

# Military Gender Advisor Training

# Lesson 6



## Learning Objectives

2

**Objective 1:** Demonstrate confidence when briefing FC or military personnel.

**Objective 2:** Define an engagement plan to optimise and identify discussion points and sensitive topics.

**Objective 3:** Practice powerful questions to gather information when interacting with local civil society organisations.

**Objective 4:** Identify safe spaces for active interaction with local women's organisations.

**Objective 5:** Practice using the BRAVING Inventory and the trust model.

**Objective 6:** Interpret the use of non-verbal communication during important engagements.

**Objective 7:** Analyse the valued perspectives and adapted agenda of local civil society organisations.

**Objective 8:** Examine how civil society and local NGOs are agents for change in social norms.

**Objective 9:** Analyse findings by creating a concise and timely report.

## Demonstrate confidence when briefing (un)responsive Force Commander

3

### Competencies assessed by the Force Commander

- Quality of analysis
- Accuracy
- Quality of support material

### Competencies assessed by facilitators

- Understanding of social norms motivating the use of violence
- Understanding social norms limiting women's role
- Identify the gatekeepers of power and social norms



09.05-09.10

**Force Commander Morning Brief**

**4**

**UNMISS - Livestock theft in Southern Sudan**

The Military Force Commander of the United Nations Mission in the Republic of South Sudan (UNMISS) requests your suggestions on how the military contingent can reduce and prevent livestock theft and associated violence in a pastoral community in Southern Sudan.

Presentation of the following offices:

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

08h00-08h15

Presentation of the UNMISS team

15 minutes simulation

1-2 minutes presentation of each of the following offices:

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

Feedback from the Force Commander's representative on the ability of each office to deliver a military briefing (15 minutes)

Force Commander's Feedback	5
<ul style="list-style-type: none"><li>• <b>Quality of analysis</b> - Did the argument include facts to support the proposed courses of action?</li><li>• <b>Accuracy</b> - Was the presentation concise and directly addressed the Force Commander's question?</li><li>• <b>Supporting material</b> - Was the supporting material appropriate and kept the Force Commander's interest?</li></ul>	

08.15-08.30

Presentation of the UNMISS team

15 minutes simulation

1-2 minutes presentation of each of the following offices:

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

Feedback from the Force Commander's representative on the ability of each office to deliver a military briefing. (15 minutes)

Facilitators' Feedback	6
<p>UNMISS teams - What behaviours do you aim to reinforce and change with your proposed courses of action?</p> <p>Have we considered the following:</p> <ul style="list-style-type: none"><li>• Social norms that motivate the use of violence by young men</li><li>• Social norms that relegate women to a supporting role and impact their meaningful participation in community decisions and their future</li><li>• Guardians of social norms – older men encourage young men to go out and fight.</li></ul> <p>Additional source: <a href="https://publications.iom.int/system/files/pdf/A-Boy-Should-be-a-Fighter.pdf">https://publications.iom.int/system/files/pdf/A-Boy-Should-be-a-Fighter.pdf</a></p>	

08:30-08:35

**Step 1 - Understanding the problem**

- 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**

- 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.
- 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.
- Older men encourage younger men to go out and fight.

**Step 3 - Understanding social norms**

- 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.

- 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.
- Sexual violence (e.g. rape) is common and normalised in these communities.

#### **Step 4 - Propose solutions**

- 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.
- 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.
- 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.

**Irrational Behaviour** 7

How could the following irrational behaviours studied in lesson 3.1 affect on the proposed courses of action during the Force Commander's morning briefing?

1. Environmental impact of the decision made by people
2. Gender equity is not a zero-sum game.

Empowering women and girls in South Sudan is key to fostering peace - they deter their sons from committing violence.

08.35-08.45

Women in South Sudan are extraordinarily resilient. Survivor networks and counselling services enable women to support each other in their quest for safety and recovery from gender-based violence. In the business world, village savings and loan associations have allowed women to create profitable businesses to feed their families and send their children to school. And as inter-generational power struggles have disrupted the historical mediating role of chiefs and elders, women's groups play a vital role in building peace within and between communities by deterring their sons from violent acts.

