

Military Gender Advisor Training

Lesson 5



The photograph shows three individuals in a field setting. On the left, a man in a blue patterned shirt and sunglasses looks towards the center. In the middle, a woman in a black cap and sunglasses is writing on a document. On the right, a man in a blue cap and camouflage uniform is also looking at the documents. They are gathered around a white surface, possibly the hood of a vehicle, where several papers and a pen are laid out. The background shows a rural area with thatched-roof huts and trees.



Level 2 Assessment

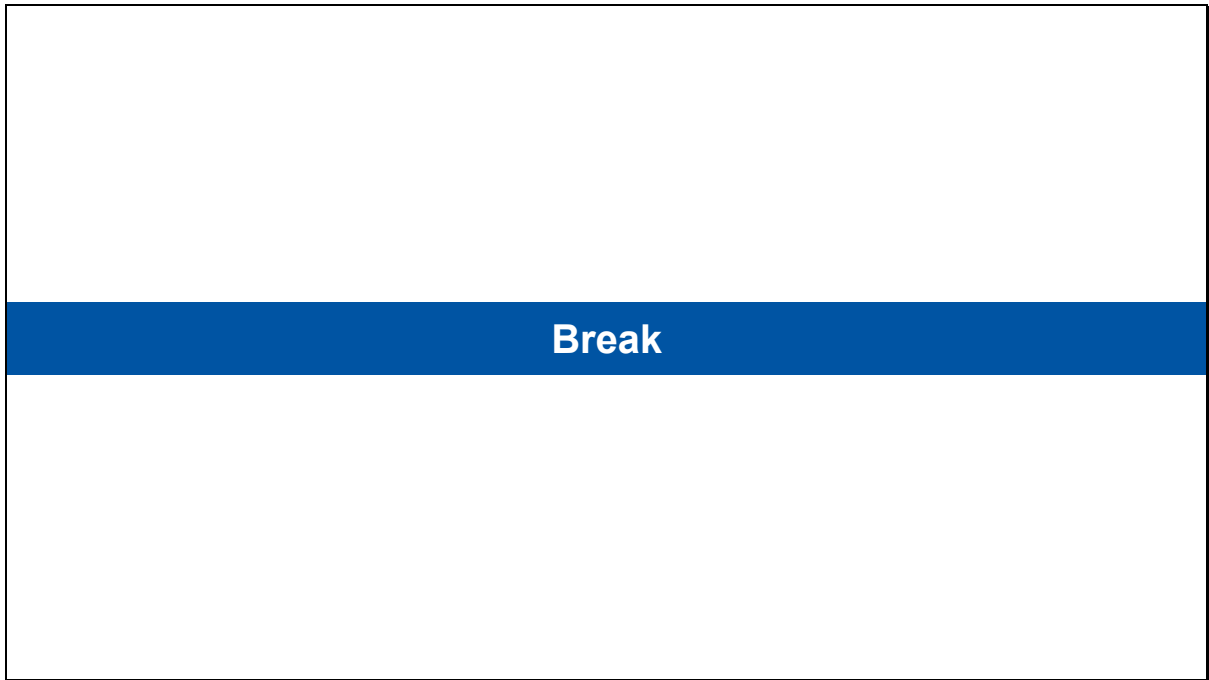
2



08.00-09.00

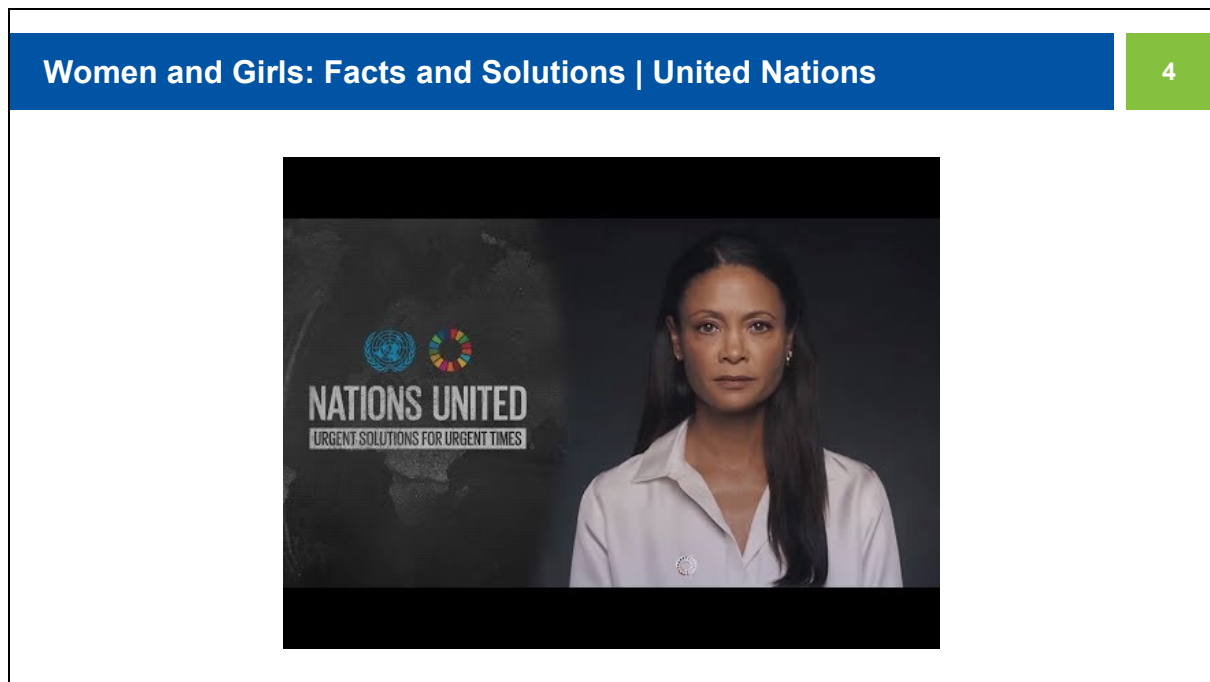
30 minutes for participants to answer the questions
20 minutes to review the answers and questions with them
10 minutes break

