsive laws, policies, budgets, services, and accountable institutions. We do this by supporting countries' efforts to achieve 50/50 gender balance in decision-making, working to integrate gender equality into budgeting processes, leveraging our role as a convener, and contributing to efforts to repeal discriminatory laws and policies.

2. Women's economic empowerment: We work to advance the economic empowerment of women so that they have income security, decent work, and economic autonomy. To achieve this, we partner with a range of allies, from UN agencies to government ministries, to regional bodies and international financial institutions, to women's entrepreneurship organizations. Together, we work to transform the care economy by pushing for women to be recognized – and paid – for their work and by strengthening social protection. We also advocate for equal pay, support women as leaders and entrepreneurs, and work to close the digital divide to ensure women and girls have equal access to opportunities.

3. Ending violence against women and girls: We promote integrated approaches to ensure that all women and girls live a life free from all forms of violence. These include supporting Member States to strengthen monitoring for and standards to end violence against women and girls (VAWG), helping to craft and implement national action plans to prevent violence and promote positive social norms, and forging links between groups working on ending violence and experts in other thematic areas, including agriculture, transportation and disaster preparedness. Since 2020, this work has also included ensuring that COVID-19 response and recovery plans include strategies to end VAWG.

4. Women, peace and security, humanitarian action, and disaster risk reduction: We work to ensure that women and girls contribute to and have greater influence in building sustainable peace and resilience and benefit equally from conflict and disaster prevention and from humanitarian action. We support Member States and other UN entities in implementing their commitments on this front, facilitate coordination across sectors, and support the development of model policies, programmes and national action plans.





UN Women/Leovigildo Nhampule

BRIDGING SILOS WITH SEVEN SYSTEMIC OUTCOMES

In recognition of the interconnected nature of our work and the change we seek to drive, our strategic plan defines the following seven desired outcomes, which transcend our four thematic areas and provide the pathways to realize our vision:

- 1. To achieve stronger global norms and standards on gender equality and the empowerment of women, as well as more gender-responsive laws, policies, and institutions,** we will provide technical assistance to Member States, produce evidence in support of global commitments, and provide support to public institutions to respond to the needs of women and girls and encourage their participation in policy and agenda setting.
- 2. To increase public and private financing policies, strategies and instruments to advance gender equality,** we will provide tailored policy guidance and capacity building on the mobilization, allocation and spending of high-impact financing aligned with gender equality objectives.
- 3. To support societies and communities to adopt attitudes and practices that advance gender equality and women's empowerment, including by engaging men and boys,** we will leverage our diverse partnerships to advance positive social norm change.
- 4. To create access to better – and more tailored – public goods, services and resources for all women and girls,** we will support the removal of barriers to access, increase relevant expertise among service providers, support women's participation in policy design and decision-making, and promote sustainable investments at all levels.
- 5. To ensure that more women and girls exercise their voice, agency and leadership,** we will facilitate the expression of women's voices in decision-making, including by protecting the right to freedom of opinion and expression and women's equal rights to engage in public life.
- 6. To generate better knowledge and data, including more global statistics disaggregated by sex, to inform gender equality strategies,** we will create an enabling environment for the increased production of, and improved access

to, gender statistics and sex-disaggregated data and will support Member States in filling key data gaps necessary to benchmark global commitments.

