Slide 1

Slide 2

Learning objectives	2

Objective 1: Discuss perspectives when exploring facts and opinions related to gender minorities.

Objective 2: Analyse how context, culture and profound diversity impact the development of gender-sensitive conflict analysis.

Objective 3: Translate and construct the narrative provided by others to make sense.

Objective 4: Identify blind spots that affect the objectivity of gender-sensitive conflict analysis.

Objective 5: Assess how world views and cognitive dissonance influence the development of gender-sensitive conflict analysis.

Objective 6: Prepare a gender-sensitive conflict analysis.

Objective 7: Specify the impact of intersectionality in conflict analysis.

8.00-8.10:
- Review the concept seen during Lesson 3.1
- Answer participants questions

08.10-08.15

- Translate and construct the narrative of what they hear, what they read and the information provided by others to make sense of information beyond what it appears to be.

- Assess how their worldview and cognitive dissonance influence the development of a gender-sensitive conflict analysis.

- Analyse the impact of context, culture and deep diversity on developing gender-sensitive conflict analysis.

- Identify the blind spots that affect objectivity when assessing and analysing information for developing a gender-sensitive conflict analysis.

- Developing a gender-sensitive conflict analysis.

Slide 3

<table>
<tr><td>**Exercise**</td><td>3</td></tr>
</table>

Watch 5 videos to learn about the 5 case studies.

Each table will summarise the video in a 90 seconds summary
- Step 1: Each person at the table makes an individual summary (5 minutes)
- Step 2: Each table regroups its summary and develops a team summary (10 minutes)
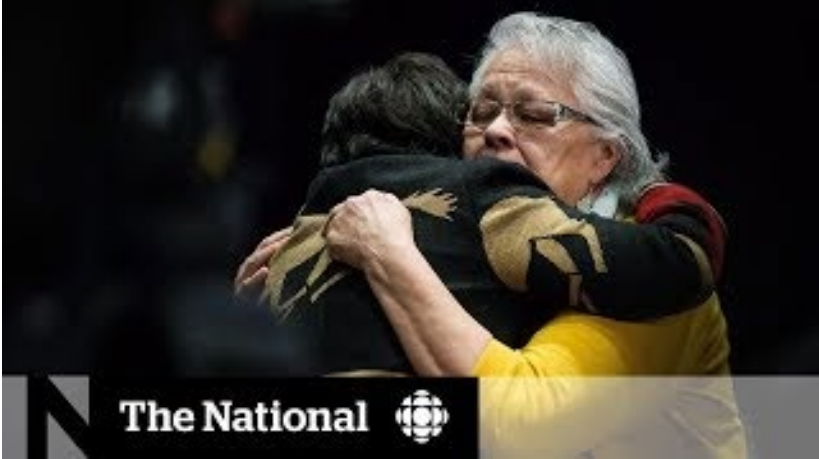
Presentation of the summaries (90 seconds per team)

Other teams should give feedback to the group presenting on the quality of their summary by specifying the following:
- Whether the information conveyed is correct
- If there is any missing information
- If the resume is biased by opinions and prejudices

08.15-08.20

Slide 4

08.20-08.23
https://www.youtube.com/watch?v=qqNTi5EHUJE

Divide the class into four groups and give each group a case study about the different perspectives on the situation of a group in society.

Ask each participant to read the case study individually and write a 90-second summary of their analysis of the situation. (10 minutes)

Ask participants to compare their summaries with their team members and identify the differences of opinion. Ask each table to develop a team summary that all team members agree on. (10 minutes)

Ask each team to present: (20 minutes)
- Their summary in 90 seconds
- Express the differences of opinion in their team

Slide 5

08.23-08.25
https://www.youtube.com/watch?v=NsJGHVHF1ss

Divide the class into four groups and give each group a case study about the differing perspectives on the situation of a group in society.

Ask each participant to read the case study individually and write a 90-second summary of their analysis of the situation. (10 minutes)

Ask participants to compare their summaries with their team members and identify the differences of opinion. Ask each table for a team summary that all team members agree on. (10 minutes)

Ask each team to present: (20 minutes)
- Their summary in 90 seconds
- Express the differences of opinion in their team

Slide 6

08.25-08.27
https://www.youtube.com/watch?v=RjwktdR_X-Y

Divide the class into four groups and give each group a case study about the differing perspectives on the situation of a group in society.

Ask each participant to read the case study individually and write a 90-second summary of their analysis of the situation. (10 minutes)

Ask participants to compare their summaries with their team members and identify the differences of opinion. Ask each team for a team summary that all team members agree on. (10 minutes)

Ask each team to present: (20 minutes)
-   Their summary in 90 seconds
-   Express the differences of opinion in their team

Slide 7

Situation of female genital mutilation   7

08.27-08.30
https://www.youtube.com/watch?v=6f3NIxcjHrU&t=47s

Divide the class into four groups and give each group a case study about the differing perspectives on the situation of a group in society.

Ask each participant to read the case study individually and write a 90-second summary of their analysis of the situation. (10 minutes)

Ask participants to compare their summaries with their team members and identify the differences of opinion. Ask each team for a team summary that all team members agree on. (10 minutes)

Ask each team to present: (20 minutes)
   -   Their summary in 90 seconds
   -   Express the differences of opinion in their team

Slide 8

08.30-08.32
https://www.youtube.com/watch?v=xxBDxN2h3Q4

Divide the class into four groups and give each group a case study about the differing perspectives on the situation of a group in society.

Ask each participant to read the case study individually and write a 90-second summary of their analysis of the situation. (10 minutes)

Ask participants to compare their summaries with their team members and identify the differences of opinion. Ask each team for a team summary that all team members agree on. (10 minutes)

Ask each team to present: (20 minutes)
-    Their summary in 90 seconds
-    Express the differences of opinion in their team

Slide 9

Team summary and feedback

1. Situation of First Nations women in Canada
2. Situation of transgender people in Iran
3. Situation of minor migrants in Europe
4. Situation of female genital mutilation in the world
5. Situation of the criminalisation of homosexuality in Hungary

Facts versus Opinions

0832-08.42 Ask each participant to read the case study individually and write a 90-second summary of their analysis of the situation. (10 minutes)

0842-0855 Ask participants to compare their summaries at the team level and identify differences of opinion. Ask each team to develop a summary that all team members agree on. (10 minutes)

0855-0915 Ask each team to present: (20 minutes)
-    Their summary in 90 seconds
-    Express the differences of opinion within their team

Slide 10

Slide 10

Bias and prejudice: Considering facts and opinion

10

Facts are <u>verifiable statements</u>.
vs.
Opinions are <u>personal interpretations</u> of facts, which differ from person to person.

For example: it is a fact that the sky is blue, and an opinion that the weather is good.

Prejudice. A judgment about someone or something <u>is formed in advance</u> according to specific personal criteria and which guides one's attitude towards that person or thing for better or for worse.

