

Military Gender Advisor Training **Lesson 8**



The photograph shows a training session in progress. A woman, likely the instructor, is seated at a white table with a laptop, facing a large group of soldiers. The soldiers are dressed in military uniforms and are seated in rows, listening attentively. The setting appears to be an indoor training room.

 United Nations Peacekeeping

 **unitar**
United Nations Institute for Training and Research

 **MILITARY GENDER ADVISOR**

Demonstrate confidence when briefing (un)responsive Force Commander

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Competencies assessed by the Force Commander

- Conciseness
- Good knowledge of the subject
- Effective conclusion

Competencies assessed by facilitators

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



Force Commander Morning Brief

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MINUSCA - Arrest or disarmament of criminal groups in Bangui

The Commander of the Military Forces of the United Nations Multidimensional Integrated Stabilisation Mission in the Central African Republic (MINUSCA) asks you to suggest ways to improve the joint disarmament and arrest operations targeting criminal groups in the PK5 area of Bangui that are being conducted jointly with the Central African Defence Forces (FACA), the Internal Security Forces (FSI) and MINUSCA.

Presentation of the following offices:

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

08.00-08.00

Presentation of the MINUSCA 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	4
<ul style="list-style-type: none">• Conciseness - The briefing respected the time allocated by the Force Commander (15 minutes)• Good command of the topic - The team thoroughly and in detail answers the questions.• Effective conclusion - The team conducts a solid conclusion summarising the presentation and reinforcing the key message(s).	

08.00-08.30

Presentation of the MINUSCA team

15 minutes simulation

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

- U2 - Military Intelligence.
- U3 - Operations
- U4 - Logistics
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Feedback from the Force Commander's representative on the ability of each office to deliver a military briefing. (15 minutes)

Facilitators' feedback

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

Have we considered the following:

- How social norms drive men to join criminal groups.
- Groups that can drive changes in social norms: Community and religious leaders, women leaders, youth leaders and traditional leaders.
- The gatekeepers are religious leaders.
- Use common public places to promote peace, such as hospitals and schools.

Additional reference: <https://www.sfcg.org/wp-content/uploads/2018/09/Conflict-scan-Bolstering-Judicial-and-Social-Accountability-processes-in-CAR-August-2018.pdf>
<https://res.cloudinary.com/tearfund/image/fetch/https://learn.tearfund.org/-/media/learn/resources/reports/gender-norms-violence-and-masculinity-fr.pdf>

08.30-08.35

Step 1 - Understanding the problem

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

Step 2 - Understanding gender needs and roles

- Women face barriers to accessing justice due to restrictive social norms, inadequate legal protections, prohibitive costs of legal services and general insecurity. The trivialisation of sexual and gender-based violence (SGBV) in CAR today is a

consequence of the enormous amount of violence committed during successive conflicts.

- Young people, supposed to be the country's future leaders and agents for change, have been victims and have suffered recruitment and participation in armed groups, displacement and disappearance of family members. Yet discussions of justice tend to neglect them, and public institutions exclude them, while lack of schooling and access to education prevent them from being aware of their rights. Child victims of the conflict recruited into armed groups are still considered perpetrators. Yet young people are trying to change this situation through peaceful political expression, including participation in civil society, the media and the arts.

Step 3 - Understanding social norms

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

Step 4 - Propose solutions

- Conduct more culturally sensitive and cross-sectoral studies on gender and social norms that would enable more appropriate responses to sexual and gender-based violence (SGBV) and highlight how the trivialisation of SGBV against women and men contributes to its persistence before, during and after conflict.
- Ensure alternative forms of youth participation in justice measures as a means of contributing to transitional justice processes through other forms of expression and as a means for them to play a positive, participatory role in both the transition and the overall development of the country.
- The population surveys identified places such as the market, hospitals, schools and sports centres as places that could easily allow for encounters between Muslims and Christians even though cases of stigmatisation and threats of aggression are still present in these places at a low intensity.