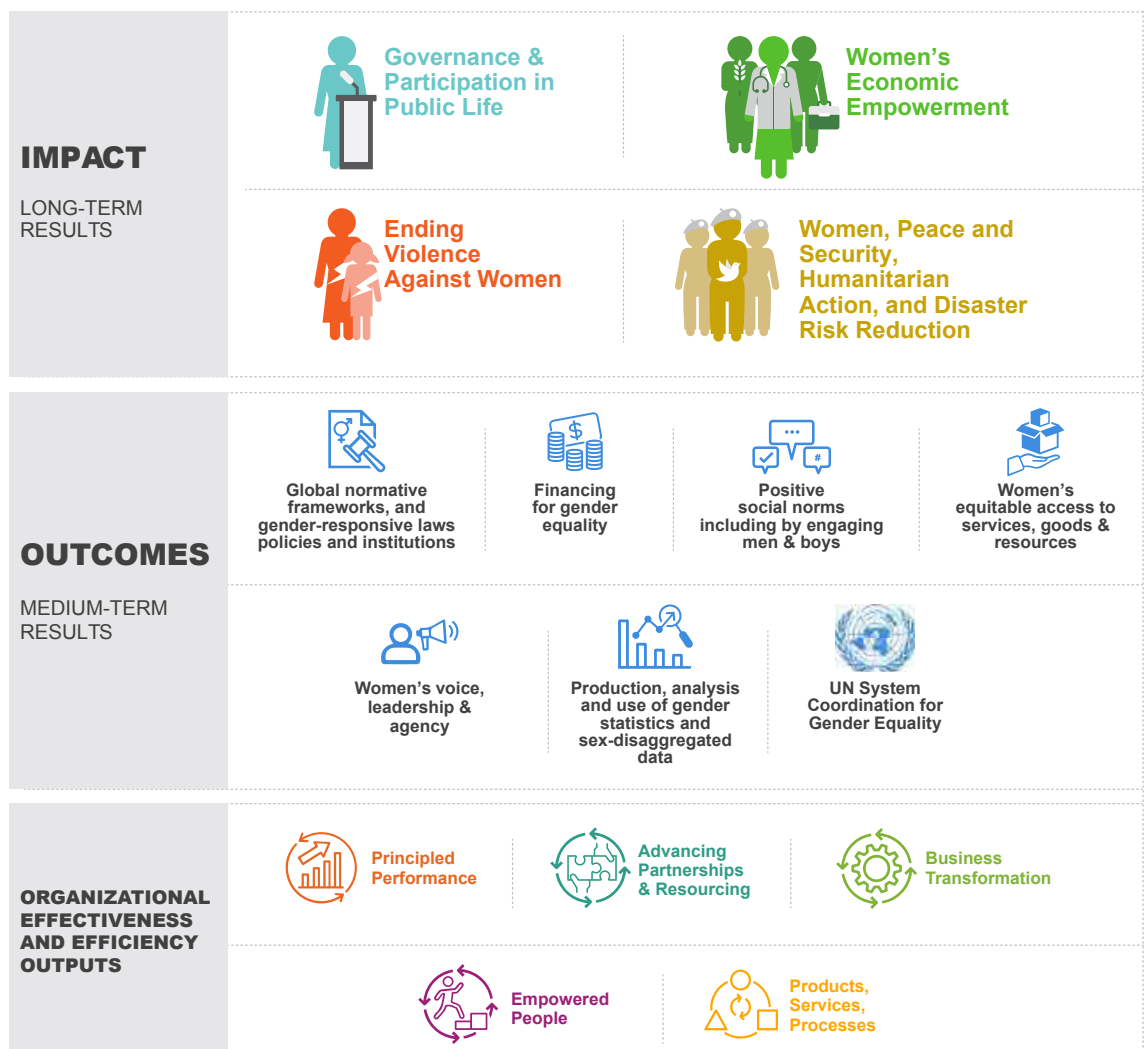
7. To champion a more coordinated UN system united in the advancement of gender equality, we will significantly step up our UN coordination work, including supporting gender mainstreaming in all policies and programmes in the UN system and developing frameworks through which to hold the UN accountable to its commitments on gender equality.

Key to achieving these results is expanding our reach and impact through partnership. We will continue to respond to UN Member States' requests for support by directly implementing programmes for gender equality and the empowerment of women at the local, regional and global levels. We will do so by providing thought leadership, policy advice, technical assistance and capacity building to government, civil society and UN partners; by engaging in multi-stakeholder partnerships; through direct grant-making to grassroots leaders; by integrating climate change mitigation into our work; by investing in new technologies; and by listening to and amplifying the voices of young people.



STRATEGIC PLAN VISION

Achieve gender equality, the empowerment of all women and girls and the fulfillment of their human rights.



LESSONS LEARNED FROM OUR FIRST DECADE



Ten years since the formation of UN Women, we have learned where we are most effective – and where we need to invest to improve our impact. In our first decade, we have established that:

- **Our triple mandate makes a difference:** By linking civil society, Member States and UN partners, we have played a key role in advancing global norms and standards for gender equality, and in translating these into meaningful change on the ground. We can continue to leverage this unique position going forward.
- **UN Women is regarded as a global thought and practice leader:** Over the past decade, we have been at the forefront of generating research, data and knowledge on gender equality, including the establishment of flagship publications such as *Progress of the World's Women*. The impact of COVID-19 on women and girls demonstrates a need to continue and to grow this work.
- **We can scale impact by sharpening our focus:** To translate the results of our first decade into sustainable change, we must focus on high-impact approaches aimed at dismantling structural barriers to gender equality – including better integrating the principle of leaving no one behind by intentionally focusing on the most marginalized communities and addressing the root causes of inequity that affect them.
- **Partnerships provide a key comparative advantage:** Our ability to convene and support dialogues between civil society, governments and other stakeholders allows UN Women to amplify our influence in advancing the gender equality agenda. In our next decade, we aim to deepen our relationships with existing partners and to expand new partnerships, with women's movements, men and boys, the private sector, the media, think tanks, international financial institutions, and other actors.
- **We need more flexible and predictable funding:** For our agenda to succeed, we need to support our partners to unlock sustainable financing. This will require creative resource mobilization and innovative financing, including through increased partnerships with the private sector.
- **It's time to mainstream gender equality across the UN:** Recent UN development system reforms have bolstered our ability to advance gender equality and women's empowerment across the UN system. We now have the opportunity to further mainstream gender equality by partnering with key UN agencies – including UNDP, UNFPA, UNICEF and beyond – in joint planning, programming, monitoring and reporting.

