

# Military Gender Advisor Training

# Lesson 7



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

2

### Competencies assessed by the Force Commander

- Quality of speech
- Logic
- Assurance

### Competencies assessed by facilitators

- Link between hyper-masculinity and identity
- Role of women as agents for change in Mai-Mai groups
- Identification of gatekeepers of social norms



09.05-09.10

<b>Force Commander Morning Brief</b>	<b>3</b>
<p><b>MONUSCO – Disarmament, Demobilisation and Reintegration (DDR) of Mai-Mai combattants</b></p> <p>The Military Force Commander of the United Nations Stabilisation Mission in the Democratic Republic of the Congo (MONUSCO) requests your suggestions for the military contingent to implement place modes of action for the DDR of Mai-Mai groups.</p> <p>Presentation of the following offices:</p> <ul style="list-style-type: none"><li>• U2 - Military Intelligence</li><li>• U3 - Operations</li><li>• U4 - Logistics</li><li>• U9 - Civil-Military Cooperation</li><li>• Information Operations</li><li>• Military Gender Advisor</li></ul>	

08.00-08.30

Presentation of the MONUSCO team

15 minutes simulation

1-2 minute 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	4
<ul style="list-style-type: none"><li>• <b>Quality of delivery</b> – Use clear, jargon-free language appropriate to the audience and free from bias</li><li>• <b>Logic</b> – The argument presented is in a sequence that allows for a tangible understanding of the problem and solutions</li><li>• <b>Confidence</b> – Do the presenters understand their presentation and demonstrate confidence in explaining their arguments?</li></ul>	

08h00-08h30

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## Feedback from facilitators

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MONUSCO teams: What behaviours do you aim to reinforce and change with your proposed courses of action?

Have we considered the following:

- Mai-Mai identity is linked to hyper-masculinity and hyper-virility.
- The role of the Merida (Mai-Mai women) in modifying the behaviour and use of violence within Mai-Mai groups.
- The guardians of social norms within the Mai-Mai.

Additional reference: [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](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)

08.30-08.35

### Step 1 - Understanding the problem

- 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 have been involved in armed groups in South Kivu, North Kivu, Maniema and Ituri provinces.
- 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.
- 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

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

### **Step 3 - Understanding social norms**


- 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.
- 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.
- 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**

- 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.
- Identify how to improve the participation of Merida in the DDR process and their reintegration into civil society.
- 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.

**Irrational behaviour**

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### Christelle's story

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How might the following irrational behaviours studied in Lesson 3.1 impact the proposed courses of action during the Force Commander's morning briefing?

1. Importance of rituals to regain control
2. People must be actively involved in creating solutions (meaningful participation)

08.35-08.40

In the DRC, breaking spiritual ties with Mai-Mai groups (community self-defence) through purifying magic rituals to reintegrate your community is important. This could be done by: "taking a white animal (e.g. a rooster or a sheep), sacrificing it at a crossroads and throwing it into the river to purify the former combatant from evil spirits"!

#### Christelle's story

Christelle is calm and thoughtful. She couldn't find a job when she finished school. Her family owed a favour to a local Mai-Mai commander who then needed a woman to cook for the troops; she was keen to join. She ended up staying and fighting with the group for four years. The group put magic charms on her to make her invincible, but there were several conditions. For example, when she was menstruating, she was forbidden to speak or approach other soldiers for fear of interfering with their magical protection.


She decided she had taken the wrong path and wanted to leave the day she was manning a roadblock. To get through the roadblock, pedestrians had to pay a bribe to the Mai-Mai. A poor man tried to get through to the market and had nothing to give. A child soldier manning the barricade became irritated and started hitting the man, eventually killing him. This injustice led her to surrender to the ongoing joint Rwandan-Congolese military operations, and she was put through the official government demobilisation process. They offered her a place in the national army, but she decided against it and started a small business selling food on the local market. She gave her magic amulets to a priest, who forgave her for what she had done. She is now enjoying civilian life, and her business is doing well - although she is not a soldier, she says she would never go back into the bush to fight.

**Followed by 10 min to review Lesson 3.6 and answer participants' questions.**


Strategy – Choosing to learn through failure
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Considering the two positive thoughts about failure, identify how you will apply them when developing and implementing your military gender strategy.


This may include contingency plans if you are wrong about the likely behaviour of your target audience.




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.

5 minutes

Give two cards per table on positive thinking when facing failure and ask them how they will apply it when planning and implementing their strategy.

Remember the acronym FAIL - First attempt in learning

Here are some examples of tactics you could offer as a facilitator if the teams fail to develop solutions. You can also give them a handout at the end of the day.

- **You can learn from your mistakes to improve yourself.** Set up a plan to monitor results and be prepared to adjust the plan if you are not getting the results you want. Set up a list of lessons learned and share it with your fellow MGAs and MGFPs.
- **It is by trying again and again that competence is acquired and intelligence is developed.** Don't take your first failure as a result; try again. Maybe the parameters needed to achieve your results were not present — wrong time or place. Take note of the result and try again. Ensure you tell the Force Commander and staff officers that you are working at the level of human behaviour change and may not get the results you want the first time.
- **You have yet to understand and you have the power to do everything to understand soon.** If you are still waiting for the desired results, revisit the problem by consulting different people and rechecking whether you forgot to include intersectionalities and parameters that shape the behaviour.