- The studies did not specifically identify categories of people who could positively influence the conflict. However, some participants mentioned categories such as religious and community leaders, women leaders, youth leaders and traditional chiefs, although the latter are often criticised for their passivity.


Irrational behaviour 6

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

- Change your viewpoint by hearing an extremist viewpoint
- People are looking for short-term and results

THE FOGO PROCESS

“Challenge for Change” was a program that allowed communities to use film as a catalyst for social change.



08.35-08.40

Talk about the Fogo project in Canada to give an example of changing extreme viewpoints.

<https://fogoislandinn.ca/our-island/the-fogo-process/>

"Challenge for Change was a programme that allowed communities to use film to catalyse social change.

Fogo Island has a long history with film. The island was the site of a legendary community film project in the late 1960s, known worldwide as The Fogo Process. The Fogo Process grew from the National Film Board's "Challenge for Change" programme, which used film to promote community collaboration and social change. The National Film Board of Canada (NFB) and Memorial University of Newfoundland's Extension Service travelled to Fogo Island to give light and a voice to the individual communities on Fogo Island that were struggling with the collapse of coastal fishing. Faced with the imminent threat of government relocation, the people of Fogo Island had to quickly develop a system of collaboration that had never existed before on the island to overcome the loss of traditional fishing and to keep their homes.

Filmmaker Colin Low, community worker Fred Earle and Memorial University extension manager Donald Snowden worked from a shared vision. Colin Low made 27 short films documenting life on Fogo Island and then screened his films for the island's residents. For the first time, Fogo Islanders saw that all communities on the island were facing similar problems and challenges. Seeing their fellow islanders speak on film helped to spark new dialogues across previously divisive community boundaries. The spirit of collaboration engendered by the Fogo Process films and the new Fogo Island Improvement Committee eventually led to the formation of the Fogo Island Fishing Co-op. The co-operative, owned by local fishermen

and plant workers, spearheaded the adaptation to mid-shore fishing and continues to exist as a pillar of the economy today.

Shorefast and Fogo Island Inn believe art and film are key in telling our stories and preserving traditional knowledge and culture. Shorefast has recognised this history of collaboration through art and film by creating Fogo Island Arts and partnering with the National Film Board for the Fogo Island Inn Digital Cinema. The Inn's cinema is the first theatre on the island and marks the NFB's return to Fogo Island to honour a long-standing commitment to the community that has finally put the "Challenge for Change" programme on the map.

Followed by 10 min to review the concept seen in Lesson 3.7 and answer participants' questions

The power of legends and stories

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The image is a painting of a woman archer, likely from a traditional African culture. She is depicted in a dynamic pose, holding a bow and arrow. She wears a patterned top and a dark skirt. In the bottom left corner of the painting, there is a red square with the text 'BBC AFRICA' in white. The background of the painting is a warm, yellowish-orange color.

5 minutes

Ask the participants what they remember as the message of this legend.

<https://www.youtube.com/watch?v=TPyy9gsu86Y>

Ask participants if other legends in their country still impact today's beliefs.

Ask them if any of these legends have the role of being guardians of social gender norms.

Tell them they should remember that legends speak to people and consider them in the design and implementation of their gender strategy to mobilise people, to motivate them to act in the way your plan wants them to, such as enabling women to participate in community decision-making. Also, consider using these stories with your military teammates to engage and sustain their interests.