Slide 3



08.50-09.00

Slide 4



9.00-9.10

Review the concept viewed on Lesson 3.4

Answer participants' questions

09.10-09.15

[\(4241\) Women & Girls: The Facts and Solutions | Nations United - YouTube](#)

Operational Planning | W3: What? So what? What now?

5

Rules for Good Brainstorming

- Don't censor yourself
- Work hard, again and again
- Don't give up when you run out of inspiration
- Choose an inspiring and relaxed location
- Take a step back

LADDER OF INFERENCE

09.15-09.20

Introducing ActW³ - What, so what, now what?

Before starting, give the rules for a good 5-minute brainstorm and 5-minute inference scale

Brainstorming is a crucial part of operational planning at all stages. Effective brainstorming requires a safe psychological space and thinking about the following 5 rules:

Rule number 1**DON'T CENSOR YOURSELF**

Fear of judgement from others is the sworn enemy of creativity. Wild ideas, clichés, impertinent flashes: everything is welcome. So we remove the filters from our thinking, put aside conventions and express whatever comes to mind. If you are working in a team, it is important to welcome other people's ideas and leave the sorting out until the end of the session. The idea is to open the valves and throw the ball around spontaneously! A bit like a hockey pass; every thought expressed can potentially lead us to the goal.

Rule number 2**KEEP THINKING, KEEP THINKING, KEEP THINKING**

The first ideas are sometimes the best. But often, they are also the most predictable. Do you think you've already found the best idea? Good for you! Write it down and continue to rack your brains. Exploring several idea areas in depth generates a constant flow of exchanges and is the best way to innovate and think outside the box.

Rule number 3

DON'T GIVE UP WHEN YOU RUN OUT OF INSPIRATION

If you feel like you're going in circles or are stuck, stimulate your brain by putting it through an intense idea marathon. There's nothing better than giving a breath of fresh air to a stagnant brainstorm. The challenge is coming up with 10 new ideas in 10 minutes. Each person has a pencil, and it's off! Then, you share your ideas with others and don't denigrate your work or one of the others.

Rule number 4

CHOOSE AN INSPIRING AND RELAXED VENUE

A soulless conference room will be much less conducive to creativity than a lively park or café. So loosen the tie, take off the high heels and get out of your usual confines. You can even wander from one place to another if you feel the need, and you don't hesitate to take regular breaks. A walk, a shower, a chat... you relax to oxygenate your brain, then start again when you feel up to it.

Rule number 5

TAKE A STEP BACK

At the time, you may think that this is the idea of the century, but this is not always the case. Before claiming victory, sleep on your ideas. You are always better at assessing the quality of your ideas after some rest. You have something good if they are just as good the next day. Conversely, an idea that seemed trivial at the outset can turn into a flash of genius after careful consideration.

<https://www.lapresse.ca/suite/2019-08-20/stimuler-les-idees/astuces-pour-un-remue-meninges-efficace>

Introductory activity: Taking action

W3: What? So what? What now? – Your suggestions

6

The UN Sustainable Development Goal for water and sanitation calls for universal and equitable access to safe and affordable drinking water by 2030.

The first step is to provide everyone with a basic service within a 30-minute round trip.

Situation

- A single trip takes over an hour in Mauritania, Somalia, Tunisia and Yemen.
- In Malawi, the UN estimates that women spend an average of 54 minutes fetching water, while men spend only 6 minutes.



Impact

- Women need more time for family, child care, other household tasks and leisure activities.
- Water collection can take time away from their education for both boys and girls and sometimes even prevent them from going to school altogether.

09.20-09.35

Presenting ActW³: What, then, now what?

15 minutes

By table, ask participants to think about this situation.

Ask them to go through the following steps in 10 minutes.

- Structuring prompt, after a shared experience, ask "WHAT? What happened? What did you notice? What facts or observations stand out?"
- Then, after all, salient observations have been collected, ask, "SO WHAT? Why is this important? What patterns or conclusions emerge? What assumptions can you make?"
- Then, after the meaning-making is complete, ask: "WHAT NOW? What actions make sense?"

Operational Planning | Be inspired and inspiring 7



<https://www.resilience.org/stories/2007-06-10/design-other-90/>

09.35-09.55

You also have to be on the lookout for what is already being done. You have to look for inspiration to become inspiring.

For example, there are the initiatives:

Design for the other 90%

Design with the 90%

Group debriefing – tell them that, for the moment, the answer is not important; what we want is to think about the process.