<https://blogs.worldbank.org/nasiliza/empowering-south-sudans-women-and-girls-key-fostering-peace>

Followed by 5 min to review the material seen during lesson 3.6 and 5 min to answer participants' questions.



Learning Objectives	8
<p><b>Objective 1:</b> Demonstrate confidence when briefing FC or military personnel.</p> <p><b>Objective 2:</b> Define an engagement plan to optimise and identify discussion points and sensitive topics.</p> <p><b>Objective 3:</b> Practice powerful questions to gather information when interacting with local civil society organisations.</p> <p><b>Objective 4:</b> Identify safe spaces for active interaction with local women's organisations.</p> <p><b>Objective 5:</b> Practice using the BRAVING Inventory and the trust model.</p> <p><b>Objective 6:</b> Interpret the use of non-verbal communication during important engagements.</p> <p><b>Objective 7:</b> Analyse the valued perspectives and adapted agenda of local civil society organisations.</p> <p><b>Objective 8:</b> Examine how civil society and local NGOs are agents for change in social norms.</p> <p><b>Objective 9:</b> Analyse findings by creating a concise and timely report.</p>	

10 min to Review the concept seen in Lesson 3.5 and Answers to participants' questions

5 min to discuss the learning objectives

**Creating safe spaces**

**9**

Your main objective today is to become an **ally** of a local NGO in promoting social norms that enable the promotion of at least one pillar of the Women, Peace and Security agenda.

- Individually rank the 4 sub-components of the IDG “Relating” to build a relationship with an NGO in order of importance.
- Explain the reasons behind your ranking.

**3. Relating — Caring for Others and the World**

Appreciating, caring for and feeling connected to others, such as neighbors, 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