- **You never lose: either you win, or you learn.** You must determine with the staff officers and the force commander what level of loss is acceptable to them. What can't happen in terms of losses? Preserving the population's confidence level is probably the loss you can't play with.
- **It takes courage to accept being imperfect.** In your impact assessment plan, do not expect a 100% result. From the beginning, inform the staff officers and the Force Commander of a percentage of success you would all be happy with; aim for perfection but live with imperfection.
- **You have failed, so you need to find another way.** If it doesn't work, revise the course of action you have rejected or ask another team to suggest courses of action. Consult the civilian population.
- **There is never a failure; there are only experiences.**
- **Reflection is at least as much about asking questions as it is about providing answers.** For questions you don't know the answers to, make assumptions and identify markers for monitoring the results to see if your assumptions were correct or not to adjust your plan. Pay more attention to what you need clarification on in your impact assessment plan.
- **There is rarely just one way to answer a question, but many ways to arrive at the same solution** or another solution that has yet to be explored.
- **You learn by trying.** You can only improve once you take the first step. The fortieth try will be better than the first. You will continue to strengthen through habit, experience and feedback from those around you.

Learning Objectives	8
<p><b>Objective 1:</b> Demonstrate confidence when briefing FC or military personnel.</p> <p><b>Objective 2:</b> Develop a narrative illustrating the military gender strategy with a clear purpose.</p> <p><b>Objective 3:</b> Reflect on their approach to develop convincing strategies.</p> <p><b>Objective 4:</b> Examine powerful ways to build trust and commitment.</p> <p><b>Objective 5:</b> Practice negotiation techniques to reach a consensus on different opinions and arguments.</p> <p><b>Objective 6:</b> Create a working environment that facilitates dialogue and collaboration.</p> <p><b>Objective 7:</b> Develop definitions of meaningful participation and the enabling environment for the MGA strategy.</p> <p><b>Objective 8:</b> Compare tools and techniques to facilitate the development of a gender-inclusive military strategy.</p> <p><b>Objective 9:</b> Practice SWOT with a UN Military component.</p> <p><b>Objective 10:</b> Develop tasks and coordination mechanisms in a military gender strategy.</p>	

5 minutes

Set up a working environment to facilitate dialogue and collaboration to find creative solutions to complex problems.

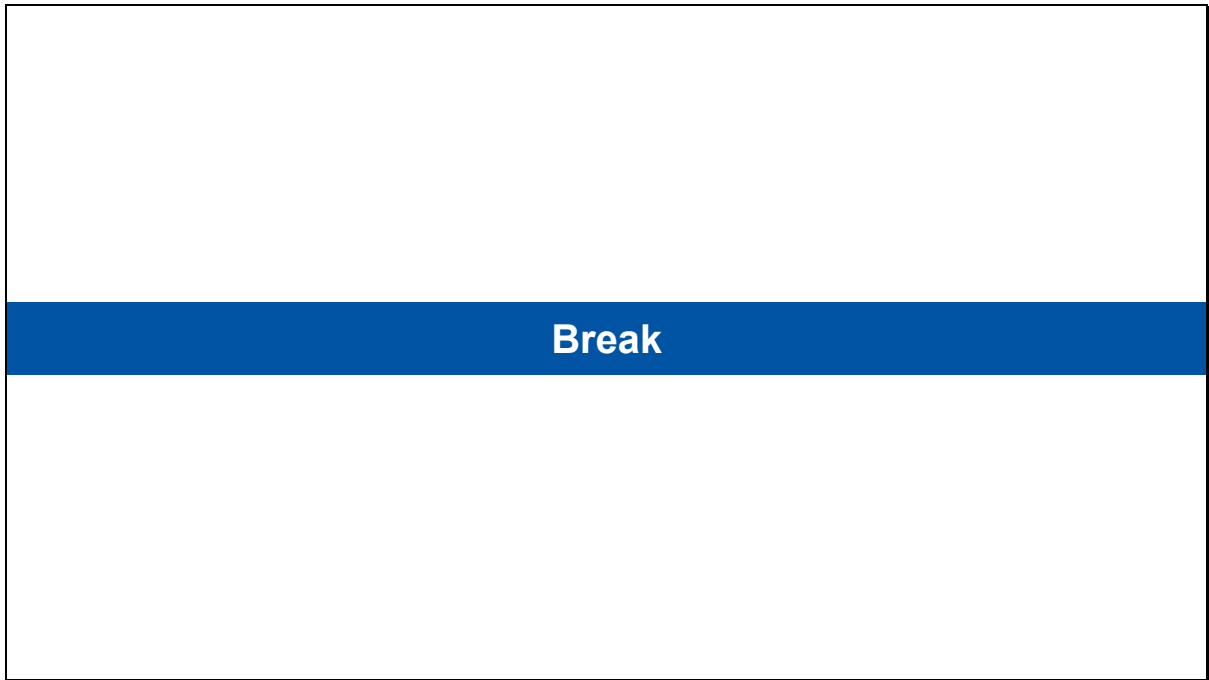
Compare tools and techniques for facilitating change to support the development of the military gender strategy.

Practice negotiation techniques to reach consensus, taking into account the views and arguments of each team member.

Develop a narrative to illustrate the military gender strategy to give your target audience a purpose for supporting it.

Design a military gender strategy to operationalise the implementation of the WPS Agenda by the military component.