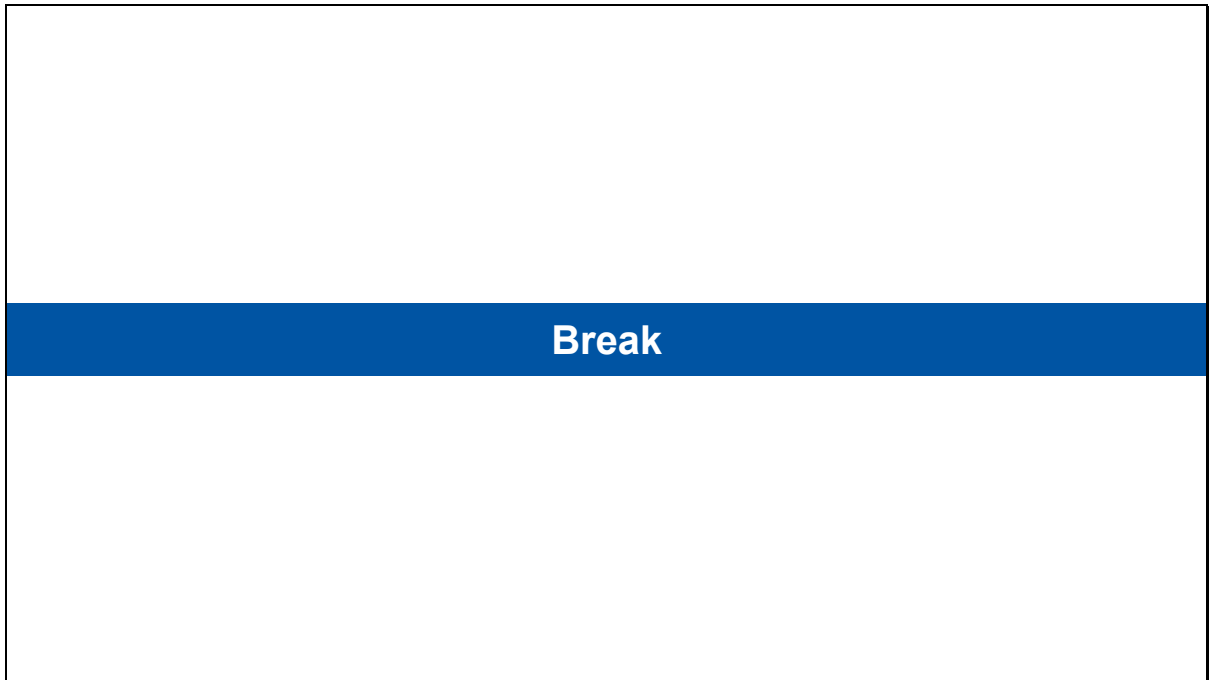
Learning Objectives	8
<p>Objective 1: Demonstrate confidence when briefing FC or military personnel.</p> <p>Objective 2: Identify enabling factors and barriers for implementing of their strategy.</p> <p>Objective 3: Conduct a tailored analysis of the target audience.</p> <p>Objective 4: Formalise the approach for strategy implementation based on audience assessment.</p> <p>Objective 5: Prepare an effective presentation and concise concept of the strategy.</p> <p>Objective 6: Use constructive feedback in the modification of presentations.</p>	

5 minutes

Develop a narrative illustrating the military gender strategy to give your target audience a sense of purpose to support it.

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

Evaluate and use feedback from colleagues.



Design a military gender strategy to operationalise the implementation of the WPS Agenda	10
<p>In Lesson 3.7 we developed:</p> <ul style="list-style-type: none">• Vision• End state / impact• Strategy / approach• Line of action• Tasks and coordination mechanisms related to the SWOT analysis <p>In the next hour, we will develop:</p> <ul style="list-style-type: none">• Additional tasks• Risk reduction mechanisms• Additional coordination mechanisms• Direction for the Information Operations Office	

5 min

Understanding target audiences: Setting up the strategy 11

For	Against	Beliefs
		
Catalysts	Barriers	Legends

09.10-10.00
(50 minutes)

For the next 20 minutes.

- For each line of operation/action of your strategy identified in Lesson 3.7, identify.
- Who could be agents for change or catalysts for the success of that line of operation/action?
- Who might be obstacles, gatekeepers of social norms that might hinder or impede your line of operation?
- Are there any legends or stories that could be used to support your line of operation?