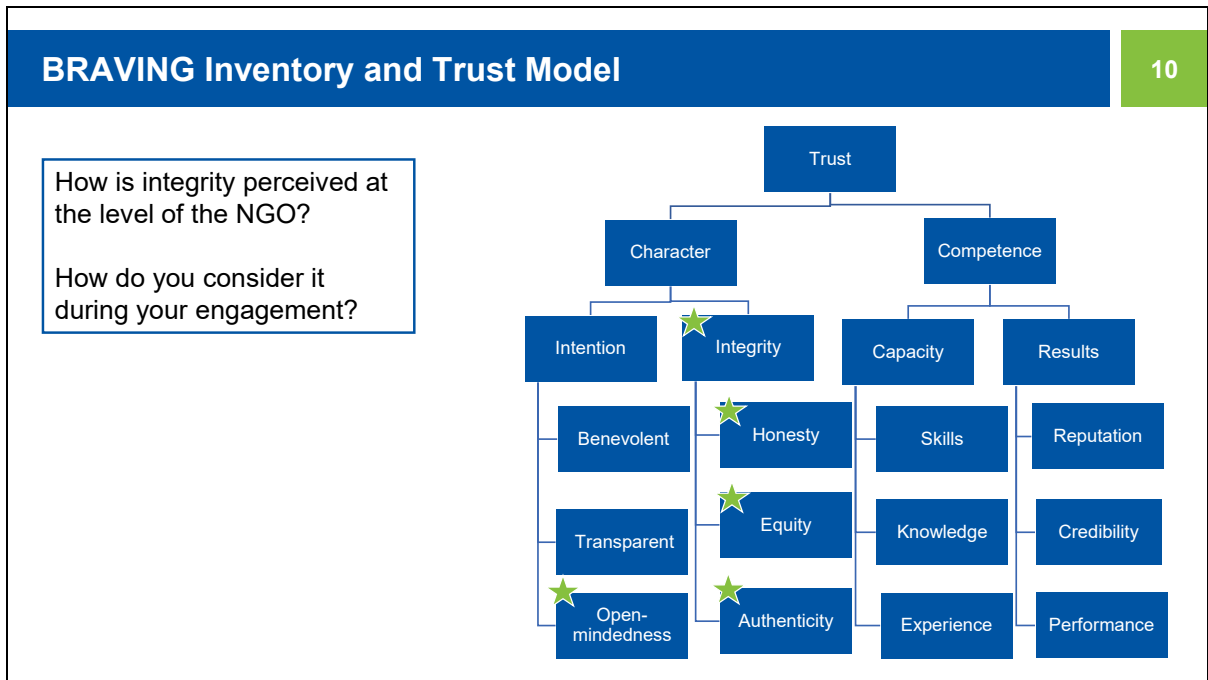
5 minutes

Discuss the definition of an ally and what is needed to build trust and a safe environment.

Today you will meet with a local NGO working to support women and ethnic minorities. Your main objective is to become an ally of this organisation to promote social norms that enable the promotion of at least one pillar of the Women, Peace and Security agenda.

Using Mentimeter - individually rank in order of importance the 4 sub-components of the inner development objective “Relating” to build a relationship with an NGO.

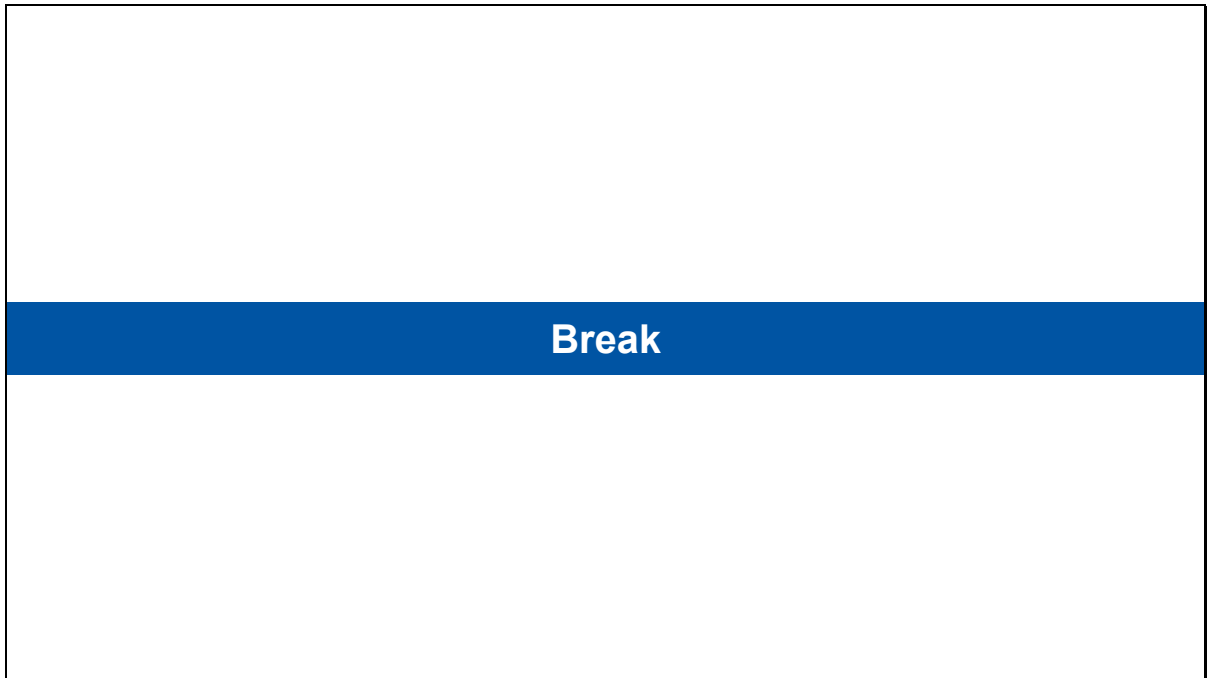
Explain why.



Ask them to reflect on how the NGO culturally perceives the important elements identified in the IDG “Relating” and the trust model.

**How will they take this perception into account in their engagement plan and during the meeting with the members of the local NGO?**

Slide 11



09.00-09.10

**Preparing engagements with civil organisations**

**12**

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.