A HIGH-IMPACT BUSINESS MODEL FOR ACHIEVING GENDER EQUALITY

Looking beyond our current strategic planning period and toward our next decade, we recognize that we must adapt our ways of working to a rapidly changing world. To ensure that we are poised to respond to emerging and urgent situations in ways that are agile and efficient, we commit to a transformation of our own business practices. This includes the following:

- Reviewing our processes and holding ourselves accountable to value-for-money principles
- Expanding our influence, reach and efficiency by working through partnership wherever possible and leveraging financing from other donors and implementors
- Optimizing our field presences through decentralization
- Investing in standardized and more integrated programme approaches to achieve impact at scale
- Leveraging our role as thought leader by offering advisory services
- Strengthening our grantmaking and partner selection to support co-created, transformative change
- Maximizing our resources by treating available funding as catalytic investments to drive growth
- Nurturing a diverse and empowered workforce by striving to create an inclusive culture that attracts and retains talent



**FIND THE FULL
STRATEGIC PLAN
DOCUMENTS HERE:**

[UN WOMEN STRATEGIC PLAN
2022-2025](#)

[INTEGRATED RESULT AND
RESOURCES FRAMEWORK OF
UN WOMEN STRATEGIC PLAN
2022-2025](#)

UN WOMEN IS THE UN ORGANIZATION DEDICATED TO GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN. A GLOBAL CHAMPION FOR WOMEN AND GIRLS, UN WOMEN WAS ESTABLISHED TO ACCELERATE PROGRESS ON MEETING THEIR NEEDS WORLDWIDE.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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New York, New York 10017, USA

3 Aide Memoire for Military Briefing

The military briefing is a means of presenting information to commanders, personnel or other designated audiences. The purpose of the briefing determines the techniques used, the desired outcome and the role of the briefing leader. The purpose of this document is to describe three types of briefings:

- Information
- Decision
- Follow-up

Briefing – The person giving the briefing must master the following elements:

- Use clear language, jargon-free, adapted to that of the audience and devoid of prejudice;
- Ensure that their pronunciation and elocution are clear;
- The content of their presentation was developed expressly for reading aloud (and not for presentation in writing);
- Its flow is natural;
- Their posture is good;
- They maintain eye contact with the audience;
- Their ideas are organised, fleshed out and supported to achieve a clear goal;
- They are honest and open-minded, ensure facts are accurate and up-to-date, and assess and meet the needs of different audiences;
- They use materials to keep the audience interested;
- They answer questions thoroughly and in detail;
- It leads to a firm conclusion in which the presentation is recapped and reinforces the message(s); and
- They listen actively and adjust their presentation considering verbal and non-verbal feedback from the audience.

A briefing has three steps:

First step: Analyse the situation. This includes an analysis of the audience and timing of the briefing, as follows:

- Who is the briefing for, and why? (The purpose determines the nature of the briefing);
- How familiar is the audience with the subject of the briefing?
- What is expected of the briefing officer?

- Should they present facts or make a recommendation?
- The duration established for a briefing governs the style, material facilities and preparations required; and
- Consideration should be given to the availability of physical facilities or visual aids.

Second step: Develop the briefing. The elaboration of the briefing varies according to its type and purpose. These are based on analysis. Here are the main steps in preparing a briefing:

- Gather data;
- Know the subject thoroughly;
- Define the key points;
- Order key points logically;
- Provide data that substantiates the validity of the key points;
- Choose visual aids;
- Write the text; and
- Read the briefing in front of an informed person who can assess it.

Third step: Give the briefing. The success of a briefing depends on its presentation. The briefer should be: confident, relaxed, natural, speak forcefully, articulate and master the subject. The briefing should be characterised by conciseness, objectivity and accuracy. The briefer should be aware of the following:

- The introduction and summary should be short;
- Demonstrate logic in drawing conclusions and making recommendations; and
- The briefer may be interrupted by questions from the audience. They must answer each question or declare they will respond later. When they present the information, they should refer to the question that was asked. They must be ready to justify their briefing. They must anticipate possible questions and be prepared to answer them.