Step one: WHAT? - How did you think about defining the problem? How many reasons/sources of the problem did you find?

Second step: so what? - Have you considered the interference scale in your understanding of the impacts? What assumptions did you make? (5 minutes)

On a scale of 1 to 10, how ingenious and creative are your solutions? 10 were an out-of-ordinary ideas. How could you improve? (5 minutes)

Do you have any ideas you did not dare express during the group discussion? (During operational planning, expressing your opinions will be even more difficult as the military planning environment is competitive. You will have to dare to become comfortable with your ability to dare to express new ideas) (5 minutes)

Explain that what we want to do with this exercise is:

- Build a common understanding of how people develop different perspectives, ideas and justifications for actions and decisions
- Ensure that learning is generated from shared experiences: no feedback = no learning
- Avoid repeating the same mistakes or malfunctions over and over again
- Avoid arguments about actions based on a lack of clarity about the facts or their interpretation
- Eliminate the tendency to move prematurely into action, leaving people behind
- Get all data and observations on the board first so that everyone starts on the same page
- Honour the history and novelty of what is happening
- Build trust and reduce fear by learning together at every stage of a shared experience
- Make sense of complex challenges in a way that triggers action
- Discover how questions are more powerful than answers because they invite active exploration

Operational Planning | Be inspired and inspiring 8

Stronger Women, Stronger Nations Program

Through the program, women break their isolation and gain the social and economic skills to transform their own lives. They pass on their power and knowledge to create a more just world, where women can use their power together.

[Learn about how our approach supports women](#)



Design Like You Give a Damn
Architectural Responses to Unprecedented Crises... Learn How Architecture for Humanity

<https://www.womenforwomen.org/our-program>

09.35-09.55

There is also an initiative that no longer exists since 2015 but can continue to inspire you (Architecture for Humanity). Their books can also continue to inspire you "like you give a damn".

There are Women for Women International, which seeks to inspire and be inspired by the initiative of women around the world.

TED is explaining 3 technology initiatives in Africa that are making an impact.

Learning Objectives

9

Objective 1: Visualise a tangible, gender-sensitive environment during an operational planning process (OPP).

Objective 2: Define personal passions, strengths and core values by examining their importance for the role of MGA.

Objective 3: Examine the power of the changemaker model as a practical tool for reflecting on activities, projects and programmes.

Objective 4: Engage creatively by sharing ideas and visions to support the building of a team for OPP.

Objective 5: Identify similar interests, engagement tactics and shared visions for mobilisation.

Objective 6: Develop an argument adapted to their target audience to win them over to their ideas.

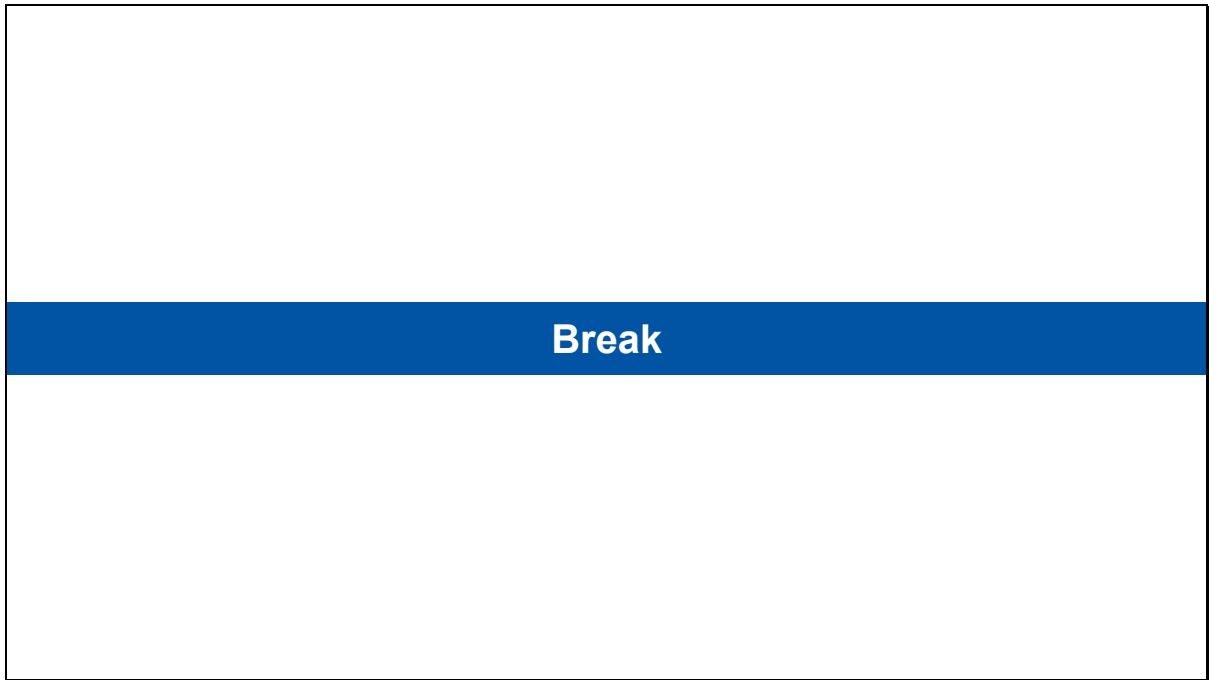
Objective 7: Identify tangible options for a successful OPP, considering the four pillars of UNSCR 1325.