**MONUSCO**

0910-1010

Team uses during the Review Mission of Lesson 3.4. (5 minutes)

Ask each team to prepare their engagement plan for the day, taking into account the concept of (1) powerful questions, (2) psychological safety, (3) safe space and (4) agent for change. (20 minutes)

Put Team 1 with Team 2 and Team 3 with Team 4 and ask them to introduce themselves and provide feedback to improve their preparation. (20 minutes)

Ask their team to improve their engagement plan based on the feedback and present it in 90 seconds. (15 minutes)

**Preparing engagements with civil organisations**

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**1 Phase 1 :  
Identify Key Leader**

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

**2 Phase 2:  
What is intersectionality mapping ?**

Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. It also shapes their view and understanding of a situation and the narrative it will believe and echo.

**Phase 2 :  
Intelligence Preparation of the Environment.**

- Confirm/deny key leader's capability in relation to desired effects (is this the right person to engage?).
- Ethnicity (language/dialect).
- Tribal background and perspective (tribal code, religious background).
- Political affiliation.
- Associations.
- Alliances (personal/tribal).
- Resources.
- Social network.
- Discern key leader's agenda, motivation, and interests.
- Information operations vulnerabilities assessment (hot-button issues).
- Develop contingencies and counters to unfavourable responses.
- Review previous post-engagement reports, if available.
- Use forward-thinking options to build on prior engagements, gather critical information from key leaders for increased operational benefit, and leverage other collection assets.

10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

Preparing engagements with civil organisations
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**3 Phase 3:  
Identify Desired Effects.**


- Identify what you want to achieve.
- Identify supporting objectives.
- Identify initial conditions required to achieve the desired effect(s).
- Predetermine what you can offer to get what you want.
- Identify the probability of a favourable response to the request/desired effect.
- Develop the best alternative to a negotiated agreement (BATNA).
- Consider utilising other enablers.

**4 Phase 4:  
Prepare**

- With a marginalised interlocutor, encourage them to identify the time and place where the meeting will occur.
- When working with an interpreter, consider someone they will trust (like someone from their own political faction, community centre, or refugee camp).
- Determine who takes the lead (depending on DRC Societal Roles).
- Practice social nuances. Learn gift-exchange expectations.
- Attempt to learn at least a few words of the local dialect.
- Get your story straight. Discussed desired effects and common terms with a cultural advisor and interpreter.
- Show respect to the local security forces (LSF) throughout the planning and KLE execution (get the LSF involved in the process and execution).
- Conduct standard mission planning (security, manoeuvre, logistics, communications, contingencies, etc.).
- Identify roles: designate a recorder, note taker, and photographer (at the KLE, and introduce everyone to the key leader).