Discrimination. Discrimination occurs when someone <u>acts according to their discriminatory beliefs</u>. It can also be systemic when prejudices are taken as facts to write laws or policies.

Toilets

Facts and Background (MGA and MGFP)
- Feminist researchers have claimed that men talk more than women, monopolising the floor in public places and the workplace.

- Yet a growing body of scientific evidence has found no gender difference in who talks more.

09.15-09.25
Conclude the exercise by introducing the concept of perspective and bias, which will be explored further in the course. (7 minutes)

https://www.hsph.harvard.edu/news/features/do-women-talk-more-than-men/

Slide 11

Wheel of power and privilege: Situation in the world and during conflicts
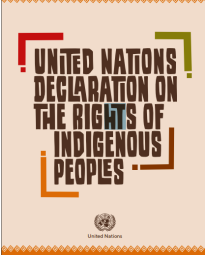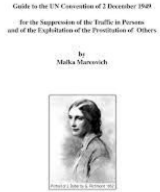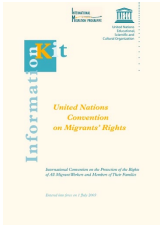
09.25-09.30

Explain how systemic prejudice and discrimination impact people's access to resources and power based on intersectionality.

This power wheel is often translated into social norms and changes in conflict situations or is exploited in conflict situations to target marginalised people specifically. For example, armed groups use the rape of men to associate them with the marginalised LGBTQ(AI)+ group and make them lose their access to power.

Slide 12

09.30-09.40

Explain the different UN perspectives on the 5 Intersections discussed this morning and the duty of the MGA to be aware of them and to consider them in their work and in the advice they give during military operational planning.

Slide 13

UN Perspective

Prostitution. The Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others.
https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-suppression-traffic-persons-and-exploitation

Migrants. The UN Convention on the Rights of Migrants.
The Convention does not create new rights for migrants but aims to ensure equal treatment between migrants and nationals and the same working conditions.
https://unesdoc.unesco.org/ark:/48223/pf0000143557

09.30-09.40

Explain the different UN perspectives on the 5 Intersections discussed this morning and the duty of the MGA to be aware of them and to consider them in their work and in the advice they give during military operational planning.

Slide 14

UN Free and Equal campaign

09.30-09.40
https://www.youtube.com/watch?v=owC9AIG9E-4&t=6s

Slide 15

Sustainable Development Goals

09.35-09.40

In 2015, all the world's governments pledged to achieve 17 Sustainable Development Goals (SDGs), all of which are injustices to be addressed by 2030.

Goal 5 is dedicated explicitly to the empowerment of girls and women. It addresses gender equality and aims to end all forms of discrimination and violence against women and girls worldwide.
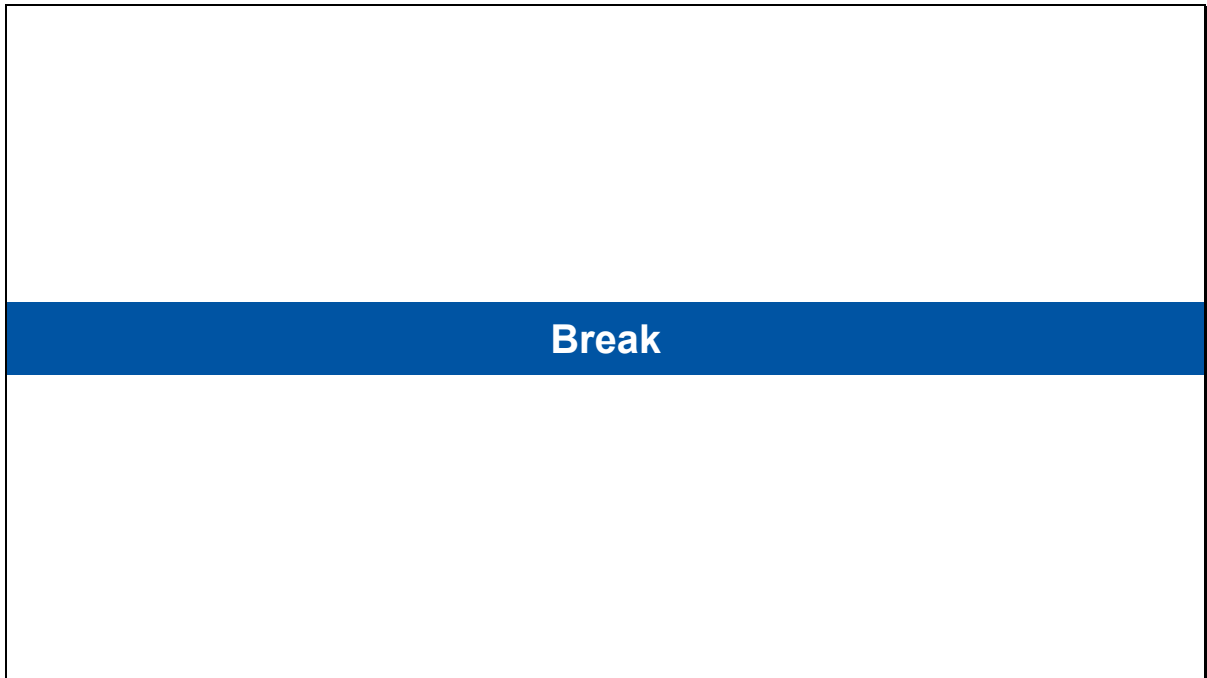
Goal 5: Achieve gender equality and empower all women and girls.

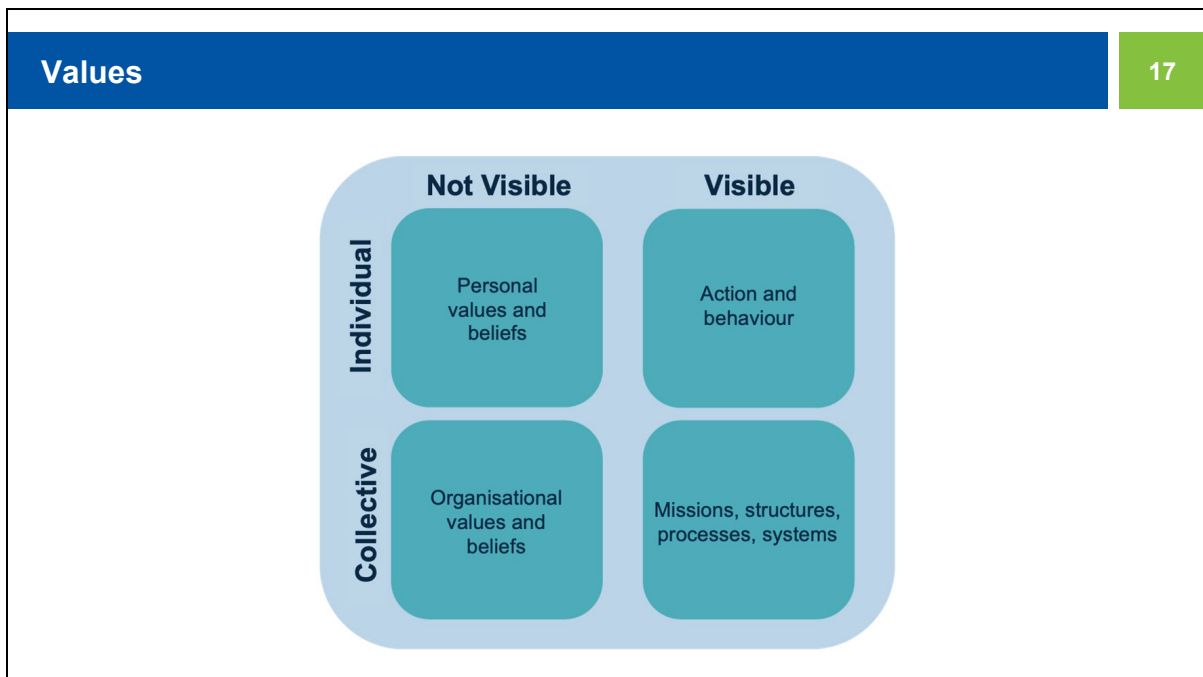Goal 10: Reduce inequalities within and between countries.