Objective 8: Build creative and gender-sensitive solutions for the OPP.

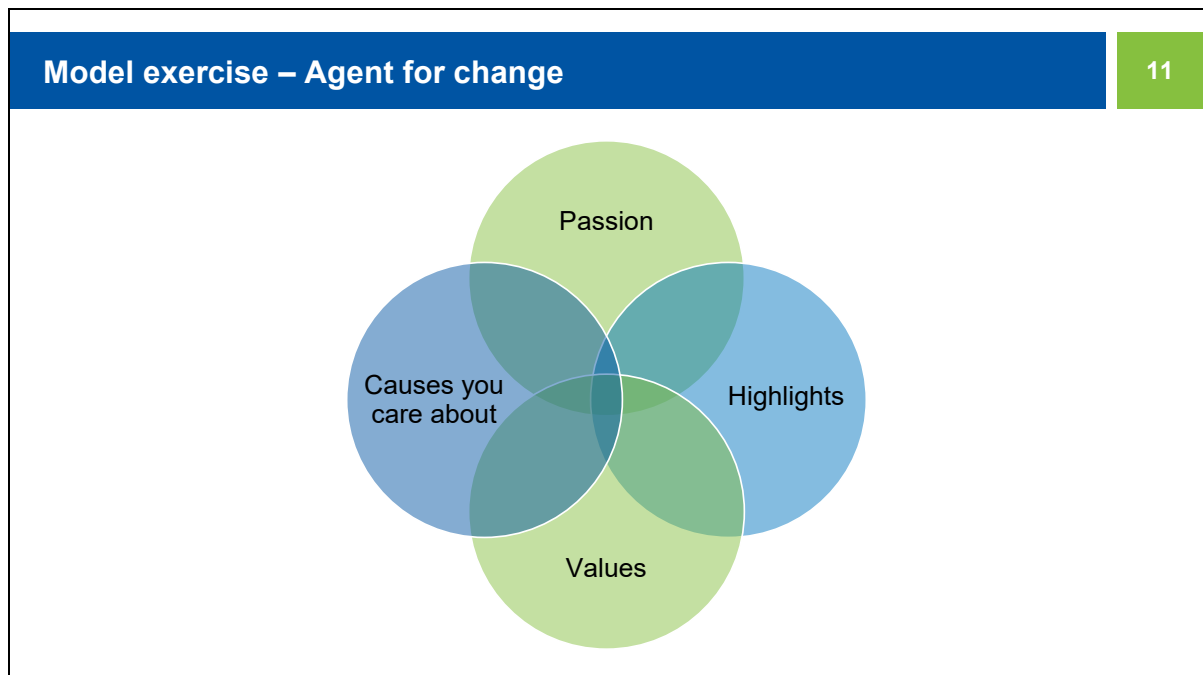
Objective 9: Explain the content of a gender annexe draft with a gender estimate for the OPP.

09.55-10.00

Slide 10



10.00-10.10



10.10-10.40

Ask participants to draw the 4 circles individually on a sheet of paper or give them a handout.

The model consists of four circles:

- **PASSIONS:** Things you LOVE to do;
- **YOUR STRENGTHS:** Things you are good at;
- **VALUES:** What is most important to you?
- **CAUSES YOU CARE ABOUT:** The needs in the world that matter most to you or what (injustice) frustrates or saddens you the most.

Give them 5 minutes for each of the circles, guiding them for every 5 minutes by asking the following questions:

- **Passions:** "What do you like to do so much? Do you forget the passing of time? What would you do if money were no object?"
- **Strengths:** 'Strengths are the things we are really good at. Important: Anything above average counts. We don't ask you to find things you are "the best in the world" at!
- **Values:** When you have a choice to make or feel stuck, looking at your values and staying true to them will help you get on the right track. Your values are the qualities in life that matter most to you.
- **Causes you to care about:** "What issues in the world / in your community / in your country upset you, excite you and make you want to do something about them?"

After introducing the four circles, explain that the central part (intersection) is where the projects should be located, at the centre of passions, strengths, values and issues. This is

crucial to make the project sustainable because they are motivated by it, and it addresses real needs in the world.

Make a list of 5 projects/activities for which they would be most motivated and competent as MGAs following the analysis of themselves as agents of change. Explain to them that as part of their work as MGAs, they will have the opportunity to get involved in project initiatives with the civilian-military cooperation office or the civil affairs office for the community violence reduction programme. They need to identify which types of projects they would be most effective as an agent for change based on the elements identified in the 4 circles (5 minutes)

Ask if someone wants to share (5 minutes)

What are you passionate about and are the right person for?

12



Scenario 1
Protection of civilians - South Sudan

In South Sudan, people threatened by armed groups arrive in large numbers at the base gate to receive protection from peacekeepers.



Scenario 2
Protection of civilians - CAR

In CAR, women and girls are often sexually assaulted by criminal groups in the streets of Bangui.

10.40-11.15

Provide 8 scenarios requiring them to find courses of action using the operational planning process on a flipchart, and ask each participant to choose 4 scenarios individually.