Model Information Briefing

Introduction: Address the person(s) for whom the briefing is intended. Introduce yourself and the team/unit/organisation;

Purpose and scope: Begin by outlining the briefing, explaining the purpose and scope of the briefing;

Outline or procedures: Summarise the key points and the general method used. Explain any special procedures (demonstrations, exhibits or tours);

Body of the briefing: Present the main ideas in logical order. Use visual aids correctly to emphasise the main ideas. Plan effective transitions between the main ideas;

Questions: Be ready to answer questions at any time; and

Conclusion: Ask if there are any questions. Briefly recap the main ideas.

Sample Decision Briefing:

Introduction

- State the type and purpose of the briefing;
- Briefly state the problem to be solved; and
- Make recommendations.

Body

- State the key factors influencing the problem;
- Indicate the relevant facts that could influence the decision;
- Present positive and negative facts objectively;
- Indicate the assumptions that had to be made to fill the gaps in the evidence;
- Indicate action plans;
- Discuss the various possible solutions;
- Do an analysis; and
- State the criteria that will be used to evaluate how to solve the problem (selection and evaluation).

Conclusion

- Explain why the chosen solution is the best;
- Questions;
- Restate the recommendation so it can be approved or rejected; and
- Ask for a decision to be made.



Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 7

For United Nations Peace Operations



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1 Positive thoughts



You can learn from your mistakes to improve.



You never lose: either you win or you learn.



There is never a failure, there are only experiences.



It is by trying again and again that skill is acquired, and intelligence is developed.



It takes courage to accept that you are imparted.



Reflection is at least as much about asking questions as it is about providing answers.



You don't understand yet and you have the power to do everything to understand soon.



You have failed so you need to find another way.



There is rarely one way to answer a question, but many ways to arrive at the same solution or another solution that has not yet been explored.

2 Example of Military Gender Strategy

Force Military Gender And Protection Advisor Working Plan - Sep2021/Sep2022

Step 1: Establishing Force Generation				
Actions	Activities	Expected Results	Deadline	Remarks
1.1. Military Gender Advisor (MGA) Standard Operational Procedures (SOP)	Update SOP from 2019 according to OP ORDER August 2021 revised	Standardise SOP in FHQ and all Sectors (TF/JTFB), including Gender, Sexual Exploitation and Abuse (SEA), Protection of Civilians (POC), Child Protection (CP) and Conflict-Related Sexual Violence (CRSV)	NOV 2021	Status: Ongoing
Step 2: Gender Mainstreaming				
Actions	Activities	Expected Results	Deadline	Remarks
2.1. Follow up on the Gender Mainstreaming in MINUSCA Military Component	Ask MILOB Coord Cell to provide the situation of MINUSCA military component personnel deployed (male and female); an update should be sent to Force Gender Advisor Cell monthly. Ask MILOBS Cell to provide the situation of MINUSCA personnel in command/chief/ leadership positions (male and female). Analyse the distribution of personnel according to gender/location. Analyse the necessity of specific deployment, and propose measures to increase female deployment's effectiveness.	IOT achieve the goal defined in the Uniformed Gender Parity Strategy (UGPS)	Throughout the year	Status: Ongoing
Step 3: Training all the Military Personnel				
Actions	Activities	Expected Results	Deadline	Remarks
3.1. Organise and Conduct "5 HATS" Training of Trainers (ToT)	Analyse, in coordination with IMTC/U7/U6, the capabilities available in MINUSCA to perform online training. Analyse, in coordination with the Sectors/TFs MGPA and Units/TS MGPPF, the capabilities available in the TCCs and TS. Establish directives for presential training in COVID-19 time. Establish directives for online training. Coordinate with civilian section (POC, CP, CRSV, SEA and Gender).	All MGAs from Sectors and main MGPPFs will be trained for all 5 responsibilities.	7 March 2022	Status: to be done

3.2. Follow up and consolidate information for SEA training of troops	Control military personnel frequency in the SEA Training.	Better track of the training	Along the year	Status: Ongoing
Step 4: Information Sharing				
Actions	Activities	Expected Results	Deadline	Remarks
4.1. Participate in the MARA Working Group	MGA and other designated Focal Points of interest will represent the military component.	Information sharing improvement increases the effectiveness of the Force's action to prevent and respond to CRSV	Throughout the year	Status: Ongoing
Step 5: Engagement				
Actions	Activities	Expected Results	Deadline	Remarks
5.1. Engage with the local population	In coordination with U9 (CIMIC), plan activities with the local population (visit IDP camps, orphanages).	Establish and maintain a confidence network with children and women.	25 March 2022	Status: To be done
5.2. Improving women's military participation in patrol	Improve mixed patrols in Infantry Units with MGA in Sectors.	Improve gender perspective in Reporting SEA, CRSV, POC and Child Protection issues.	Throughout the year	Status: Ongoing
5.3. Use Quick Impact Projects (QIPs) and other military resources in CRSV's prevention and response	Engagement with community leaders and women's groups to understand their specific needs. U9 to propose QIPs (water facilities, economic empowerment).	Decrease the probability of CRSV occurring. Decrease the number of CRSV victims/survivors.	Throughout the year	Status: To be done