Goal 16: Promote peaceful and inclusive societies for sustainable development, ensure access to justice for all and build effective, accountable, inclusive institutions at all levels.

https://www.un.org/sustainabledevelopment/fr/objectifs-de-developpement-durable/

Slide 16

Break

09.40-09.50

Slide 17

Source: https://www.veroniquemessager.com/

Last night you reflected on your values.

Today we will deepen your reflections by deepening your perspective and especially by reflecting on your assumptions towards situations and people taking into account the context, environment, culture and diversity of each case.

Slide 18

Values 18

Visible

Behaviour: what we
do and say and how
we do and say it

Values and Beliefs

Aspirations. Friendships. Morality   Ethnicity   Family
Trainings   Parents   Relationships   Education   Society
Partnerships   Politic   Peers   Knowledge   Work

Source: https://www.lesechos.fr/idees-debats

09.55-10.10

- Culture and values

- Ask participants to work in pairs to examine their worldview regarding values and beliefs, and identify where cognitive dissonance was experienced. (15 minutes)
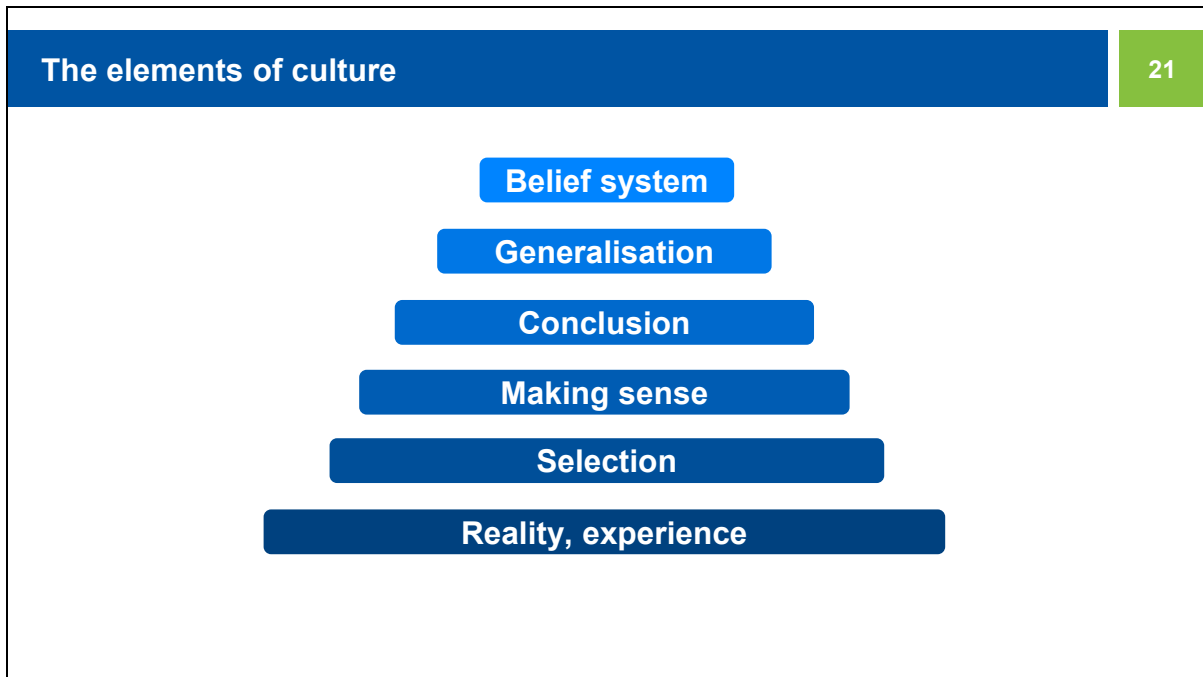
Slide 19
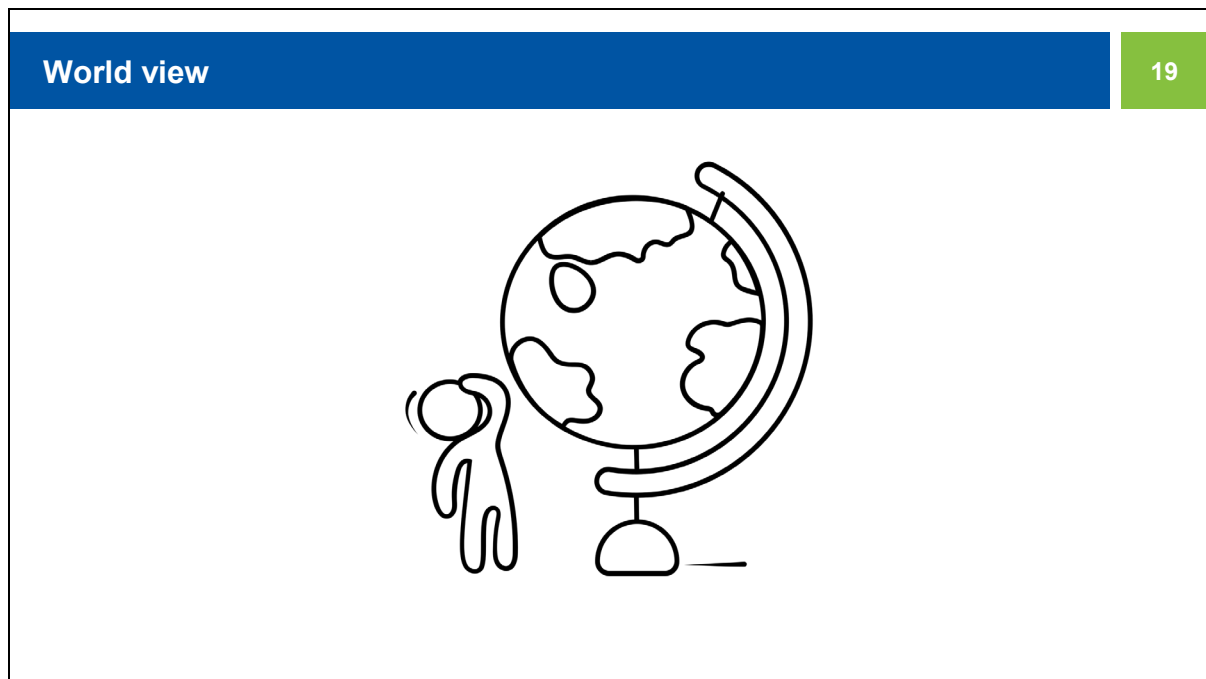
How we see the world is constructed from our beliefs, values, and understanding of our environment (geography, society, context, time (present, past and future) and the economy.