Ask them to individually write on post-it notes why they should be part of this team. Remind them to be creative if they want to be selected for the teams. Refer to the previous agent for change exercise to build their case on their passions and strengths. Once finished, they should put their Post-it notes on the flipchart corresponding to their choices (15 minutes)

Take the 6 most popular themes, identify a leader per theme and ask them to select the team (5 players) according to the Post-it and explain why they chose this team (vision) (20 minutes)

What are you passionate about and are the right person for?

13



**Scenario 3
Protection of civilians - DRC**

In the DRC, thousands of girls cannot make the dangerous journey to school because of the enormous risk of physical or sexual assault.



**Scenario 4
Political participation - DRC**

In the DRC, Congolese women can have enormous influence in their communities but are almost entirely excluded from political life.

10.40-11.15

What are you passionate about and are the right person for?

14



Scenario 5
Protection of civilians - Mali

In northern Mali, villagers are forced to move regularly because of violence from armed groups. They move en masse to towns where their arrival causes tensions. This violence mainly targets young people.



Scenario 6
Tension between communities - Lebanon

Gender, class, age and nationality continue to be points of division and tension between communities in Lebanon, often triggered by memories of the civil war.

10.40-11.15

What are you passionate about and are the right person for?

15



Scenario 7
Tension near IDP camps - Lebanon

Xenophobia towards refugees, mainly Syrians refugees, has intensified as the Lebanese population increasingly protects the country's limited resources.

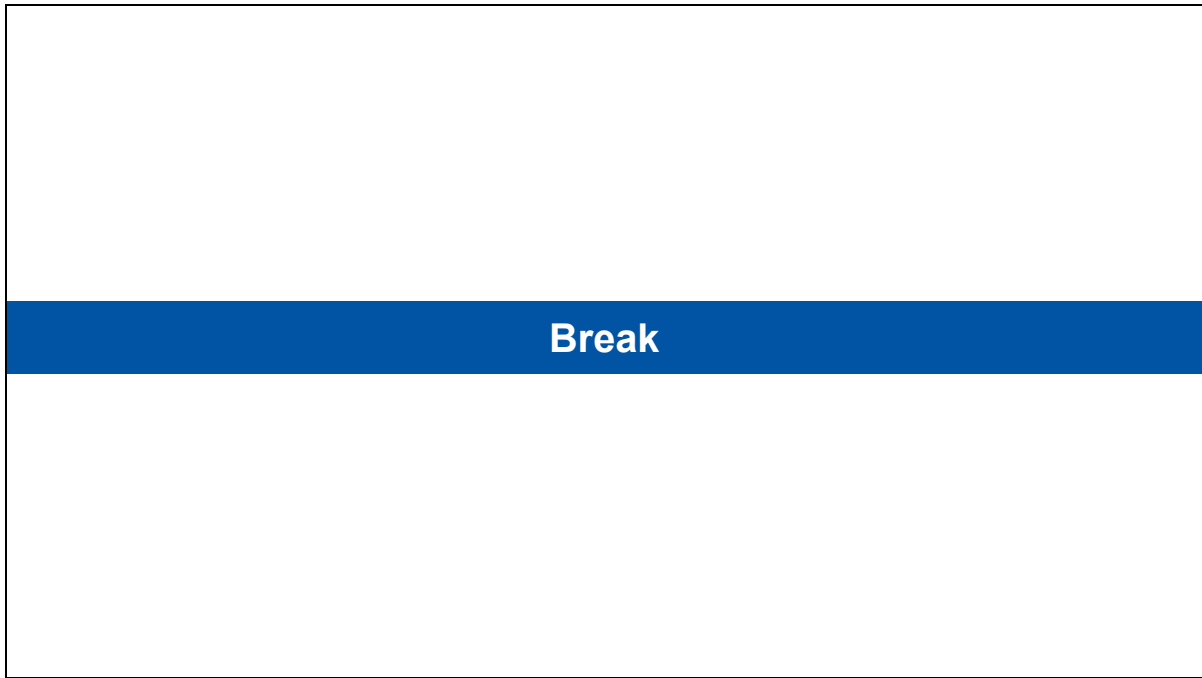


Scenario 8
Violence by government troops -CAR

Following clashes in Bambari, national forces and their allies targeted a mosque killing 14 people, including a woman and a child. A health facility was also targeted.

10.40-11.15


Slide 16



11.15-11.25

Mobilisation: Vision and End State 17

- We need to select the 3 best ideas.
- You have 90 seconds to express why working on your case study is important.
- What do you want to achieve? What is your vision and desired end state?



Be mobilising and creative; get the other teams on board.

11.25-12.15

Each team has 20 minutes to develop an end state, and a vision and find a tactic to mobilise the other team into their team in 90 seconds (20 minutes)

Mobilise: vote with your feet (2 minutes speech per team, 2 minutes to pass to another team) (30 minutes)