After 20 minutes, each team presents their line of operation in 5 minutes. At the end of each presentation, the other two teams should take 5 minutes to identify at least 2 catalysts, 2 obstacles and perhaps 2 legends that the presenting team should consider (30 minutes).

Tasks, coordination mechanisms and risk reduction and information operations

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Considering the actors (catalysts and obstacles) and the legends, identify your strategy:

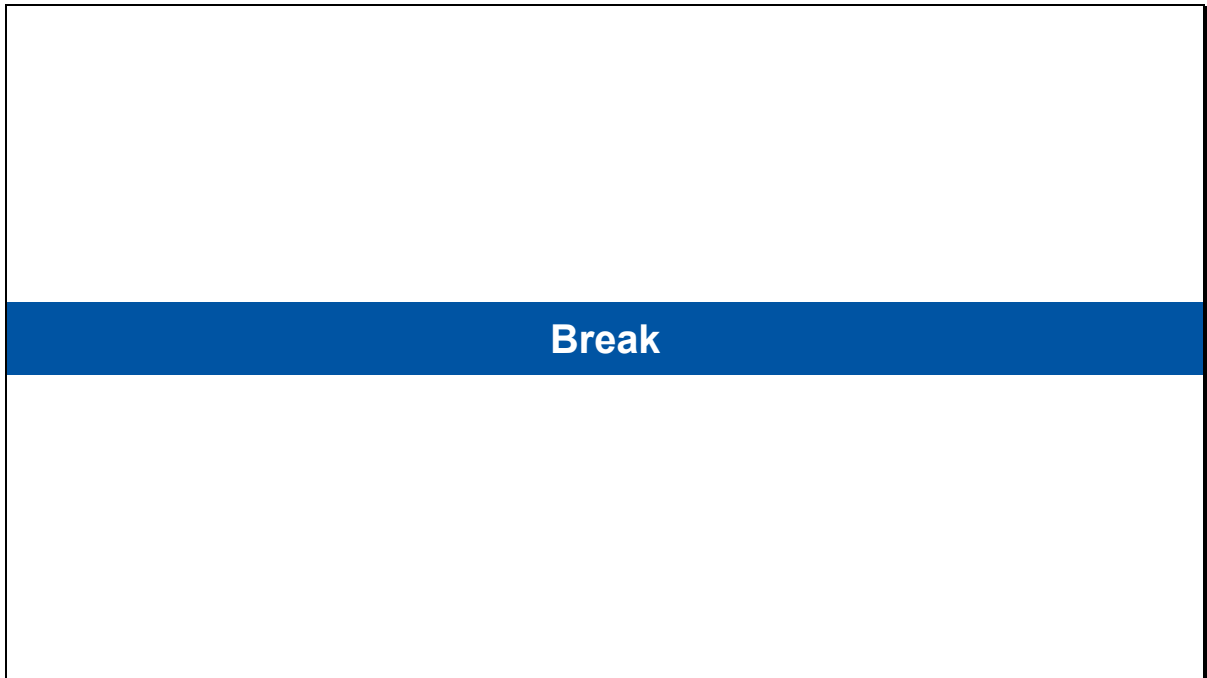
- The tasks you can give to the enablers are in the military chain of command
- The coordination mechanisms you can put in place with the enablers that are not in the military chain of command
- Mechanisms for reducing the impact of obstacles to your plan
- Your suggestions for the information operations office in terms of legends that the office can use to support your strategy

10.00-10.10
(10 minutes)

Considering the actors (catalysts and obstacles) and the legends, identify your strategy:

- The tasks you can give to the enablers are in the military chain of command.
- Coordination mechanisms you can put in place with enablers that are not in the military chain of command.
- Mechanisms for reducing the impact of obstacles to your plan.
- Your suggestions for the information operations office in terms of captions that the office can use to support your strategy.

Slide 13



1010-10.20

Develop a narrative illustrating the military gender strategy

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- Who are the people/positions in the military component that will impact the approval and/or success of the military gender strategy?
- What would motivate them to endorse or support the military gender strategy?