Slide 9




09.00-09.10

**American strategy in Japan after World War II** 10


**For**



**Against**



**FORGET TIMIDITY—  
GET UP AND SPEAK!**



**Japanese Women at the Heart of Political, Constitutional and Legal Change**

Source: waggs.org afro.who.int  
09.10-09.35

Introduce the American strategy in Japan after World War II (5 minutes)

- Divide the class into 4; each team explains their understanding of the strategy (5 minutes)
- Two teams develop an argument for the strategy and the two other teams against it (5 minutes)
- First round, each team has one minute to argue; team members can change their minds and move partially or entirely (5 minutes)
- Second round, each participant can express their opinion to convince the other team members (5 minutes)

Convincing arguments		11
Arguments	Why this argument is convincing (appeals to facts, emotions, past experience,...)	

09.35-09.45

Ask participants which arguments were the most convincing and why (10 minutes)

## How can this strategy be implemented today?

Japanese women at the heart of political, constitutional and legal change



09.45-09.55

Ask each table to identify which tactics from the strategy fit the Women, Peace and Security agenda they would consider including in their military gender strategy and which tactics should be avoided (5 minutes reflection, 5 minutes discussion).

### Women, Peace and Security Agenda

- Participation of host country women and peacekeepers
- Identification of obstacles to women's participation as political candidates, such as registration fees

### To be avoided

- Taking a patriarchal approach by wanting to "save" host country women. Not seeing them as people who can take action on their own
- Not providing training to female UN soldiers in the belief that because they are women, they understand gender-sensitive operations (such as deploying American women who know nothing about politics)
- Considering social norms – which had not been done and involving the guardians of social norms

Strategist type – personality test MBTI (Myers-Briggs Type)		13
<p><b>Analysts</b></p> <ul style="list-style-type: none"><li>• INTJ: Thinker and strategist profile, who has a plan for everything.</li><li>• INTP: an inventor profile, with a thirst for knowledge.</li><li>• ENTJ: a strong leader profile, who always finds a way to get things done.</li><li>• ENTP: an astute and inquisitive profile, who is unable to resist an intellectual challenge.</li></ul>	<p><b>Sentinels</b></p> <ul style="list-style-type: none"><li>• ISTJ: serious and pragmatic profile, who is only interested in facts.</li><li>• ISFJ: a dedicated and warm profile, who is always ready to protect the people they love.</li><li>• ESTJ: a leader profile, who is very effective at managing things and people.</li><li>• ESFJ: a popular and caring profile who is always ready to help others.</li></ul>	
<p><b>Diplomats</b></p> <ul style="list-style-type: none"><li>• INFJ: idealistic and mystical profile, who inspires those around them.</li><li>• INFP: an altruistic and kind profile, who is always ready to support a cause.</li><li>• ENFJ: charismatic leader profile, who fascinates their audience.</li><li>• ENFP: enthusiastic and creative profile, who always finds a reason to be positive.</li></ul>	<p><b>Explorers</b></p> <ul style="list-style-type: none"><li>• ISTP: experimental and pragmatic profile, who masters all kinds of tools.</li><li>• ISFP: artistic and flexible profile, always ready for new experiences.</li><li>• ESTP: an astute and energetic profile living on the cutting edge.</li><li>• ESFP: energetic and spontaneous profile, which is an excellent company.</li></ul>	

09.55-10.30  
(35 minutes)

While many versions of the MBTI are available online, it should be noted that any of the informal questionnaires you may find online are only approximations of the real thing.

5 minutes – define yourself as a strategist by completing the 4 questions on the following slide and indicating your 4 letters on a name tag

15 minutes – introduce yourself as a strategist

15 minutes – ask them to vote for 3 team leaders and then ask the team leaders to form 3 teams of strategists. These will be the teams to develop the Military Strategies.

# 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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Could be described as talkative, outgoing</li> <li>• Like to be in a fast-paced environment</li> <li>• Tend to work out ideas with others, think out loud</li> <li>• Enjoy being the center of attention</li> </ul> <p>then you prefer<br/><b>E</b><br/>Extraversion</p> | <ul style="list-style-type: none"> <li>• Could be described as reserved, private</li> <li>• Prefer a slower pace with time for contemplation</li> <li>• Tend to think things through inside your head</li> <li>• Would rather observe than be the center of attention</li> </ul> <p>then you prefer<br/><b>I</b><br/>Introversion</p> |
|---|---|

### 2. How do you prefer to take in information? If you:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Focus on the reality of how things are</li> <li>• Pay attention to concrete facts and details</li> <li>• Prefer ideas that have practical applications</li> <li>• Like to describe things in a specific, literal way</li> </ul> <p>then you prefer<br/><b>S</b><br/>Sensing</p> | <ul style="list-style-type: none"> <li>• Imagine the possibilities of how things could be</li> <li>• Notice the big picture, see how everything connects</li> <li>• Enjoy ideas and concepts for their own sake</li> <li>• Like to describe things in a figurative, poetic way</li> </ul> <p>then you prefer<br/><b>N</b><br/>Intuition</p> |
|--|---|

<b>ISTJ</b> Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.	<b>ISFJ</b> Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.	<b>INFJ</b> Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.	<b>INTJ</b> Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.
<b>ISTP</b> Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.	<b>ISFP</b> Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.	<b>INFP</b> Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.	<b>INTP</b> Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.
<b>ESTP</b> Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.	<b>ESFP</b> Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.	<b>ENFP</b> Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.	<b>ENTP</b> Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.
<b>ESTJ</b> Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.	<b>ESFJ</b> Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.	<b>ENFJ</b> Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.	<b>ENTJ</b> Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