In the end, keep 3 teams



12.15-12.30

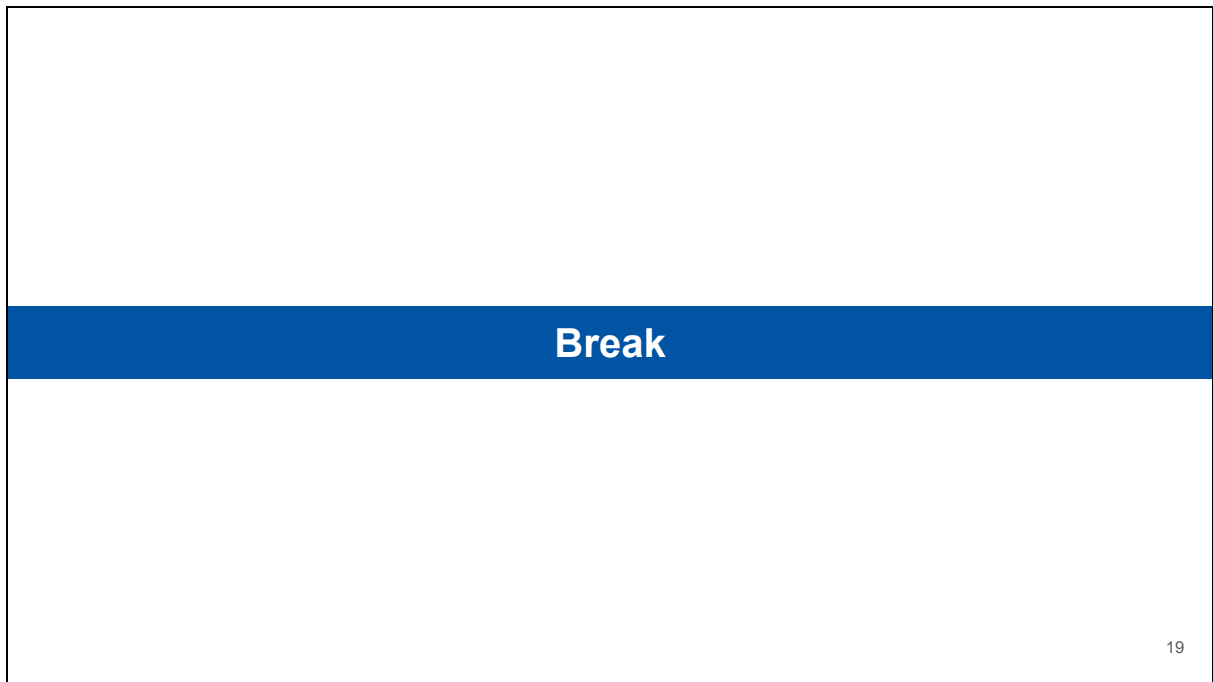
Ask each team to identify which characteristic of an agent for change they used to mobilise other team members.

Ask them if they referred to any irrational behaviour from Lesson 3.1.

What would they do differently next time?

Take 5 minutes to think about it, 10 minutes to share.

Slide 19







12.30-13.30



13.30-13.40

Review with the class the content of the gender estimate and make the connection between the course of action research and the task of the MGA, which is to bring a gender perspective to all stages of operational planning. (10 minutes)

MGA Estimate			21
			
Participation	Protection	Prevention	Relief and Recovery
<p>What does each pillar mean in concrete terms for the Military Gender Advisor during the planning process?</p>			

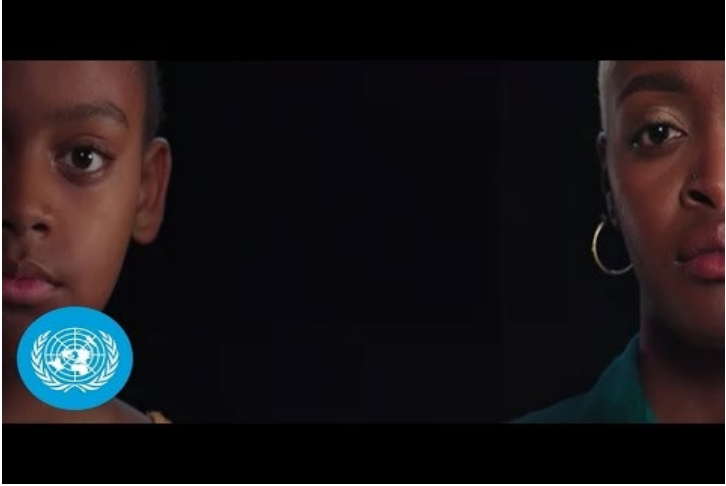
13.40-13.45

Ask the class in plenary:

- What does each pillar mean in concrete terms for the gender advisor?
- How should they consider these pillars during the operational planning process?

Note their answers on a flipchart, as they must consider this while developing their course of action.

Survivor | A People-Centred Approach 22

A video thumbnail featuring a close-up of a young girl on the left and a woman on the right, both looking towards the camera. A blue circular logo with the United Nations emblem is overlaid on the bottom left of the image. The video is set against a dark background.

1345-1350

Introducing the concept of survivor - a people-centred approach:

https://www.youtube.com/watch?v=Q20W_tvnr6Q

Survivor | A People-Centred Approach

23

- Seeks to empower survivors by prioritising their rights, safety, well-being, needs and wishes.
- Organisations must ensure that survivors can access appropriate, accessible and good-quality services.
- Following an incident (a traumatic experience, such as sexual assault), a survivor-centred approach will give the survivor control over the decision-making process.
- The organisation allows survivors to express their needs and to have space and time to get the necessary support.
- This approach also recognises that coping mechanisms and healing processes are various and unique to each individual.