**5 Phase 5:  
Execute**

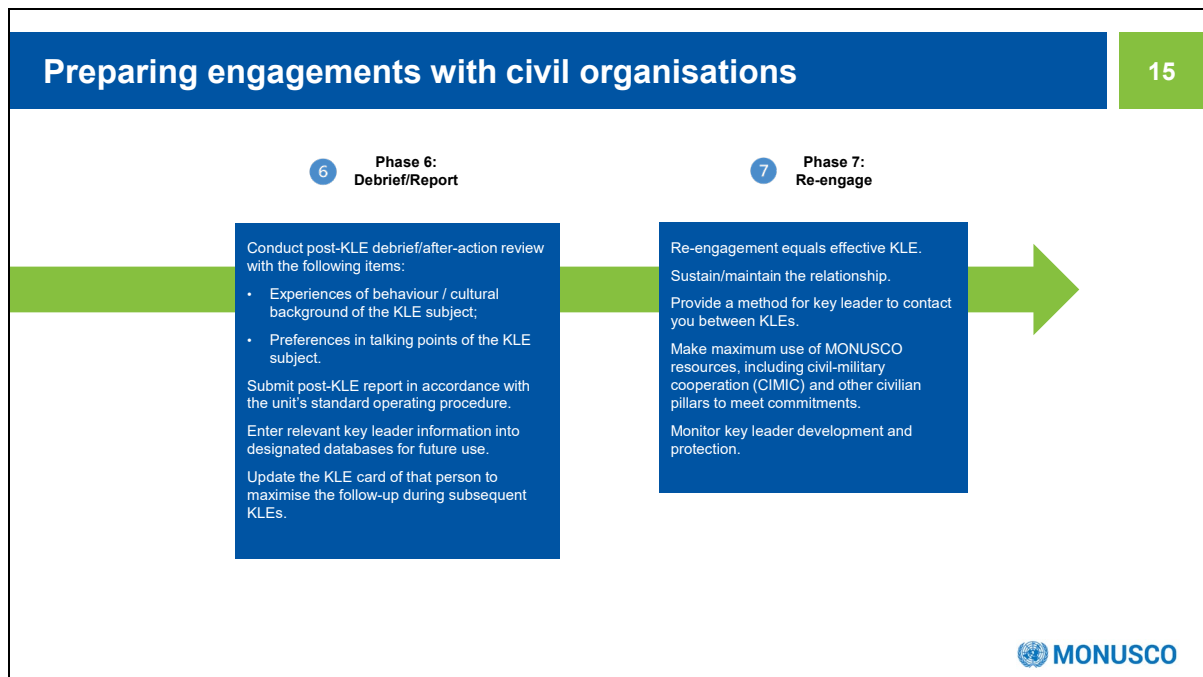
- It's all about mutual respect.
- Follow DRC meeting etiquette.
- Be patient and a good listener.
- Know when to speak.
- Look at the host, not at the interpreter.
- Apply other enablers as appropriate.
- Focus on the objective.
- Only promise what you can deliver.
- Install local ownership in solutions.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



10;05-10;10

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**Preparing engagements with civil organisations**

**16**

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

1. DTG of meeting	5. Topic of Meeting (your agenda or desired effects)
2. Location of meeting	• Topic Discussed
3. Attendees	• Details of Discussion
• Reporting C/S	6. Actions Items
• Supported Unit	• Own
• Engagement Lead	• Others
• Key Leader Engaged	7. Follow-up Meeting (if agreed to)
• Other Persons Present	• DTG; and Location
• Language Assistant Used	8. Overall Assessment
4. Reason for the meeting: why was it important to	9. Remarks, Observations and Recommendations

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

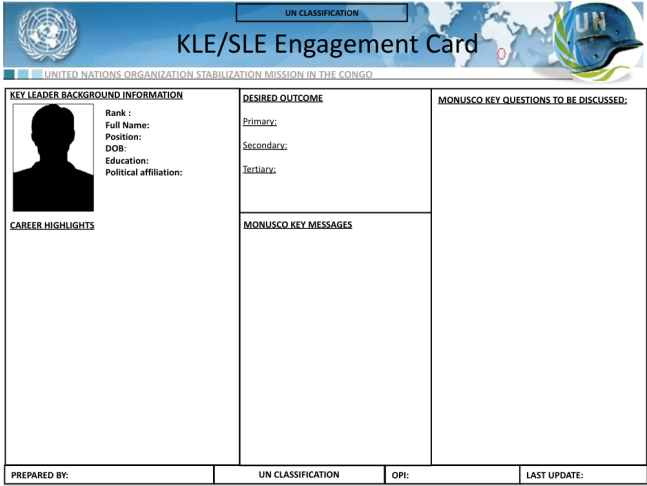


10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as a MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

Preparing engagements with civil organisations
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The image shows a template for a 'KLE/SLE Engagement Card'. At the top, it features the UN logo on the left, a 'UN CLASSIFICATION' box in the center, and a globe with a blue helmet on the right. Below this is the title 'KLE/SLE Engagement Card' and the subtitle 'UNITED NATIONS ORGANIZATION STABILIZATION MISSION IN THE CONGO'. The card is divided into several sections: 'KEY LEADER BACKGROUND INFORMATION' (with a silhouette icon and fields for Rank, Full Name, Position, DOB, Education, and Political affiliation), 'CAREER HIGHLIGHTS', 'DESIRED OUTCOME' (with sub-sections for Primary, Secondary, and Tertiary), 'MONUSCO KEY QUESTIONS TO BE DISCUSSED', and 'MONUSCO KEY MESSAGES'. At the bottom, there are four small boxes for 'PREPARED BY:', 'UN CLASSIFICATION', 'OPI:', and 'LAST UPDATE:'.