By researching the activity in the last hour, you have created the beginning of a narrative. You put together the information you found, the information we shared, and your worldview. Are you familiar with this term?

Wikipedia refers to a broad perception of the world, the framework of ideas and beliefs that form an overall description through which an individual, group or culture observes, interprets and interacts with the world.

Distribute D2 - Worldview exercise by themselves, then discuss in pairs (15 minutes)

Slide 20

The elements of culture 20

Welcome to France

bwc58154031 Barewalls ©

10.25-10.30

Culture is a combination of our values, beliefs and norms.

Think of a triangle :
- Top: Values are the highest moral principles – good, bad, right, and wrong.

- Centre: Beliefs are an agreement about the appropriate behaviour in a particular situation.

- Bottom: Norms, unwritten and informal rules or guidelines that prescribe appropriate behaviour in particular situations.

William Gudykunst has written extensively on multicultural communication and describes culture as a shared understanding of the "rules of the game" that emerges in an unspoken way and is context specific.

From Deep Diversity p.93 Shakil Choudhury

Slide 21

10.30-10.35

From the observed reality, we develop our belief system.

We proceed, via the belief bias, to the self-elaboration of beliefs based on conclusions deduced from what is observed and from our experiences. This is a universal mental mechanism by which abstraction grows and can lead to unwise certainties.

IN A RELATIONSHIP, WE HAVE TO GIVE UP OUR PERCEPTION TO HEAR THE OTHER'S AND BELIEVE IN THE OTHER'S SINCERITY TO COMMUNICATE.

Slide 22
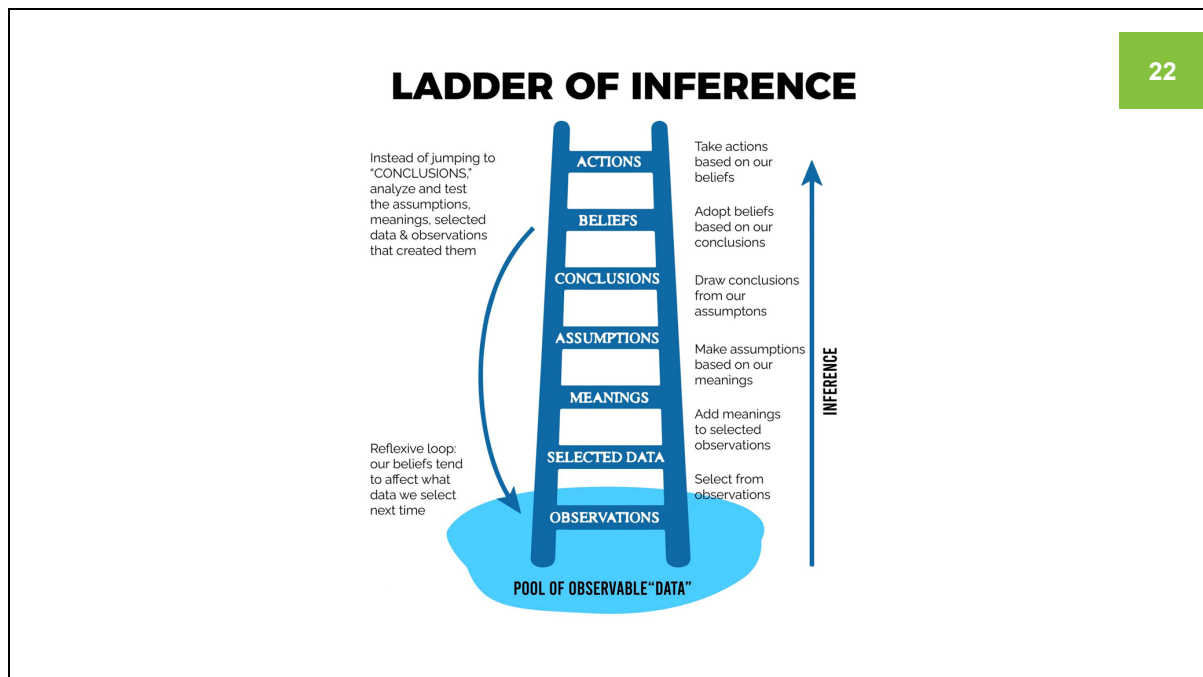
10.30-10.35
Ladder of inference
Handout: Inference scale

How to raise our unconscious personal preferences

We all "own" beliefs.
- Whether we are aware of it or not;
- Whether we acknowledge it or not;
- Whether we assume it or not.
We see the world through this inner prism.

Our beliefs and us: Our beliefs fuel our views and create blockages
- Preconceived ideas and preconceived notions prevent us from solving problems.
- Let's become aware of our repeated ideas.

Change our perspective
It is important to take a step back from our perceptions, to take some distance.

Tell the story of the guard bench on an American base
Assumption = Assumption / Assumptions and expectations

ASSUMPTIONS. Formulating powerful questions is important to **become aware of hypotheses** and use them appropriately. To do so, you can contrast the question:
(1) "What did we do wrong and who is responsible?" with (2) "What can we learn from what has happened, and what possibilities do we now see?"
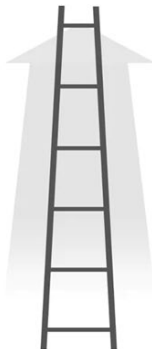
- The first question assumes error and blame; it is a safe bet that whoever responds will feel defensive.

- The second question encourages reflection and is much more likely than the first query to stimulate learning and collaboration among those involved.

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

SCOPE. 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.