3 Example of a gender-sensitive military strategy

American Military Strategy in Japan Post World War II General Douglas MacArthur's Emancipation of the Women of Japan Strategy

Changing host nation culture to support Women, Peace and Security

Agenda

Gender-based analysis

On August 15, 1945, World War II came to an end. General Douglas MacArthur, Supreme Commander for the Allied Powers (SCAP), flew from the Philippines to Japan with a mission to occupy and demilitarise Japan. MacArthur declared the U.S. were to “reorient” and “rehabilitate” Japan into a modern, democratic, and enlightened nation.

Japanese women as gendered subjects emerged as central figures. The US occupation authorities saw them as victims for centuries of “Oriental male chauvinism”. Japanese women embodied feudal tradition, backwardness, and lack of civilisation.

US Military Gender Strategy in Japan:

Male occupiers to emancipate and save Japanese women initiated various constitutional and legal changes and policies.

MacArthur's demand for women's emancipation initially addressed only women's suffrage. While “experts” opined that “culture” would prevent women from voting and running for office, MacArthur's “Women's Affairs” officers trained Japanese women how to vote and how to campaign for political office. The result: on April 10 1946, Japanese voters elected 38 women to Japan's House of Representatives, a body of 466 members. In Japan in 1946, female candidates had a 50% chance of being elected. Male candidates had only a 15% chance of being elected.

Narrative of the Gender Strategy:

Democracy means gender equality.

Line of Effort:

Push for a Japanese constitutional guarantee of gender equality (a nonexistent guarantee in the United States).

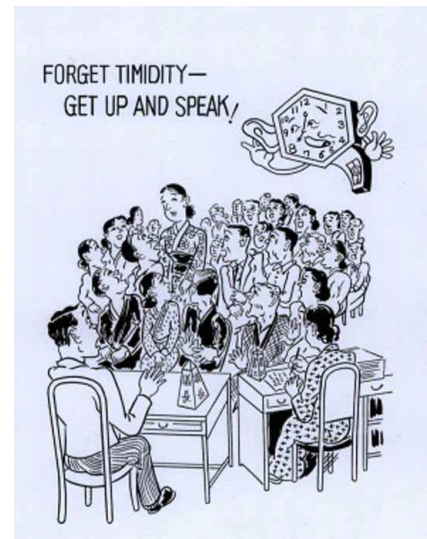
Implement the ideal of gender equality and transformation of Japanese women at the grassroots level. Using skits, role-playing, and pamphlets, women occupiers such as Carmen Johnson and Helen Hosp Seamans disseminated the spirit and practice of “democracy” among Japanese women, with whom they often formed strong bonds that continued well after the occupation.

Obstacles:

A Tokyo newspaper proclaimed that many women elected were former prostitutes and mistresses.

The election process requires candidates to deposit 5,000 yen to become a candidate (and also to lose their 5,000 yen if they did not receive one-tenth, or more, of the votes). The result: In 1947, there was a drop of more than 50% of women elected to Japan’s House of Representatives.

American women’s passion for gender reform was all the more remarkable, as they were utterly unfamiliar with Japan, with few exceptions, had no Japanese language skills, received no extensive training for their tasks, and were often relegated to marginal positions within the predominantly male SCAP bureaucracy.



References:

Weiss, Cornelia (2019) “The Nineteenth Amendment and the U.S. “Women’s Emancipation Policy” in Post-World War II Occupied Japan: Going Beyond Suffrage,” Akron Law Review: Vol. 53: Iss. 2, Article 4. Available at: <https://ideaexchange.uakron.edu/akronlawreview/vol53/iss2/4>

Cornelia Weiss (February 2, 2021). A Stability Operation Goal: Women’s Emancipation in Postwar Japan. <https://som.news/2021/02/02/a-stability-operation-goal-womens-emancipation-in-postwar-japan/>

Mire Koikari (2011). Feminism and the Cold War in the U.S. Occupation of Japan, 1945 – 1952. The Asia-Pacific Journal | Japan Focus Volume 9 | Issue 7 | Number 1 | Article ID 3487 | Feb 14, 2011. <https://apjif.org/2011/9/7/Mire-Koikari/3487/article.html>

4 What's your personality type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer
E
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer
I
Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer
S
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer
N
Intuition

ISTJ
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer
T
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer
F
Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer
J
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer
P
Perceiving

5 Spectrum of Collaboration



6 Meaningful Participation and Enabling Environment

Definition of a meaningful participation

The Elsie Initiative defines 'meaningful participation' as:

Meaningful participation is demonstrated by the presence and leadership of women in UN peace operations across all ranks and functions.