17

09.00-09.05

**Prepare your engagement plan for the day**

**18**

In addition to considering the definition of trust for the non-governmental organisation and the inner development goal “Relating”, consider the following elements:

- Powerful questions
- Psychological safety
- Safe space
- Agent for change

Ask each team to prepare their engagement plan for the day, taking into account the (1) powerful questions, (2) psychological safety, (3) safe space and (4) agent for change. (20 minutes)

Put Team 1 with Team 2 and Team 3 with Team 4, ask them to introduce themselves and ask them to provide feedback to improve their preparation (20 minutes)

Ask their team to improve their engagement plan based on the feedback and present it in 90 seconds (15 minutes)

Advising another team to improve their engagement plan	19
<p data-bbox="411 568 1139 607">Team 1 advises Team 2 for 10 minutes and vice versa</p> <p data-bbox="411 640 1139 678">Team 3 advises Team 4 for 10 minutes and vice versa</p>	

Put Team 1 with Team 2 and Team 3 with Team 4, ask them to introduce themselves and ask them to provide feedback to improve their preparation (20 minutes)

Ask their team to improve their engagement plan based on the feedback and present it in 90 seconds (15 minutes)

**Advising another team to improve their engagement plan**

20

- Define the organisation you are going to meet.
- Explain how you plan to conduct the meeting.
- Explain how you plan to gain their trust or at least create an environment conducive to exchange.
- Identify the elements of BRAVING that you plan to use.
- Identify what you want to avoid discussing or doing at all costs.



The image shows the BRAVING acronym overlaid on a scenic mountain landscape. The acronym is: **B**oundaries, **R**eliability, **A**ccountability, **V**ault, **I**ntegrity, **N**on-Judgment, **G**enerosity. A small circular logo in the bottom left corner of the image reads 'Start with BRAVING'.

Take 5 minutes to prepare your presentation concept by considering the following elements:

Ask their team to improve their engagement plan based on the feedback and present it in 90 seconds (15 minutes).

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

**Boundaries**

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

**Reliability**

Do what you say you will do. At work, this means being aware of your skills and limitations so that you do not over-promise and can abide by your commitments and balance competing priorities.

**Accountability**

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

**Vault**

You do not share information or experiences that do not belong to you. I need to know that my confidences are safe and that you are not communicating with me information about others 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-judgement**

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

**Generosity**

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

Each person completes this questionnaire independently and then meets face-to-face to discuss where their experiences align and where they differ. This is a relational process that, when done well and in a safe setting, transforms relationships.



## Analyse your meeting results and report your organisation

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What information have you obtained that could impact the stability and security of the region?

How could the NGO ally with the UN mission in achieving its mandate?

What are your recommendations for future engagements and support of the military component to the organisation?



15.-15.50

Analyse the results by creating a concise and timely report to the FC and military staff.

Ask each group to summarise the main conclusions from their meeting on a PowerPoint slide for the Force Commander.



(10 minutes preparation, 5 minutes presentation each (20 minutes))

Review the concept of a meeting report adapted to the target audience. (5 minutes)



## What will you do differently next time?

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- Preparation tool: how will you adapt them?
- Preparing your team before the event
- Pre-meeting / contact with the organisation (email, phone)
- Welcome / introduction to the organisation's representatives
- Topic of discussion
- Monopolising the conversation
- Use of humour

15.50-16.00

Ask in plenary what they will do differently the next time they meet with an NGO. (10 minutes)

## Conclusion: If you want to help; shut up and listen

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The first principle of assistance is **respect**.

If people don't want to be helped, leave them alone. This should be the second principle of helping.

The most important thing is passion.