Slide 23

10.30-10.35

Slide 24

10.35-10.40

Cognitive dissonance: When our beliefs are not aligned with our behaviour

An example :
-    I like to eat meat – attitude
-    I eat meat often – behaviour
-   Meat is bad for our planet – cognition

Slide 25

Cognitive Dissonance 25

The Cognitive Dissonance Theory

10.35-10.40

Source:https://medium.com/mti-review/êtes-vous-certains-davoir-fait-le-bon-choix-c46575b4430d

Slide 26
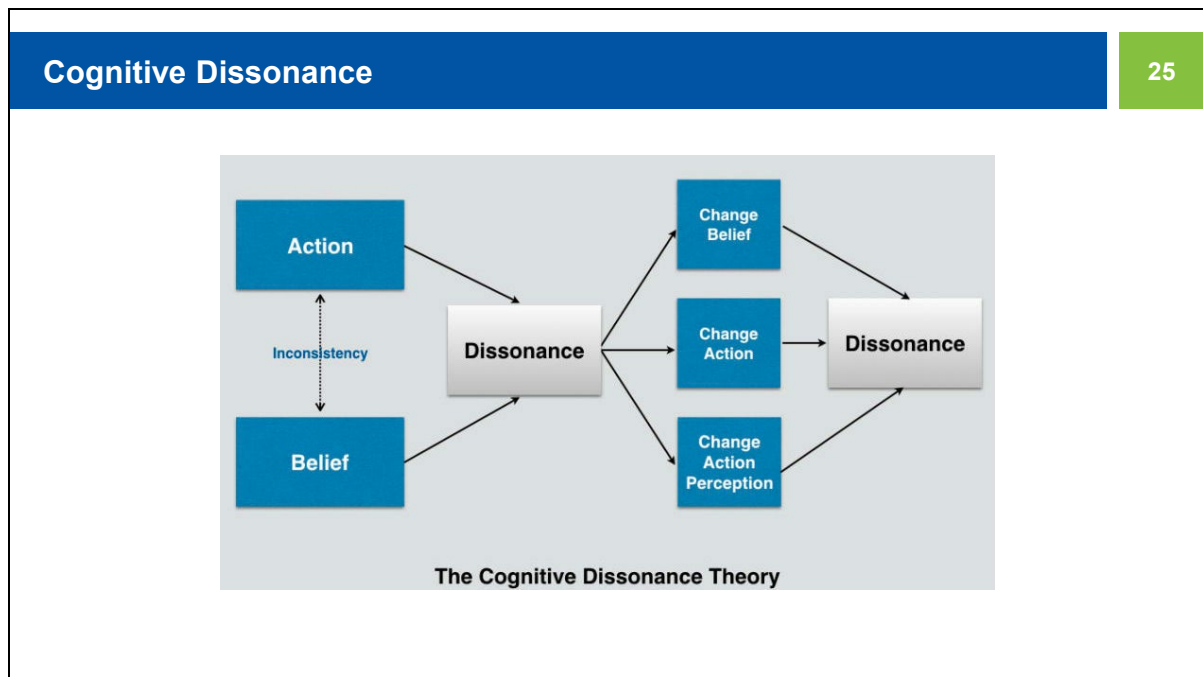
Thinking – Cognitive Competence

Critical thinking
Have a strong sense of responsibility and commitment to values and goals related to the greater good.

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

Perspective skills
A basic mindset of curiosity and a willingness to be vulnerable and embrace change and growth.

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

Long-term orientation and vision
Ability to be in the here and now, without judgment and in a state of open presence.