Women can participate meaningfully when:

- They contribute to and are included in all aspects of operational and mission planning and decision-making processes;
- They hold operational command and leadership positions and non-traditional as well as non-stereotypical roles;
- They have access to the same training, promotion and career advancement opportunities as their colleagues who are men;
- They hold positions that are in line with their training, rank and area of expertise; and
- Their workplace is free from all forms of bias, discrimination, harassment, bullying and intimidation.

Definition of an enabling environment

The Elsie Initiative defines 'enabling environment' as:

- Receptive UN mission environments for all peacekeepers, including physical, social, and cultural aspects.

The UN Security Council report S/PV.8508 (2019) defines 'enabling environment' as:

- Create a non-hostile environment for women, mitigating, therefore, the occurrence of gender-based violence incidents, acts of hatred against women across contingents, and sexual exploitation and abuse incidents.
- A balanced peacekeeping environment that is welcoming for: women's deployment; women's meaningful participation in decision-making guarantees their protection and prevention of all forms of violations, including their contribution to recovery and stabilisation. All within the framework of UNSCR 1325.

8 Proposed Format for a Military Gender Strategy

Notes:

1. The aim of the Military Gender Strategy should be to provide a long-term strategy for the UN military component to support the implementation of the Women, Peace, and Security (WPS) Agenda with the Host Nation Security Forces and within the UN military component.
2. If the UN mission has a UN mission gender strategy, the objective of the military gender strategy will be to operationalise the tasks attributed to the UN military component. The UN mission's gender strategy responds to the mission's mandate which is linked to the host communities. Depending on the context, meaningful participation should not be limited to peacekeeping and UN teams. An enabling environment also looks at protection aspects, while prevention is linked to the PoC mandate.
3. When the UN mission does not have a UN mission gender strategy, the objective of the military gender strategy will be to operationalise the findings of the Gender Sensitive Conflict Analysis and the Gender-Based Analysis regarding the meaningful participation of UN Peacekeepers, women and gender minorities in the UN military component decision-making process and participation in all types of operations.
4. The Military Gender Strategy should be developed in collaboration with the Military Gender Focal Points of each branch (U1 to U9 and the information operations office), the SHQ Military Gender Advisor (MGA), the Military Gender Focal Points, the Gender Unit and the Women Protection Advisor.
5. The FHQ MGA must work closely with U4, U6 and the finance office to secure the resources required to implement the Strategy.
6. The proposed format for the Military Gender Strategy is the following:

References:

- A. UN gender strategy.
- B. Gender-sensitive conflict analysis.
- C. Gender-based analysis regarding meaningful participation of UN Peacekeepers, women and gender minorities in the UN military component decision-making process and participation in all types of operations.
- D. Host country National Action Plan.

Situation

- Summarises the UN Mission Gender Strategy.
- Provide an overview of the gender-sensitive conflict analysis finding on the 4 pillars of the United Nations Security Council Resolution 1325.
- Provide a summary of the gender-based analysis findings regarding the meaningful participation of UN Peacekeeper women and gender minorities in the UN military component decision-making process and participation in all types of operations.
- Provide an assessment of the Host Country's capacity and effort to implement its National Action Plan.

Strategy objectives

Provide information on the WPS Agenda implementation:

- Mitigate obstacles to the meaningful participation of Host Nation women and gender minorities in decision-making and peace processes.
- Prevent and respond to conflict-related sexual violence (CRSV).
- Prevent and respond to sexual exploitation and abuse (SEA) by the UN Peacekeepers.
- Develop a protection of civilians (PoC) plan considering gender-based security threats.
- Mitigate obstacles to the meaningful participation of UN women peacekeepers participation in the decision-making process and all types of military operations.

Concept of operation

- Line of efforts
- Coordination mechanisms
 - (a) Coordination with the UN civilian and police component
 - (b) Coordination with Non-Governmental Organisations
 - (c) Coordination with the Host Nation Security Forces
- Reporting mechanisms using Gender and Age Markers.
- Training plan for the UN military component to support the implementation of the Strategy.

Logistic support

- List of the resources already planned and approved to support the implementation of the Strategy.
- Process to request additional resources.

Signal and communication

- List of champions that will support the implementation of the strategy.

List of annexes

- Annex A - Graphic of the Military Gender Strategy with Lines of Effort (LoE)
- Annex B - Tasks and activities to implement the Military Gender Strategy
- Annex C - Gender and Age Markers

Annexe A - Graphic of the Military Gender Strategy with LoE

Military Gender Strategy

Objective: Contribute to achieving gender equality within the UN military component and operations impacted communities recognising that gender inequality is a root cause of armed conflict, instability and insecurity.