10.20-10.40
(20 minutes)

Ask each team to identify who in the military component will have to endorse the military gender strategy and who will have an impact on the success of the military gender strategy?
(10 minutes)

Ask each team to present their list (10 min)

They should first identify the U2, U3, U4, U5, U6, U9 staff and the information operations office because these staff must assist them in developing the strategy to understand:

- How the strategy fits into what the military component is already doing,
- The resources available, and
- The partners who are already working with the military component.

Crucial to the implementation of the strategy are the following:

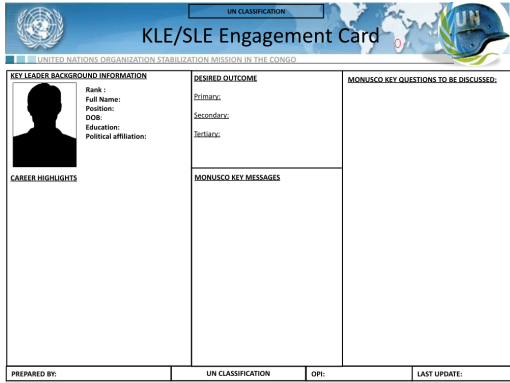
- Chiefs of Staff (Ops and Logistics - depending on the mission structure) because they are the intermediary between the staff officers and the Force Commander. If they believe in the strategy, they will support you when presenting it to the Force Commander and ensure that the staff officers (U2, U3, U4, U5, U6, U9 and Information Operations) will implement it.
- The Force Commander and Deputy Force Commander must approve the strategy. It is the Military Gender Strategy for the military component, not the strategy for the Military Gender Advisor. The strategy belongs to the Force Commander.

- The information operations office works to change or amplify social norms, which is crucial for implementing information campaigns targeting the civilian population.
- The U9 office is already liaising with NGOs and civil organisations. They are crucial to help you identify agents for change.

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Prepare the presentation of the strategy to be approved by the chain of command

- Understand to whom you will be presenting your military strategy for approval.
- You will need to go through the following:
 - Staff Officer
 - Chief of Staff Ops
 - Force Commander and Deputy Force Commander
- You need to understand how to get the interest of each of these approval levels.
- Be aware of the presentation time and number of slides (3-5 slides, less than 20 minutes)



The image shows a 'KLE/SLE Engagement Card' form template. At the top, it features the UN logo and the text 'UNITED NATIONS ORGANIZATION STABILIZATION MISSION IN THE CONGO'. The form is divided into several sections: 'KEY LEADER BACKGROUND INFORMATION' (with fields for Rank, Full Name, Position, DOB, Education, and Political affiliation), 'DESIRED OUTCOME' (with fields for Primary, Secondary, and Tertiary), 'MONUSCO KEY QUESTIONS TO BE DISCUSSED', and 'CAREER HIGHLIGHTS'. At the bottom, there are fields for 'PREPARED BY:', 'UN CLASSIFICATION', 'DPI:', and 'LAST UPDATE:'.

10.40-10.45
(5 minutes)

Review the importance of understanding the target audience for the approval of the Military Gender Strategy.

The engagement map used to understand the target audience when meeting with NGOs and mission partners can be adapted to understand the audience you are talking to when presenting the Military Gender Strategy.

Be concise and focus on the information that is important to them. Demonstrate how the military gender strategy will increase the operational capability of the military component and support the completion of the force's mandate.

You also need to build relationships with your target audience by knowing their interests in sports, for example, and use that interest to draw parallels with the strategy and/or start a conversation.

You should also consider making your presentation accessible with a summary to your target audience a few days before your presentation so that your target audience knows what you will be talking about.

Prepare the presentation of the strategy to be approved by the chain of command

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Inform the teams that they will have to present the strategy to the following mission staff in Lesson 3.9:

- Team 1: Chief of Military Staff - Operations (MONUSCO)
- Team 2: Chief Information Operations Officer (MINUSMA)
- Team 3: UN Staff - U2, U3 and U5 (MINUSCA)

Ask each team to conduct a target audience analysis to explain their presentation strategy, taking into account the interest of their target audiences.