13.45-13.50

Introducing the concept of survivor - a people-centred approach:

https://www.youtube.com/watch?v=Q20W_tvnr6Q

Creative course of actions

24

Develop options to address or mitigate the situation:

- Take into account the 4 pillars of the survivor-centred approach concept.
- The course of actions (CoAs) that has never been implemented before by a military component.
- 30-minutes to explain why your CoAs is the most impactful and has the greatest chance of success.
- Funds are available for quick-impact projects and the community violence reduction programme.
- The Force Commander is prepared to task engineers and other military troops to support your solution.

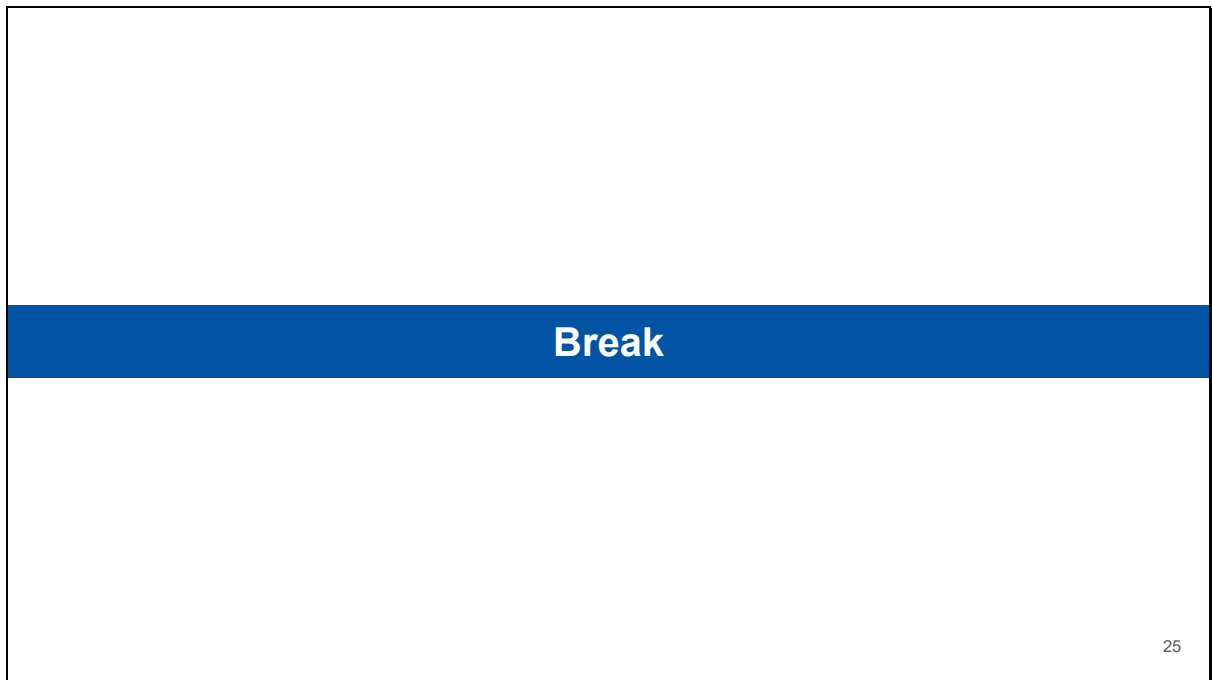


13.50-14.20


Ask each team to develop options for their operational planning process - consider the 4 pillars, the concept of survivors and come up with something that has not been done before (30 minutes)

- You need to develop options to address or mitigate the situation. You must take into account the 4 pillars of the survivor-centred approach concept.
- You must suggest courses of action that have never been implemented before by a military component.
- You have 30 minutes to explain why your situation will have the most impact and the greatest chance of success.
- Funds are available for quick-impact projects and the community violence reduction programme.
- The Force Commander is prepared to task engineers and other military troops to support your solution.

Slide 25



14.20-14.30

Creative course of actions – Debate ideas Team 1	26
<ul style="list-style-type: none">• Team 2 present its CoA (3 min)• Team 3 shares what might not work during the implementation of the CoA (2 min)• Team 2 responds to concerns expressed (2 min)• Team 3 shared additional concerns about the CoA (2 min)• Team 2 provides the final response (2 min)• Team 1 provides comments on what they observed as active listening from both teams (2 min)	

14.30-14.45

Team 2 introduces (3 minutes),

Team 3 gives what could go wrong (2 minutes),

Team 2 responds (2 minutes),

Team 3 provides more concerns (1 minute),


Team 2 responds (2 minutes),

Team 1 observes and provides feedback (2 minutes) + 2 minutes debrief from facilitators' on creativity (15 minutes each x 3 teams - 45 minutes)

Creative course of actions – Debate ideas Team 2

27

- Team 1 present its CoA (3 min)
- Team 2 shares what might not work during the implementation of the CoA (2 min)
- Team 1 responds to concerns expressed (2 min)
- Team 2 share additional concerns about the CoA (2 min)
- Team 1 provides the final response (2 min)
- Team 3 provides comments on what they observed as active listening from both teams (2 min)



14.45-15.00

Team 1 introduces (3 minutes),


Team 2 gives what could go wrong (2 minutes),

Team 1 responds (2 minutes),

Team 2 provides more concerns (1 minute),

Team 1 responds (2 minutes),

Team 3 observes and provides feedback (2 minutes) + 2 minutes debrief from facilitators' on creativity (15 minutes each x 3 teams - 45 minutes)