### 3. How do you prefer to make decisions? If you:

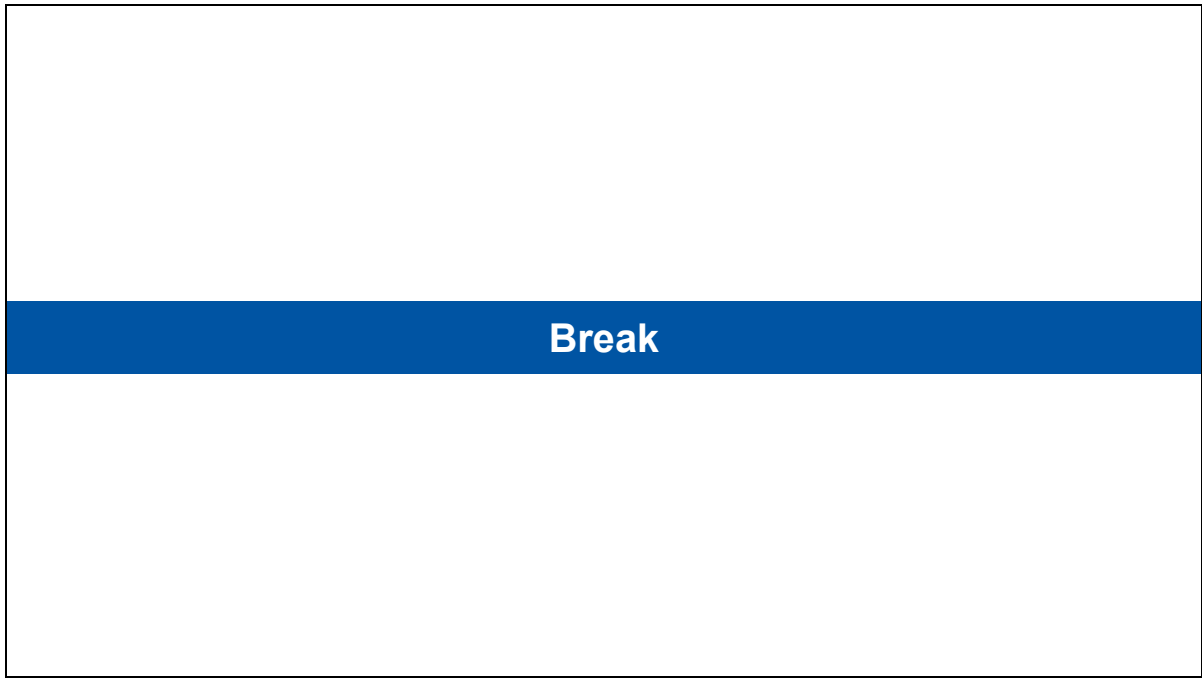
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Make decisions in an impersonal way, using logical reasoning</li> <li>• Value justice, fairness</li> <li>• Enjoy finding the flaws in an argument</li> <li>• Could be described as reasonable, level-headed</li> </ul> <p>then you prefer<br/><b>T</b><br/>Thinking</p> | <ul style="list-style-type: none"> <li>• Base your decisions on personal values and how your actions affect others</li> <li>• Value harmony, forgiveness</li> <li>• Like to please others and point out the best in people</li> <li>• Could be described as warm, empathetic</li> </ul> <p>then you prefer<br/><b>F</b><br/>Feeling</p> |
|--|---|

### 4. How do you prefer to live your outer life? If you:

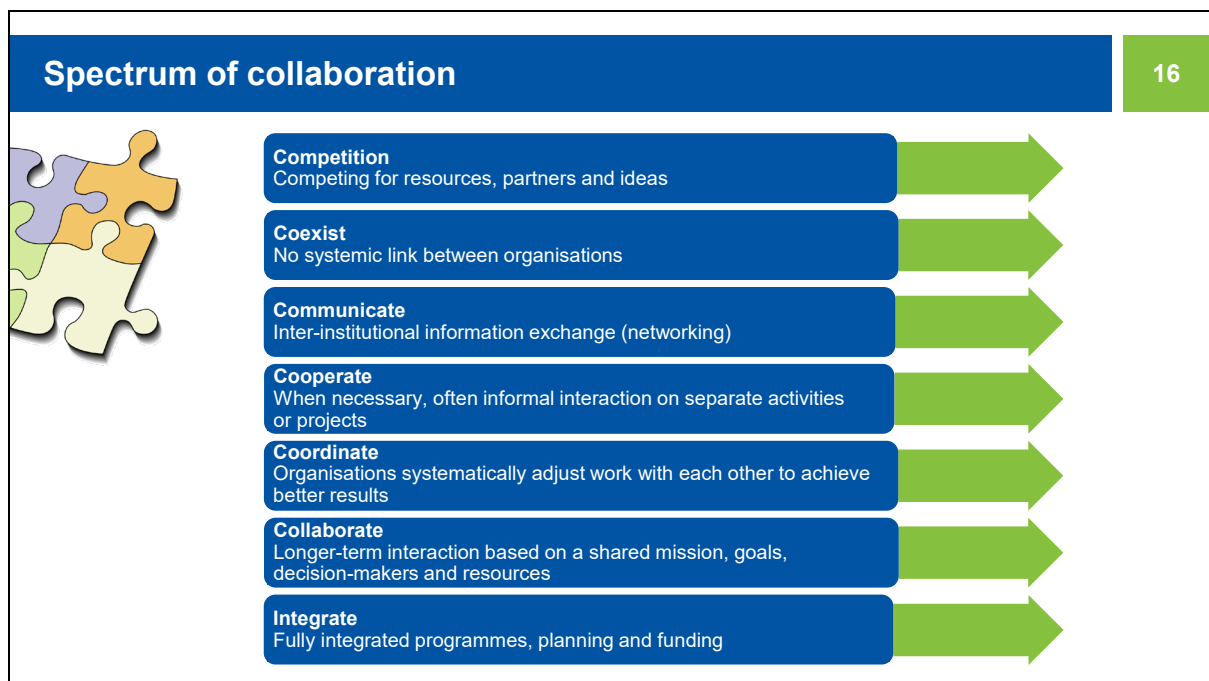
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Prefer to have matters settled</li> <li>• Think rules and deadlines should be respected</li> <li>• Prefer to have detailed, step-by-step instructions</li> <li>• Make plans, want to know what you're getting into</li> </ul> <p>then you prefer<br/><b>J</b><br/>Judging</p> | <ul style="list-style-type: none"> <li>• Prefer to leave your options open</li> <li>• See rules and deadlines as flexible</li> <li>• Like to improvise and make things up as you go</li> <li>• Are spontaneous, enjoy surprises and new situations</li> </ul> <p>then you prefer<br/><b>P</b><br/>Perceiving</p> |
|--|--|