Entrepreneurs don't go to community meetings; you must meet them independently.



Reference: [https://www.ted.com/talks/ernesto\\_sirolli\\_want\\_to\\_help\\_someone\\_shut\\_up\\_and\\_listen?language=en](https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en)

16:00-16:10

Conclude by telling Ernesto Sirolli's story and the principles he applies and explaining that the most productive meetings are not in an office but where people work.

Here is the transcript of his video

### **Ernesto Sirolli - Italian author**

Everything I do and professionally - my life - has been shaped by seven years of working as a young man in Africa from 1971 to 1977. I look young but still need to - I worked on technical cooperation projects with African countries in Zambia, Kenya, Ivory Coast, Algeria, and Somalia.

I worked for an Italian NGO, and all our projects in Africa failed. And I was distraught. I thought, at 21, that we Italians were good people and were doing good work in Africa.

Instead, everything we touched, we killed. Our first project, the one that inspired my first book, *Ripples from the Zambezi*, was a project where we Italians decided to teach Zambians how to grow food.

So, we arrived there with Italian seeds in southern Zambia in this beautiful valley down to the Zambezi River. We taught the local people how to grow Italian tomatoes and courgettes and... And, of course, the local people had no interest in that.

So, we paid them to come and work, and sometimes they would show up. And we were surprised that the local population, in such a fertile valley, had no agriculture. But instead of

asking them why they weren't farming, we just said, "Thank God we are here, just in time to save the Zambian people from starvation.

Everything in Africa grew beautifully. We had these beautiful tomatoes. In Italy, a tomato would grow to this size. In Zambia, a tomato would grow to this size.

When the tomatoes were nice, ripe, and red, some 200 hippos came out of the river overnight and ate everything. And we said to the Zambians, "My God, the hippos! And the Zambians said, "Yes, that's why we don't have agriculture here." "Why didn't you tell us?" "You never asked."

I thought only we Italians were making mistakes in Africa, but then I saw what the Americans, the British, and the French were doing. After seeing what they were doing, I became very proud of our project in Zambia.

Because, you see, at least we fed the hippos. You should see the rubbish - you should see the rubbish that we gave to the unsuspecting Africans. If you want to read the book, read *Dead Aid* by Dambisa Moyo, a Zambian woman economist. The book was published in 2009. We, the Western donor countries, have given the African continent US\$2 trillion over the last 50 years. I'm not going to tell you the damage that money has done. Just go and read her book. Read it from an African woman, the damage we have done. We in the West are imperialist and colonialist missionaries, and there are only two ways to treat people: we protect them or are paternalistic. Both words come from the Latin root "pater", which means "father". But they mean two different things. Paternalism means treating anyone from a different culture, like my children. "I love you so much." Condescending; I treat everyone from a different culture as if they were my servants. That's why white people in Africa are called "bwana" bosses. I was slapped in the face when I read Schumacher's book, *Small is Beautiful*, which said, especially in economic development, if people don't want to be helped, leave them alone. That should be the first principle of aid.


The first principle of aid is respect.

This morning, the gentleman who opened this conference put a stick on the floor and said, "Can we imagine a city that is not neo-colonial? I decided when I was 27 years old that I would only respond to people, and I invented a system called Enterprise Facilitation, where you never initiate anything, you never motivate anybody, but you become a servant of local passion, a servant of locals who have a dream of becoming a better person. So what do you do? You shut up. You never come into a community with ideas and sit down with the local people. We don't work from offices. We meet in the café. We meet in the pub. We have no infrastructure. And what we do, we become friends and find out what that person wants to do. The most important thing is passion. You can give someone an idea. If they don't want to do it, what will you do? The person's passion for their growth is the most important thing. The most important thing is man's passion for personal growth. And then you help them to go and get the knowledge because nobody in the world can succeed alone. The person with the idea may not know, but the knowledge is available. So years and years ago, I had this idea: why not, for once, instead of coming into the community to tell people what to do, why not, for once, listen to them? But not in community meetings. Let me tell you a secret. There's a problem with community meetings. Entrepreneurs never come, and they never tell you, in a public meeting, what they want to do with their own money, what opportunity they have identified. So planning has this blind spot. You don't even know the smartest people in your community because they don't attend your public meetings. What we do is work one-to-one, and to work one-to-one, you have to create a social infrastructure that doesn't exist. You have to create a new profession. The profession is the family doctor of business, the family doctor of business, who sits with you in your home, at your kitchen table, at the coffee shop, and helps you find the