Creative course of actions – Debate ideas Team 3	28
<ul style="list-style-type: none">• Team 3 present its course of action (3 min)• Team 1 shares what might not work during the implementation of the CoA (2 min)• Team 3 responds to concerns expressed (2 min)• Team 1 shared additional concerns about the CoA (2 min)• Team 3 provides the final response (2 min)• Team 2 provides comments on what they observed as active listening from both teams (2 min)	

15.00-15.15

Team 3 introduces (3 minutes),

Team 1 gives what could go wrong (2 minutes),

Team 3 responds (2 minutes),

Team 1 provides more concerns (1 minute),

Team 3 responds (2 minutes),

Team 2 observes and provides feedback (2 minutes) + 2 minutes debrief from facilitators' on creativity (15 minutes each x 3 teams - 45 minutes)

Simulation of the opposing team (red teaming)

29

- Means of testing strategies, eliminating unseen threats and identifying missed opportunities.
- It helps challenge assumptions, strengthen plans and overcome group thinking.



15.15-15.25

Explain the Red Teaming concept and the Rock Drill concept when conducting an operational planning process (10 minutes)

Rock Drill Concept

30

- Once the units know the operation orders, the units report to the commander as a Rock Drill.
- Each staff member or commander discusses their particular role and mission during the operation and indicates whether they need more resources.
- The U2 explains the potential intentions and actions of armed groups.
- **The U9 and MGA explain the probable intentions and actions of the local population, taking into consideration intersectionality.**



15.15-15.25

Explain the Red Teaming concept and the Rock Drill concept when conducting an operational planning process. (10 minutes)

[https://cyberwar.nl/d/fromTheIntercept/sidtoday/documents/2005/2005-04-22_SIDToday -
_Rock_Drills_Not_Just_for_Military_Planning_Anymore.pdf](https://cyberwar.nl/d/fromTheIntercept/sidtoday/documents/2005/2005-04-22_SIDToday_-_Rock_Drills_Not_Just_for_Military_Planning_Anymore.pdf)

Slide 31

Break

31

15.25-15.35

Gender Annexe to operation orders Objective	32
<ol style="list-style-type: none"><li data-bbox="325 546 1276 640">1. Provide advice to Sector Headquarters (SHQ) Military Gender Advisors (MGAs), Military Gender Focal Points (MGFPs) and Female Engagement Platoons (FEPs).<li data-bbox="325 714 1276 775">2. Provide the result of the gender-sensitive conflict analysis and the gender analysis conducted to support the planning of the operation.	

15.35-15.45

Review the content of the Gender Annex to operation orders. (10 minutes)

Include directly in the operation order

33

- Tasks of SHQ MGAs, MGFPs and FEPs
- Tasks of the military components to ensure the use of gender-sensitive approaches
- Request for information to SHQ MGAs, MGFPs and FEPs
- Resources needed for the military component to take gender into account.

15.35-15.45

Write the content of your gender annexe	34
<p>On a poster, indicate the content of your gender annexe to support the implementation of your course of action:</p> <ul style="list-style-type: none">• Gender-sensitive conflict analysis• Advice to MGAs and MGFPs <p>Explain what will go directly into the operational order:</p> <ul style="list-style-type: none">• Tasks of the military elements• Coordination needs with partners• Information needs• Logistical support requirements	


15.45-16.05

Ask each team to prepare a poster explaining the content of their gender annexe and the content that will go directly into the operational order to implement their action plans. (10 minutes)

2 minutes presentation / team (10 minutes)

Conclusion: Gender perspective in conflict analysis to understand the problem

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?

16.05-16.15

Ask them to take back the gender estimate and discuss with them which section they could have used during the day to improve the development of their course of action.

Preparation of Lesson 3.6 to 3.9	36
<p>4 teams for the engagement with NGOs activity on Lesson 3.6: Start preparing your engagement plan</p> <p>Same 4 teams for the Force Commander morning briefing</p> <ul style="list-style-type: none">• Lesson 3.6: UNMISS – Livestock theft in South Sudan• Lesson 3.7: MONUSCO – Disarmament, Demobilisation and Reintegration (DDR) of Mai-Mai combatants• Lesson 3.8: MINUSCA – Arrest or disarmament of criminal groups in Bangui• Lesson 3.9: MINUSMA – Community violence reduction <p>3 teams for military gender strategies exercise to be presented in Lesson 3.9</p> <ul style="list-style-type: none">• MONUSCO• MINUSMA	

16.15-16.30

Divide the class into 4 teams for the engagement with NGOs activity on Lesson 3.6 (4 teams)

- Give each team a description of the NGO they will be meeting and their contact points (phone number and email)
- Divide the teams for the Force Commander's briefings and give them their case study (same teams)
- Give them the Force Commander's briefing scenarios.
- The Force Commander of the United Nations Mission in Southern Sudan (UNMISS) asks you to suggest ways of addressing the problem presented.

Presentations should include one slide for each of these offices:

- U2 - Military Intelligence.
- U3 - Operations
- U4 - Logistics
- U9 - Civil-Military Cooperation
- Information Operations
- Military Gender Advisor

Divide the class into 3 and give each team a case study for which they must develop and present a military gender strategy for lesson 3.9.