Annexe B - Tasks and activities to implement the Military Gender Strategy

Prevention					
Prevent, respond to and end impunity for sexual and gender-based violence perpetrated in conflict and sexual exploitation and abuse by peacekeepers.					
Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms
Prevent Conflict-Related Sexual Violence					
Support victims of Conflict-Related Sexual Violence					

Participation					
Increase the meaningful participation of women, women's organisations, gender minorities and networks in conflict prevention, conflict resolution, and post-conflict state building					
Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

Protection

Promote and protect women's, girls' and gender minorities' human rights, gender equality and the empowerment of women, girls, and gender minorities in fragile, conflict and post-conflict settings

Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

Recovery

Meet the specific needs of women, girls and gender minorities in humanitarian settings, including the upholding of their sexual rights and access to sexual and reproductive health services.

Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

Governance and Accountability

Modernize capabilities and tactics, develop CRSV and SEA policies, decrease harmful gender stereotypes, bias, and discrimination in the UN military component, and achieve equality.

Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

Meaningful participation of all genders

Actively Increase representation of diverse groups, including women, within the UN military component, leading to diversity in leadership as active agents of change.

Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

Training and Education

Further integrate gender perspectives as a part of the UN military mission induction training. Increase capacity to use the Gender-Based Analysis tool to assess how diverse groups of women, men, and gender-diverse people may experience policies, programs and initiatives within the UN military component and during operations.

Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

Integration of the WPS Agenda in Operations

Increase diverse women's meaningful participation and role as decision-makers with men during all types of operations conducted by the UN military component

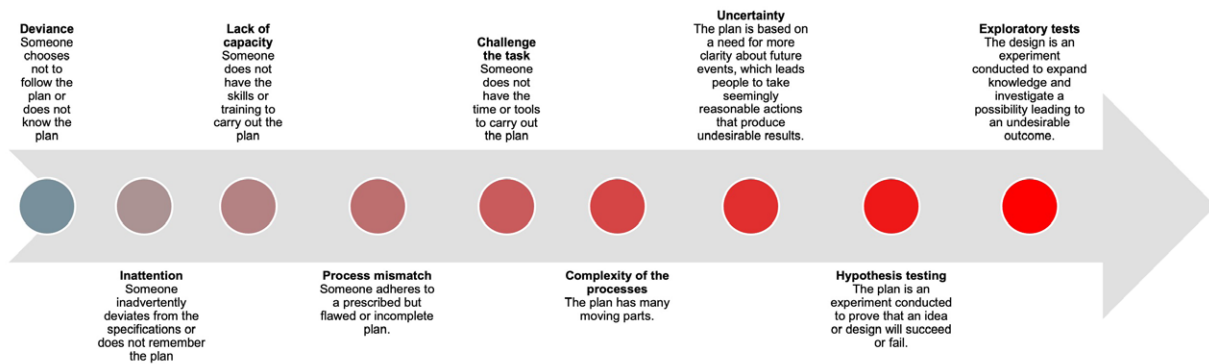
Goal	Activities	Expected Results	Responsibility of	Timeline	Reporting mechanisms