Slide 15



10.30-10.45



10.45-11.30  
(45 minutes)

Review the level of collaboration that exists between organisations in the operational environment (5 minutes)

- Ask them to reproduce the graph on a flipchart
- Ask them to identify on individual post-it notes all the actors with whom they will have to collaborate in planning and implementing their military gender strategy (do not forget the staff officers of the different U) (10 minutes)
- Ask them to identify the likely level of collaboration you will have with these organisations for information exchange, joint planning and joint implementation of activities (5 minutes)

**What is your strategy for increasing your level of collaboration?**

17



**4 Collaborating**  
Social Skills

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Communication Skills

Co-Creation Skills

Inclusive Mindset And Intercultural Competence

Trust

Mobilization Skills

<b>Competition</b>	Competing for resources, partners and ideas	
<b>Coexist</b>	No systemic link between organisations	
<b>Communicate</b>	Inter-institutional information exchange (networking)	
<b>Cooperate</b>	When necessary, often informal interaction on separate activities or projects	
<b>Coordinate</b>	Organisations systematically adjust work with each other to achieve better results	
<b>Collaborate</b>	Longer-term interaction based on a shared mission, goals, decision-makers and resources	
<b>Integrate</b>	Fully integrated programmes, planning and funding	

10.45-11.30  
(45 minutes)

4. Ask them to identify which organisations you would like to improve your level of collaboration with, e.g. being able to coordinate with the gender advisor of the military component instead of cooperating. And ask them what strategy/competence from the internal development objective collaboration they could use to achieve this. (10 minutes)

5. Ask each team to share in 3 minutes the collaborative strategies they will consider in the implementation of their Military Gender Strategy. (15 minutes)

Write down all the strategies and put them in a prominent place in the classroom for participants to refer to during the day.

**Social norms – Women’s participation | Political Activities** 18

<b>For</b>	<b>Against</b>
	
<b>Catalysts</b>	<b>Barriers</b>

11.30-12.00  
(30 minutes)

Each participant identifies one social norm that supports women's participation in political activities in her own country and one social norm or prejudice that disrupts her from participating. (5 minutes)

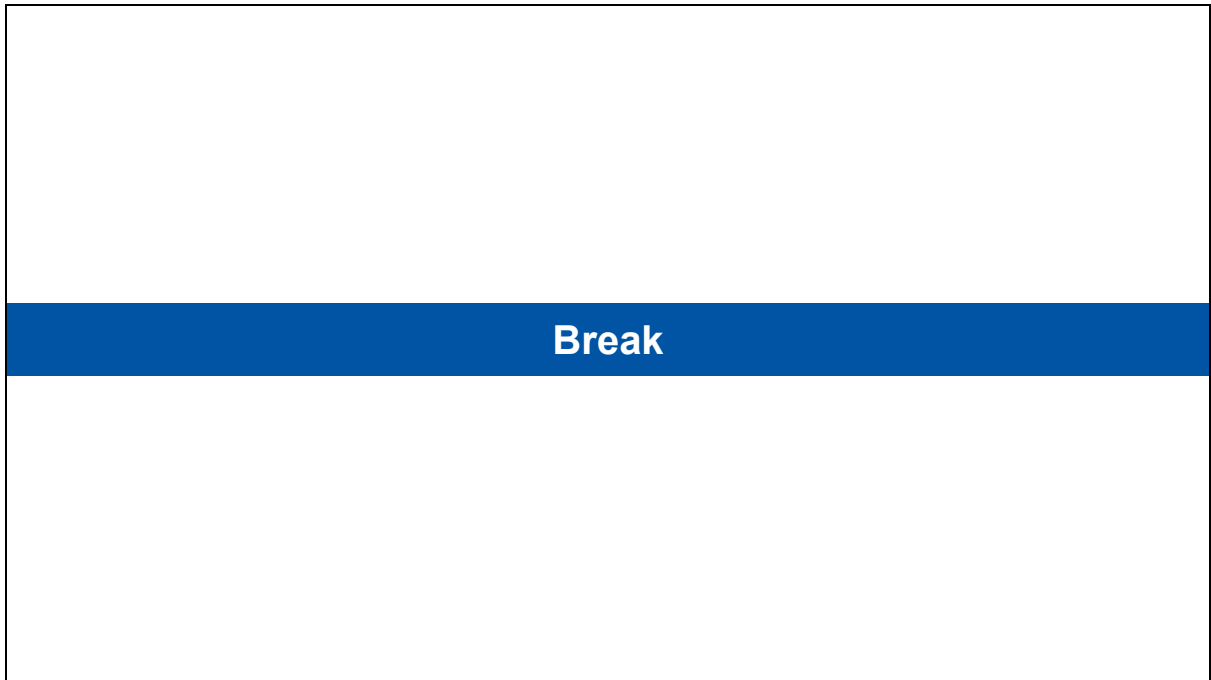
Each table should select 3 enablers and 3 barriers. (5 minutes)