10.45-11.00
(15 minutes)

Inform the teams that they will have to present the strategy to the following mission staff in Lesson 3.9:

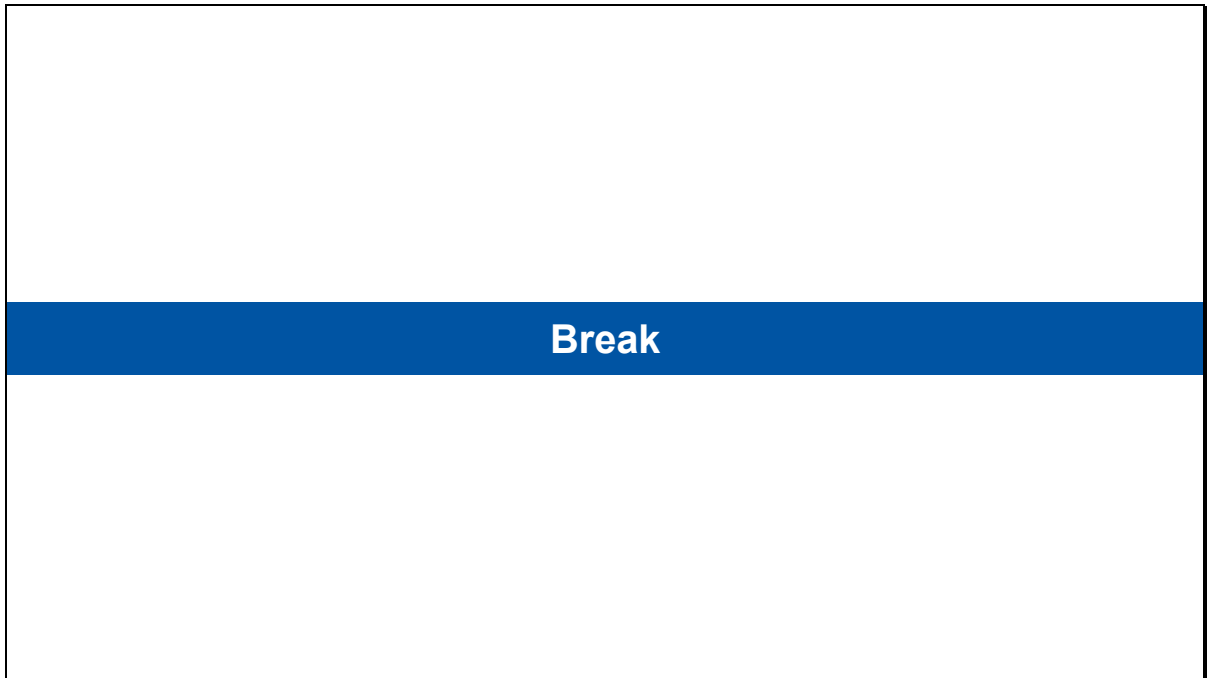
Team 1 - Chief of Military Staff - Operations (MONUSCO)

Team 2 - Chief of Information Operations (MINUSMA)

Team 3 - UN Staff (U2, U3 and U5) of MINUSCA

Ask each team to conduct a target audience analysis to explain their presentation strategy, taking into account the interest of their target audiences.