9 Spectrum of reasons for failure

Strategy – Choosing to learn through failure

What might also happen during implementation of the strategy

35





Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 10

For United Nations Peace Operations



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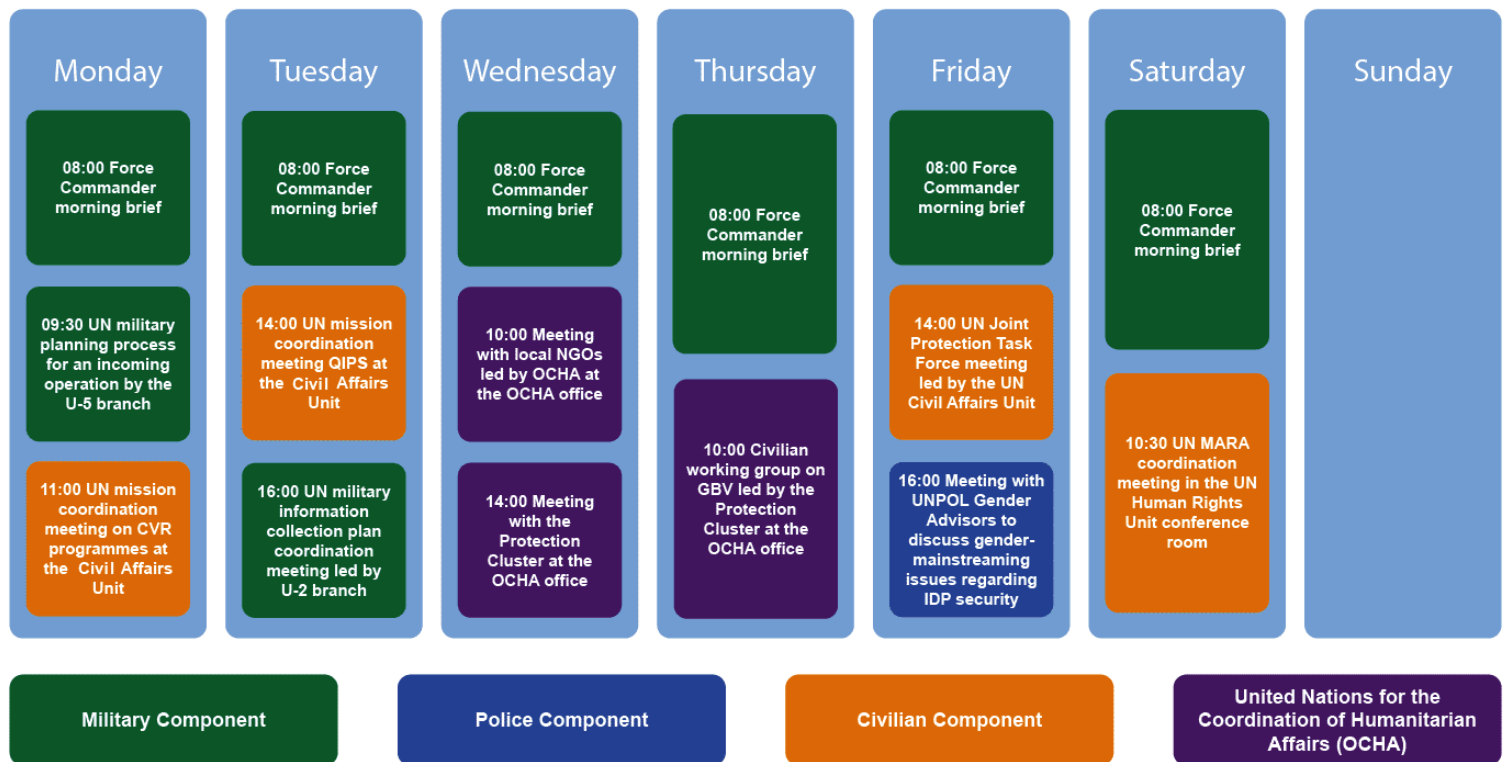


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1 MGAs weekly schedule



2 Margolis Wheel Instructions

What Is It?

Participants consult one another to share their observations regarding their skills and abilities.

Why Use It?

It gives participants opportunities to provide feedback to each other.

It gives participants opportunities to identify personal growth objectives to become a more efficient Military Gender Advisor (MGA)

Build self-confidence to become an MGA.

How to Use It

Start by dividing participants into two groups of an equal number, with an 'A' group and a 'B' group. If you have an uneven number of participants, one of the facilitators will have to participate in the wheel.

The 'A' group sits in a circle facing outwards.

The 'B' group sits in a wider circle around the 'A' group, with each person from the 'B' group directly facing another person in the 'A' group.

Instruct the 'A' group that they will receive feedback from the 'B' group.

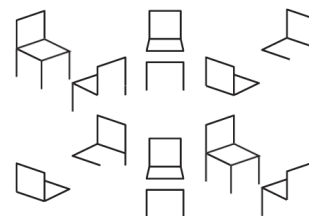
The 'B' group must provide the "A" group person sitting opposite him/her/they the following feedback in 90 seconds:

- Strengths they observed during the training course regarding the "A" group sense of responsibility, openness, integrity, authenticity, and presence.
- One skill the 'A' group could improve to be more efficient as an MGA.
- The quality they value the most about the 'A' group.

The "A" group person notes the feedback in their journal.

After 90 seconds, shout 'Change'; the participants in the 'A' group inner circle stay in place, and the 'B' group inner circle turn clockwise and reach the next person to give their feedback regarding the same 3 points. After 90 seconds, shout 'Change' for the 'B' group to meet a new person after moving clockwise.

After a complete tour by the 'B' group, the 'B' group becomes the inner circle, and we start the process again.



Trainer Notes: The inside circle stays in place while the outside circle moves around.

Adapted from: International HIV/AIDS Alliance. (2006). Tools Together Now! 100 Participatory Tools to Mobilize Communities for HIV/AIDS. www.aidsalliance.org/publicationsdetails.aspx?id=229



Reinforcement Training Package for Military Gender Advisors

HANDOUT LESSON 8

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