resources to turn your passion into a way of making a living. I started this as a trial in Esperance, Western Australia. I was doing a PhD at the time, trying to get away from this condescending bullshit that we come in and tell you what to do. And so, what I did in Esperance that first year was just walk the streets, and within three days, I had my first client. I helped this first guy who was smoking fish in a garage, he was a Maori, and I helped him sell to the restaurant in Perth, get organised, and then the fishermen came to me and said, "You're the one who helped the Maoris? Can you help us?" And I helped these five fishermen work together and get this beautiful tuna not to the cannery in Albany for 60 cents a kilo, but we found a way to get the fish to sushi in Japan for \$15 a kilo, and the farmers came to me and said, "Hey, you helped them. Can you help us?" In one year, I had 27 projects, and the government came to me and said, "How can you do this? How can you do...?" And I said, "I am doing something very, very, very difficult. I shut up and listened to them. Then the government says, "Do it again." We did it in 300 communities around the world. We've helped start 40,000 businesses. There is a new generation of entrepreneurs who are dying of loneliness. Peter Drucker, one of the greatest management consultants in history, died a few years ago at 96. Peter Drucker was a professor of philosophy before he went into business, and this is what Peter Drucker says: "Planning is actually incompatible with an entrepreneurial society and economy. Planning is the kiss of death of entrepreneurship. So now you're rebuilding Christchurch without knowing what the smartest people in Christchurch want to do with their own money and energy. You must learn how to get these people to come and talk to you. You have to offer them confidentiality and privacy; you have to be fantastic at helping them, then they will come, and they will come in droves. In a community of 10,000 people, we get 200 clients. Can you imagine a community of 400,000 people, the intelligence and passion? Which presentation did you applaud the most this morning? Local and passionate people. That's who you applauded. So what I'm saying is that entrepreneurship is where it's at. We are at the end of the first industrial revolution - non-renewable fossil fuels, manufacturing - and all of a sudden, we have systems that are not sustainable. The internal combustion engine is not sustainable. The way Freon keeps things going is not sustainable. We need to look at how we feed, care for, educate, transport, and communicate for 7 billion people sustainably.

Preparation for Lesson 3.7 and 3.8
25



**UN Women Strategic Plan**  
2022-2025  
*Building a Gender-Equal World*

5 GENDER EQUALITY

UN WOMEN

*Figure 1: Results structure of the Strategic Plan 2022-2025 IRRF*

**STRATEGIC PLAN VISION**

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

IMPACT <small>(long-term results in thematic areas)</small>	Governance & Participation in Public Life	Women's Economic Empowerment	Ending Violence Against Women & Girls	Women, Peace and Security, Humanitarian Action, and Disaster Risk Reduction			
OUTCOMES <small>(medium-term results)</small>	Global normative frameworks, and gender-responsive laws policies and institutions	Financing for gender equality	Positive social norms including by engaging men & boys	Women's equitable access to services, goods & resources	Women's voice, leadership & agency	Production, analysis and use of gender statistics and sex-disaggregated data	UN System Coordination for Gender Equality
ORGANIZATIONAL EFFECTIVENESS AND EFFICIENCY (OEE) OUTPUTS	Principled Performance	Advancing Partnerships and Resourcing	Empowered People	Business Transformation	Products, Services and Processes		

Invite participants to read the UN Women's strategic plan during the evening. This plan should be a model and inspiration for developing their military gender strategy.

Explain that we will first identify a vision for the strategic plan illustrated in this graphic and identify clear impacts we want to have as prescribed by the effects-based operations approach discussed in Lesson 3.1.