Each table sends 2 people to another table to:

- understand the other table's point of view
- convince the other table to adopt their catalysts/barriers (5 minutes)

Repeat the exercise twice. (10 minutes)

Ask teams to present their flipcharts in 1 minute. (5 minutes)



**Meaningful participation** 20

Define what "meaningful participation" means to you

What defines an "enabling environment" (enabling in terms of cause and effect)

Meaningful participation      Enabling environment

First, review the UN definitions of meaningful participation and an enabling environment. (5 minutes)

## Meaningful participation

21

Meaningful participation implies that “women not only be present, but that their concerns are heard and taken on board, they have the opportunity to articulate their contributions and expertise, to ensure that gender perspectives and analyses inform and shape peace processes and that outcomes benefit the whole of society”.

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2021/Increasing-womens-participation-in-mediation-processes-en.pdf>

## Meaningful participation

22

### **Elsie Initiative defines "meaningful participation"**

“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; when they hold operational command and leadership positions, and non-traditional as well as non-stereotypical roles; when they have access to the same training, promotion and career advancement opportunities as their colleagues who are men; when they hold positions that are in line with their training, rank and area of expertise; when their workplace is free from all forms of harassment, bullying and intimidation.”

[https://www.international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/gender\\_equality-egalite\\_des\\_genres/elsie\\_initiative-initiative\\_elsie.aspx?lang=eng](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/gender_equality-egalite_des_genres/elsie_initiative-initiative_elsie.aspx?lang=eng)



## Enabling environment

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**Security Council report S/PV.8508 (2019) defines "enabling environment" as:**

- A responsive UN mission environment for all peacekeepers, considering the particular physical, social and cultural needs of all genders.
- A non-hostile environment for women, thereby mitigating the frequency of incidents of gender-based violence, acts of hatred against women across contingents, and incidents of sexual exploitation and abuse.

## Meaningful participation

24

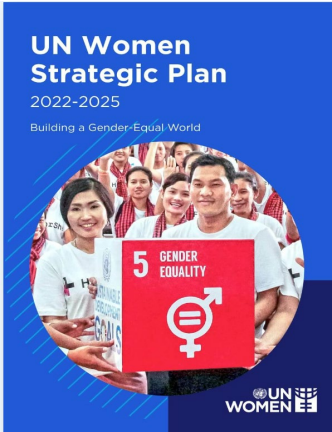
In group, define what "meaningful participation" means to you

What defines an "enabling environment"  
(enabling in terms of cause and effect)

Meaningful participation

Enabling environment













Strategy
25



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

**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

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

13.55-14.10

Review the following concepts:

Strategy, vision, end state and course of action

Military Gender Strategy (15 minutes)

Begin by asking them what they have learned from the UN Women's Strategic Plan that can guide them in their work as MGAs to develop Military Gender Strategies. (5 minutes)

Then review with them the suggested content of a military gender strategy in slides 26-30. (5 minutes)

Ask them if they can identify elements that could be added to operationalise the women, peace and security agenda in the military gender strategy. (5 minutes)

## Format of a military strategy

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### References:

- UN gender strategy.
- Gender-sensitive conflict analysis.
- Gender analysis of the meaningful participation of women peacekeepers and gender minorities in the decision-making process of the UN military component and participation in all types of operations.
- National host country action plan.

### 1. Situation

- Provide a summary of the UN Mission's gender strategy.
- Provide a summary of the findings of the gender-sensitive conflict analysis on the 4 pillars of the UNSCR 1325.
- Provide a summary of the findings of the gender analysis regarding the meaningful participation of women peacekeepers and gender minorities in the decision-making process of the UN military component and participation in all types of operations.
- Provide an assessment of the host country's capacity and efforts to implement its National Action Plan.

## Format of a military strategy

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### 2. Objectives of the strategy

To provide information on the implementation of the women, peace and security agenda to:

- Mitigate obstacles to the meaningful participation of host country women and gender minorities in decision-making and peace processes.
- Prevent and respond to conflict-related sexual violence.
- Prevent and respond to sexual exploitation and abuse by UN peacekeepers.
- Develop protection of civilians plan that takes into account gender-based security threats.
- Mitigate obstacles to the meaningful participation of women peacekeepers in decision-making and all types of military operations.