10.40-10.45

Slide 27
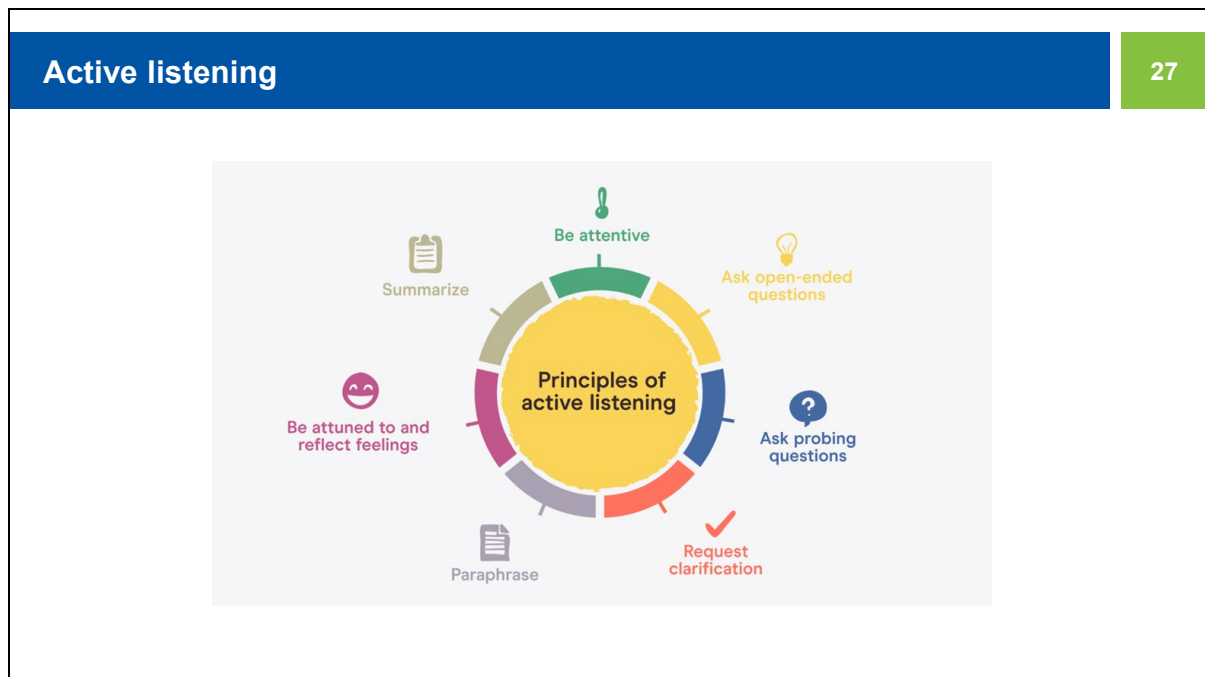
Active listening

27

10.40-10.45

Slide 28

Active listening

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

https://docs.google.com/forms/d/e/1FAIpQLSdeXQmundCxMOP61AMZwUwjcYgwPW43IbYvt_ngmdWrQKMOQw/viewform?vc=0&c=0&w=1&flr=0
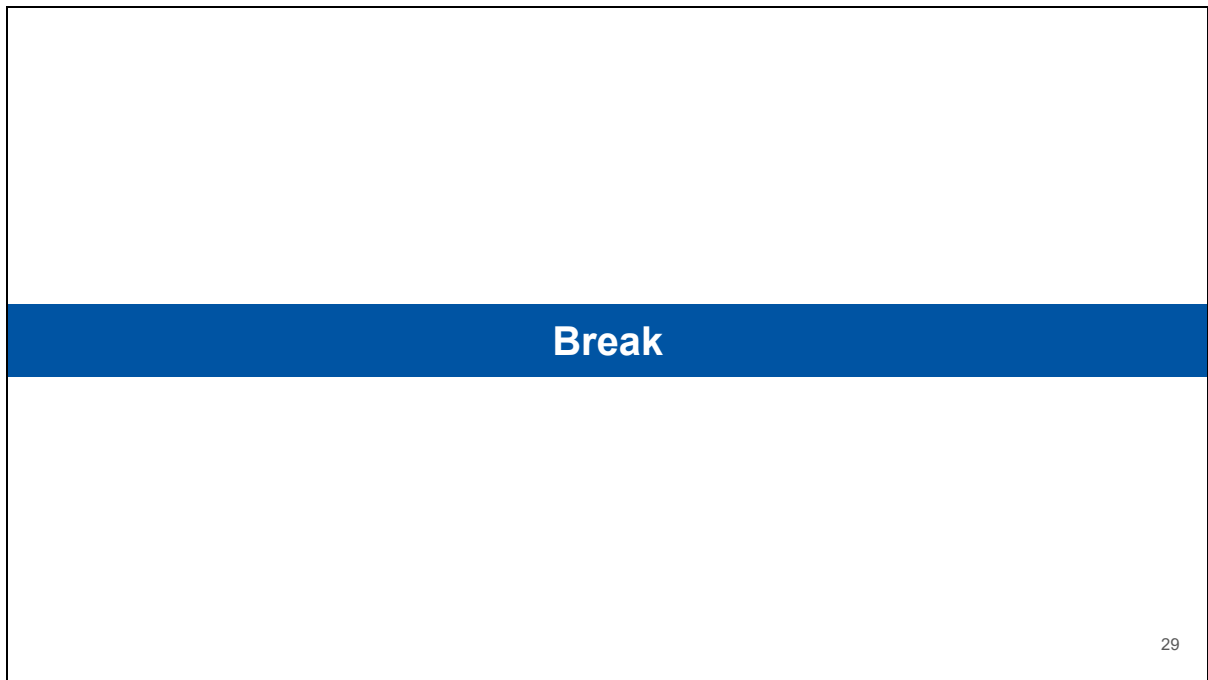
10.30-10.45

Carry out a self-assessment that looks at the 5 dimensions and 23 skills and is the self-assessment that participants do at the beginning of the course and again on Lesson 3.5 and again at the end of week 2 (Lesson 3.9).

The assessment looks at the following:
1. The ability to apply each of the 23 skills; and
2. Where my current role requires me to be ideal.
3. Select the skills most useful to them as an agent for change at the beginning of the course and now.

Slide 29

Break

29

10.45-11.00

Slide 30

11.00-11.45
Divide the group into 6 sub-groups based on their interest. The sub-groups will work on deepening their understanding of one sub-component of thinking and active listening and provide them with a group table exercise (20 minutes)
- Group 1 – Critical thinking
- Group 2 – Complexity awareness
- Group 3 – Perspective skills
- Group 4 – Sense-making
- Group 5 – Long-term orientation and visioning
- Group 6 – Active listening

Guide the group table toward a self-reflection of their bias, and challenges toward their sub-component and provide them with ways to improve their skills and attitude (15 minutes)

- (for the exercises, you can select from the IDG tool kits: IDG.tools | Inner Development Toolkit)

Slide 31

11.45-12.15 Presentation of the teams

Slide 32

Groups presentation: Lesson 3.10

32

Group 1 - Critical thinking
Group 2 - Complexity awareness
Group 3 - Perspective skills
Group 4 - Logic
Group 5 - Long-term orientation and vision
Group 6 - Active Listening

10 minute presentation on Lesson 3.10

1. What did you learned about the IDGs associated with your group during the training?

2. What are your observations during the training about this IDG (specific examples observed about gaps and good applications)?

3. How will this IDG help you in your future work as a MGA?

4. What tools would you like to suggest to improve your skills in relation to this IDG?

2. Thinking — Cognitive Skills

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

Critical thinking
Skills in critically reviewing the validity of views, evidence and plans.

Complexity awareness
Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective skills
Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

Sense-making
Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term orientation and Visioning
Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.
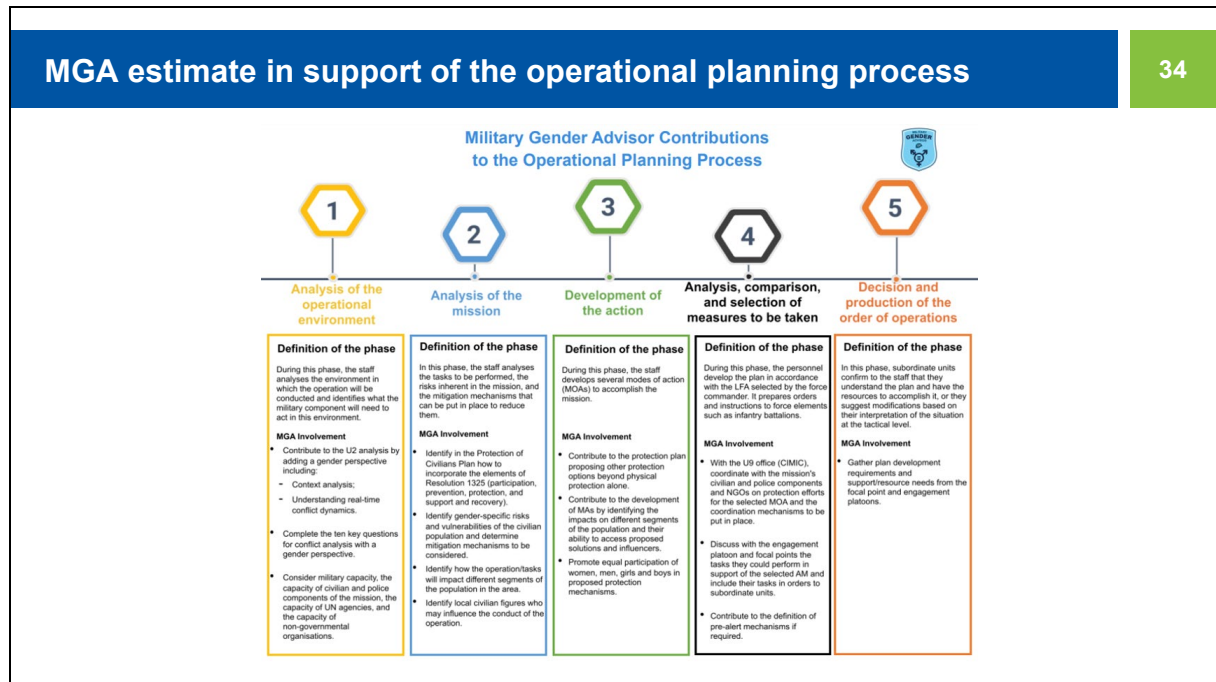
11.15-11.20