Slide 17



11.00-11.10

Strategy for approval by the chain of command	18
<p>Team 1: Chief of Military Staff - Operations (MONUSCO) Team 2: Chief Information Operations Officer (MINUSMA) Team 3: UN Staff - U2, U3 and U5 (MINUSCA)</p> <p>Ask each team to conduct a target audience analysis to explain their presentation strategy, taking into account the interest of their target audiences.</p>	

11.10-12.00
(50 min)

Ask each team to present their assessment of their target audience and the approach they plan to use to present their strategy in 10 minutes. (30 minutes)

After each presentation, the 2 other teams and facilitators will provide additional comments and considerations. (20 min)

Here are some considerations

Team 1 - MONUSCO

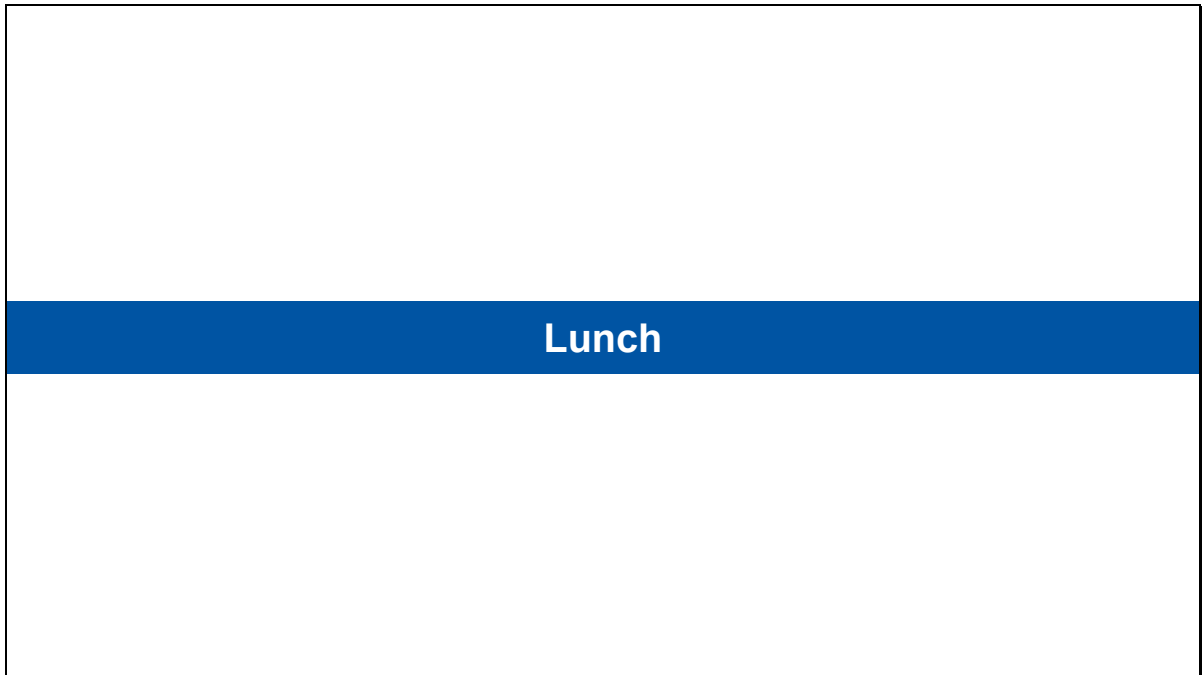
- MONUSCO Chief of Military Staff Ops is usually a Canadian colonel who speaks French and English.
- You can access the description of the MONUSCO chain of command by going to the mission page <https://monusco.unmissions.org/leadership>
- The DCOS Ops main interest is the stabilisation of the region. He will be interested in what the strategy could do to reduce the use of violence by communities and armed groups.

Team 2 - MINUSMA

- In the MINUSMA, the Military Gender Advisor works within the Information Operations Cell. They work together daily.
- Information Operations aims to understand the behaviour of the local population regarding violence. The staff in this office will be interested in your analysis of social norms and what could be done as an information campaign and engagement plan to change behaviour.

Team 3 - MINUSCA

- The staff officers (U2, U3, and U5) are interested in anything to help them accomplish their mission. Their tasks are as follows:
 - Protection of civilians is a top priority;
 - Facilitating humanitarian assistance; promotion and protection of human rights;
 - Facilitating disarmament, demobilisation, reintegration and repatriation processes.
- You should explain how your strategy will support these three main tasks of MINUSCA's military component.