### 3. Concept of Operations

- Line of effort
- Coordination mechanisms
  - Coordination with UN civilian and police components
  - Coordination with non-governmental organisations
  - Coordination with host country security forces
- Assessment mechanisms using gender and age markers
- Training plan for the UN military component to support the implementation of the Strategy.

## Format of a military strategy

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### 4. Logistical support

- List of resources already planned and approved to support the implementation of the Strategy.
- Process for requesting additional resources.

### 5. Signalling and communication

- List of champions who will support the implementation of the strategy.

#### List of Annexes:

- Annex A - Chart of the military gender strategy with lines of effort
- Annex B - Tasks and activities for implementing the military gender strategy
- Annex C - Gender and age markers



Format of a military strategy					30
<p><b>Governance and accountability</b></p> <p>Modernise capabilities and tactics, develop CRSV and SEA policies, reduce harmful gender stereotypes, bias and discrimination in the UN military and achieve equality.</p>					
Objectives	Activities	Expected results	Responsibility for	Chronology	Reporting mechanisms



Your military strategy like
31

- Vision
- End state / impact
- Strategy / approach
- Line of action

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

14:10-14:55

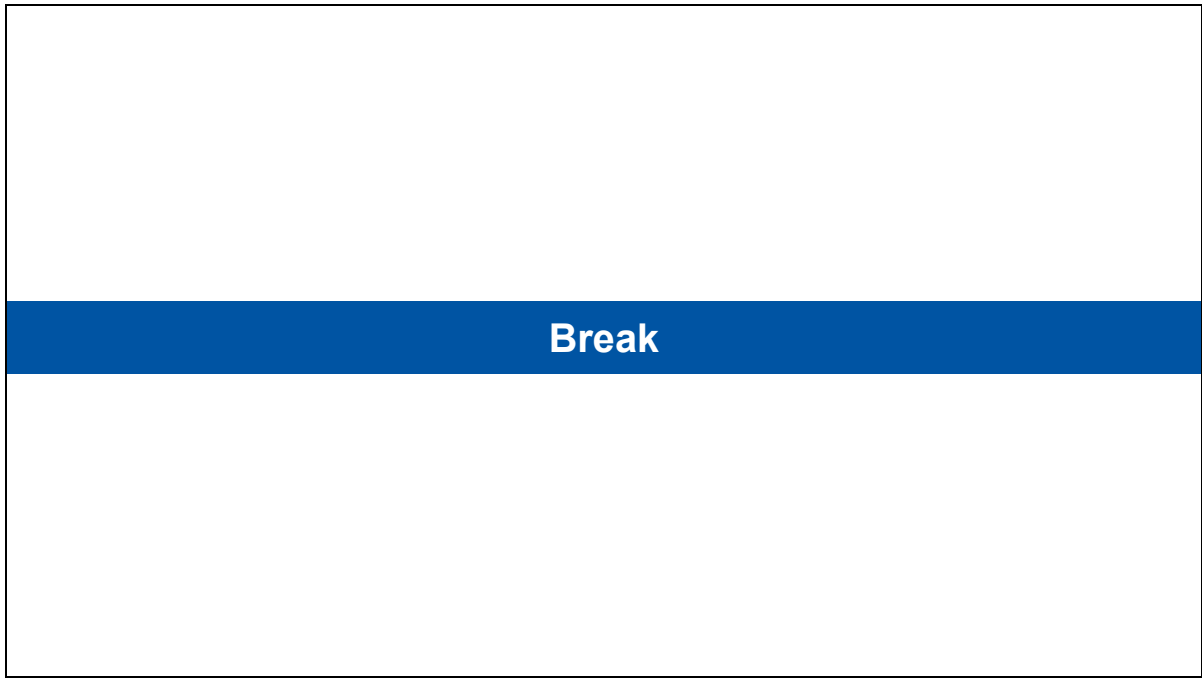
From this point onwards, the class works in three teams for MONUSCO, MINUSMA and MINUSCA case studies. The teams were formed at the end of Lesson 3.5.

Indicate that from this point until the end of Lesson 3.8; they will develop a step-by-step Military Gender Strategy for their team that they will present on Lesson 3.9.

Ask the teams to take 45 minutes first to identify the following elements of their Military Gender Strategy:

- Vision
- End state
- Strategy
- Line of action

Slide 32



10.30-10.45

Tipping points
33

## SWOT ANALYSIS

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin <small>(attributes of the organization)</small>	S Strengths	W Weaknesses
External origin <small>(attributes of the environment)</small>	O Opportunities	T Threats

15.10-16.00

Review the SWOT concept and give an example (5 minutes)