33

Slide 33

Break

10.45-11.00

Slide 34

MGA estimate in support of the operational planning process

34

13.15-13.20

Slide 35

MGA estimate in support of the operational planning process   35

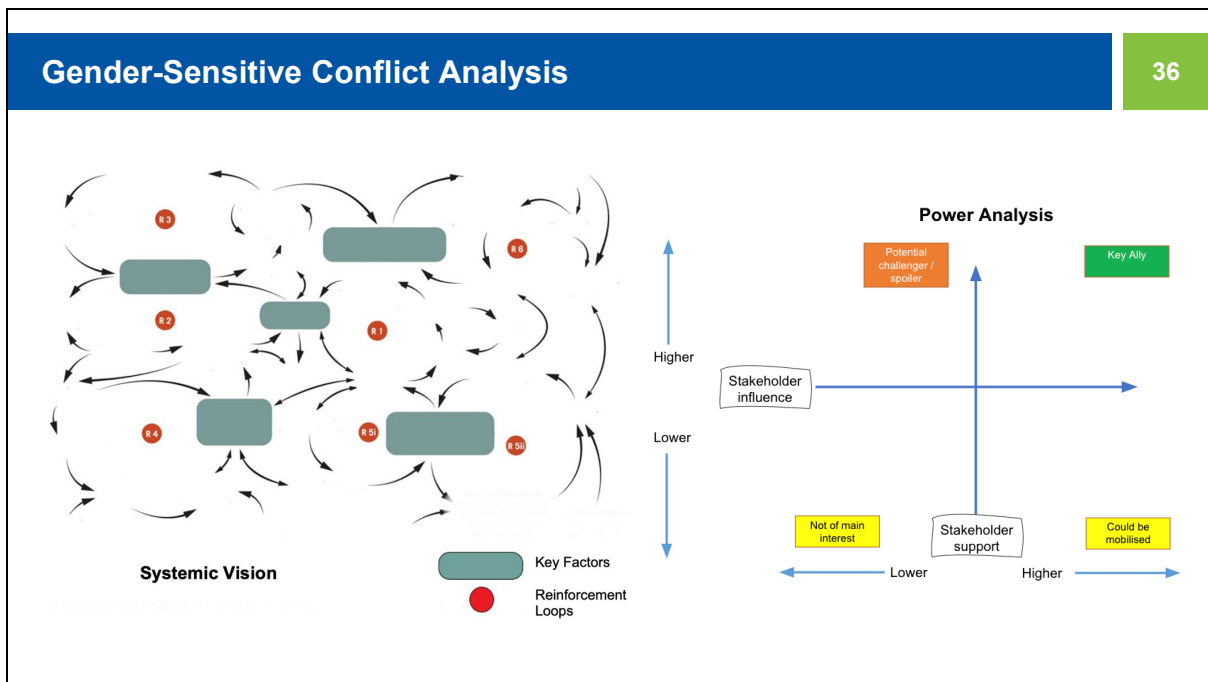**Step 1 – Ten key questions for conflict analysis from a gender perspective**

Understanding Gender Norms and Behaviours

1) What roles do people of different gender play in a given community?

2) What are the predominant gender norms for different social groups?

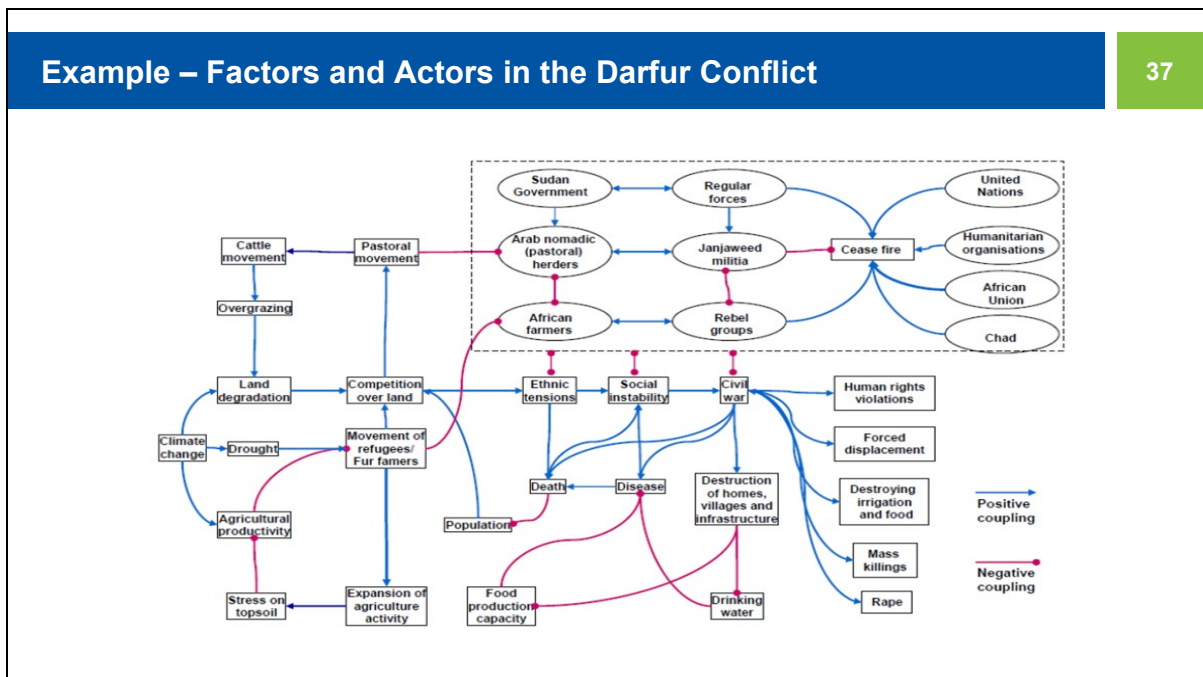3) How do people's actual behaviours compare to gender norms?

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?

6) What roles do men, women and SGMs play in the conflict?

7) What roles do men, women and SGMs play in bringing about a peaceful resolution to 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?

13.20-13.30

Slide 36

13.30-13.35

Slide 37

Example – Factors and Actors in the Darfur Conflict 37

13.35-13.40

Slide 38

Gender-sensitive conflict analysis: Consensus at class level | 38

Same group as for the morning exercise on intersectional group perspective:

Group 1 - First Nations / Aboriginal people
Group 2 - Gender minorities (e.g. transgender)
Group 3 - Migrants and internally displaced people
Group 4 - Women and adolescent girls in relation to cultural practices such as forced marriages, genital mutilation (male and female) and child marriages
Group 5 - Homosexuals and lesbians

1. Modify the map of factors and actors of the Darfur conflict by adding the perspective of your intersectional group.

2. If you cannot find any information/reference, make assumptions and indicate that they are assumptions. Indicate why you are making this assumption.

3. Identify what the UN mission could do to have an impact at the level of actors and factors concerning your intersectional group.