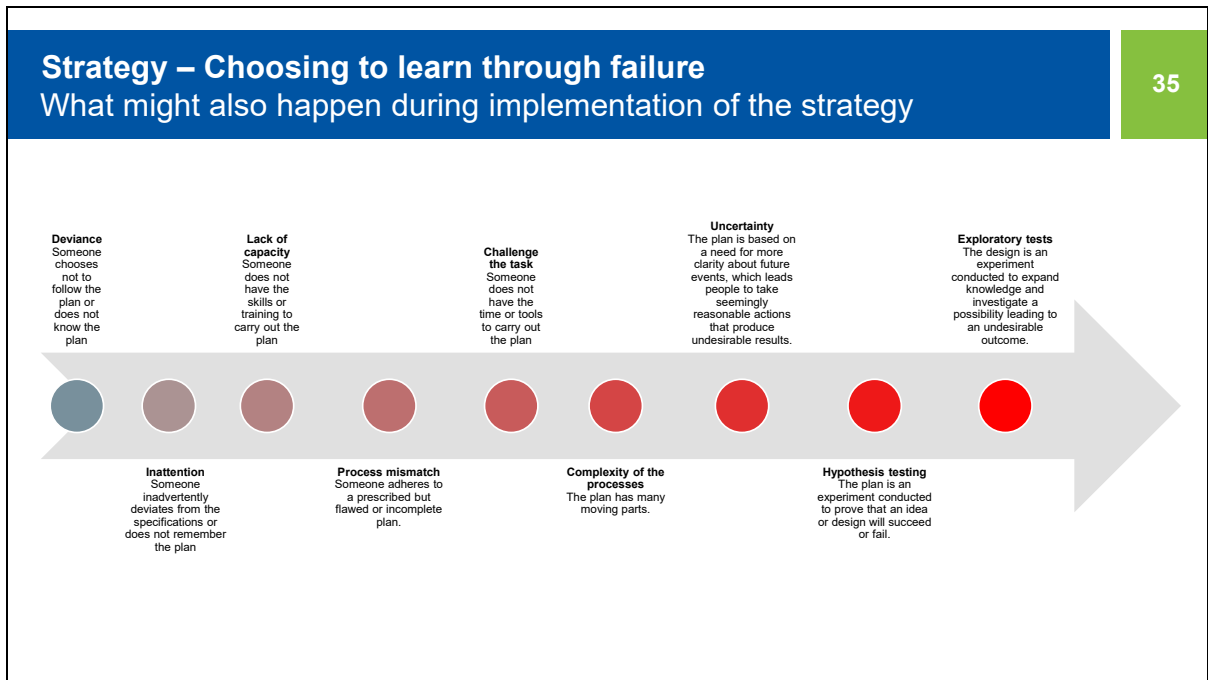
Ask each team to identify the following:

- What are the **internal strengths** of the UN military component to implement the strategy (orange Post-it)
- What are the **internal weaknesses** of the UN military component to implement the strategy (yellow Post-it)
- What are the **external opportunities** (within the mission and the host country) for the strategy to succeed? (green Post-it)
- What are the **external threats** (within the mission and the host country) for the strategy to fail? (Pink Post-it) (20 minutes)

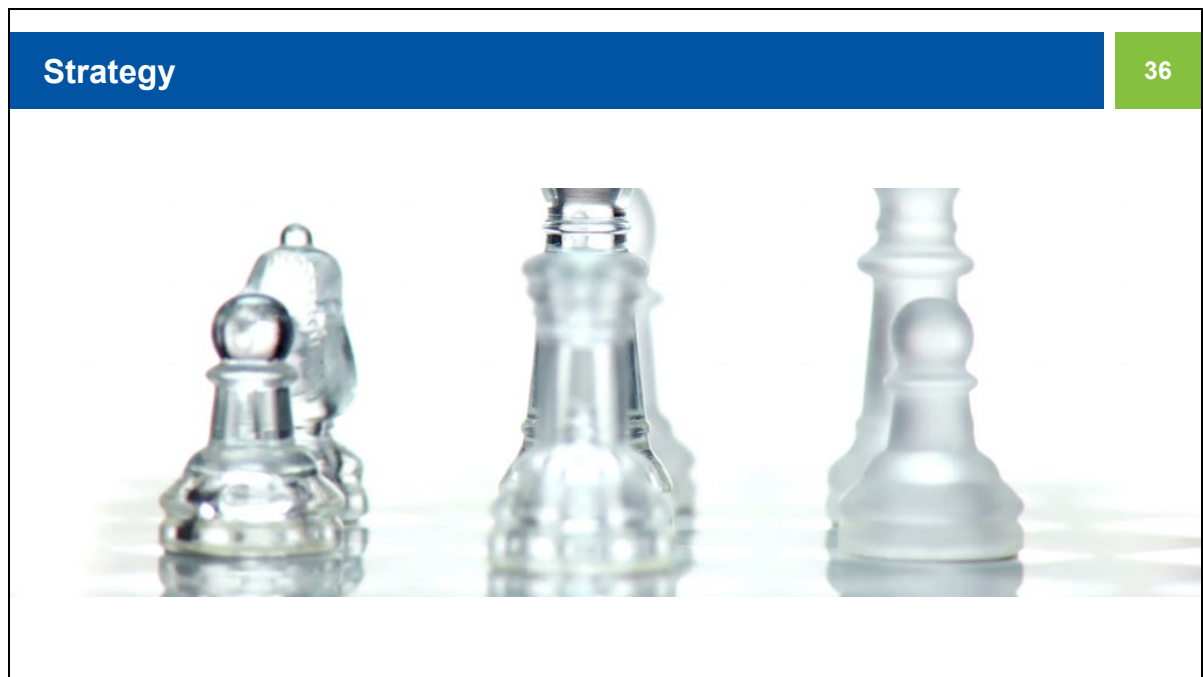
Ask the team to identify whether the opportunities could address the weakness of the UN military component and whether the strength of the UN military component could mitigate the threats. (10 minutes)

Integrate the results of their SWOT analysis into their strategy in the tasks and coordination mechanisms under each line of effort. (10 minutes)





16.00-16.10



16.10-16.20: Strategy

16.20-16.30: Preparation for Lesson 3.8