Possible reference to use: https://asylumresearchcentre.org/wp-content/uploads/2020/01/ARC_Darfur_country_report_January_2020_final.pdf

13.45-15.00

Slide 39

Break

15.00-15.10

Slide 40

Presentation of the groups	40

Group 1: First Nations / Indigenous people

Group 2: Gender minorities (e.g. transgender)

Group 3: Migrants, internally displaced persons

Group 4: Women and adolescent girls in relation to cultural practices such as forced marriages, genital mutilation (male and female) and child marriages

Group 5: Homosexuals and lesbians

15.10-16.00

5 minutes presentation/group + 5 minutes discussion with the other 4 groups = 10 minutes/presentation for a total of 50 minutes

After each presentation, ask the other 4 teams if they have identified any opinions, biases and prejudices. Ask them if they have a different understanding of the situation.

Provide feedback related to critical thinking and worldview. (15 minutes)

For feedback (15 minutes)
- Explain the impact assessment approach.
- Explain polarisation and misinformation with practical examples.
- Provide examples of current NGO initiatives and Ted talk videos.
- Explain the level of gender sensitivity (graphic e-learning).
- Provide references such as the book.

Slide 41

The Cognitive Dissonance Theory

16.00-16.05

Slide 42

16.05-16.10

Slide 43
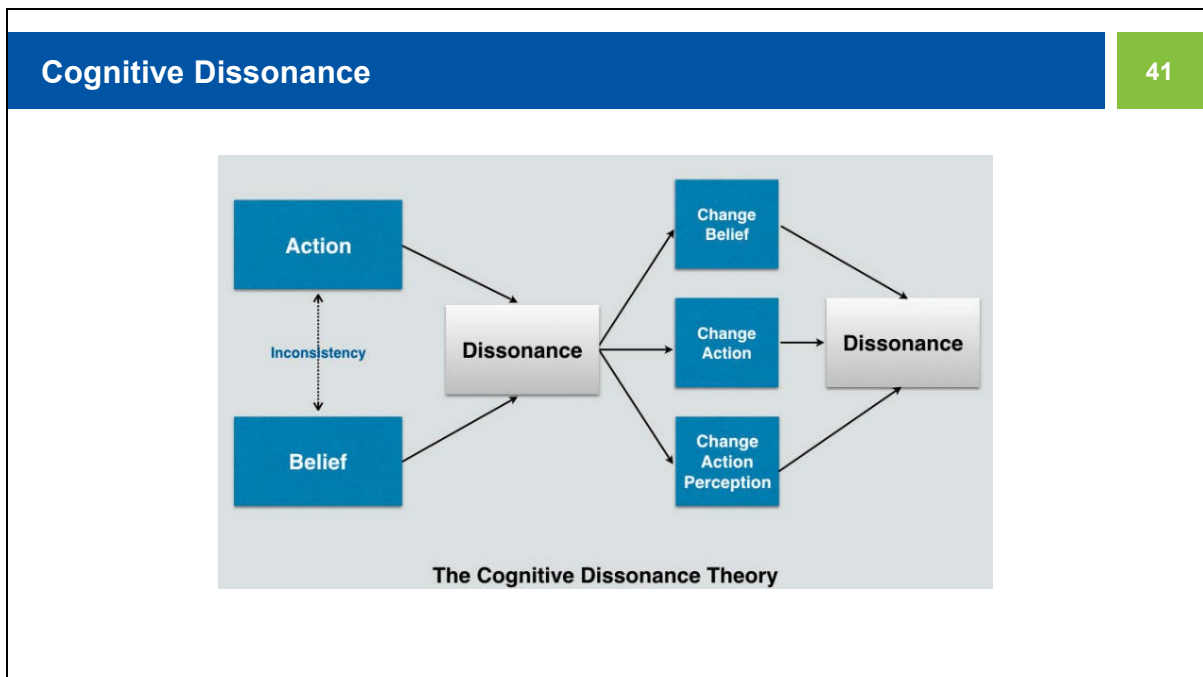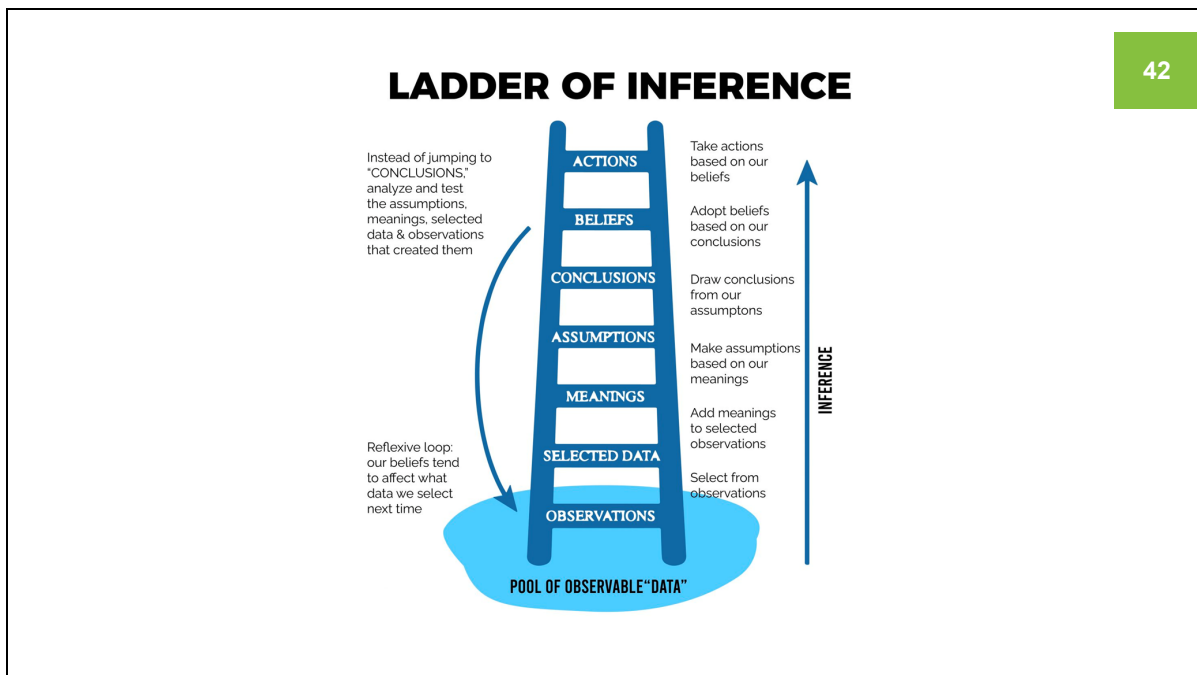
What do you remember?	43

By using the Google form link provided by the facilitators:

- Identify the most important thing you learned today.
- Identify an element you would like to know more about.

16.10-16.15

Ask them to write down one point they have learned and something that is still unclear to be discussed in the next lesson. (5 minutes)

Slide 44

| Personal reflection and integration of learning – Personal Journal | 44 |

Review the day's activities and create a list of questions for self-reflection and discussion. Some examples:

- What would it take to start doing this?

- How would you get started?

- What do I need to improve?

- What would be the benefits?

- Who can help me?

16.15-16.25

Slide 45

16.25-16.30