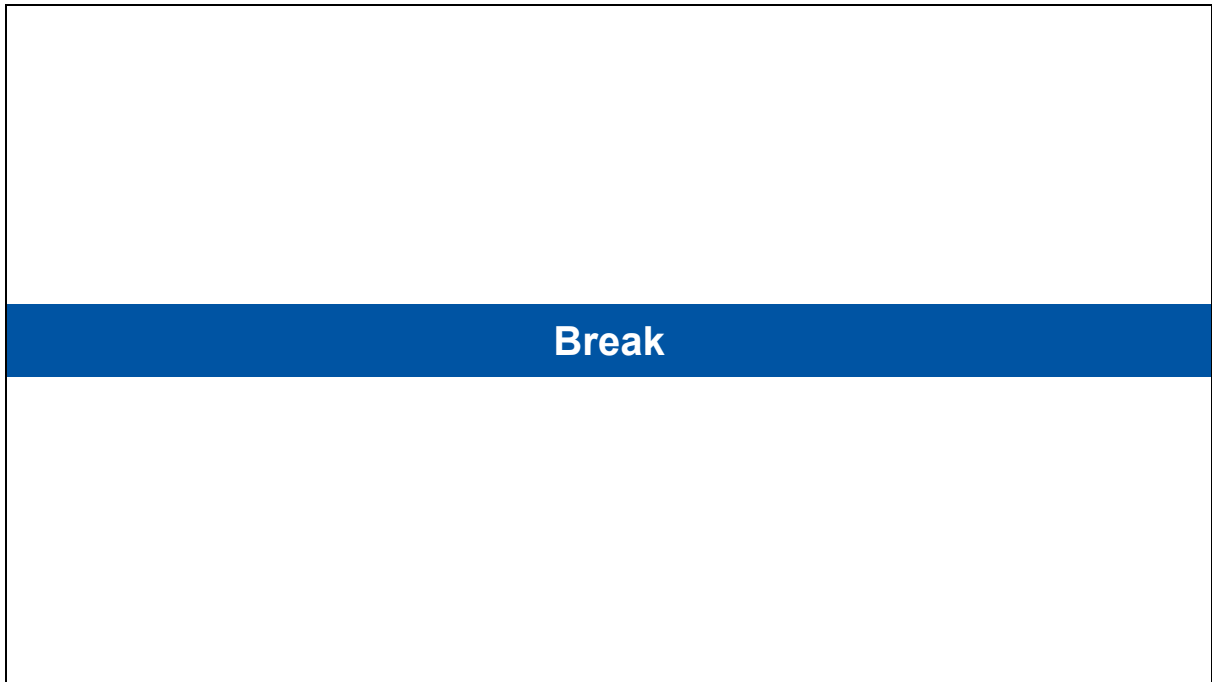


Design a military gender strategy to operationalise the implementation of the WPS Agenda	20
<p>Prepare your strategy presentation for your target audience on Lesson 3.9. You should have:</p> <ul style="list-style-type: none">• Your military strategy presentation document with at least: vision, desired end state, objectives, lines of operation and concept of operation (implementation).• A PowerPoint presentation of maximum 5 slides (excluding the cover slide, the slide to introduce your team and the introduction slide).• A summary of maximum one page that you will send at the end of today to your target audience to introduce your presentation.	

13.00-14.30

Ask each team to prepare their presentation for the next day and a one-page concept note to send to their target audience before their presentation.

Slide 21



14.30-14.45

Evaluate and use feedback from peers	22
<p>Teams presentation:</p> <ul style="list-style-type: none">• Team 1: Chief of Military Staff - Operations (MONUSCO)• Team 2: Chief Information Operations Officer (MINUSMA)• Team 3: UN Staff - U2, U3 and U5 (MINUSCA) <p>The presentation is video recorded and given to the presenting team.</p> <p>Teams and facilitators provide feedback on the following elements:</p> <ul style="list-style-type: none">• Does the approach used during the presentation takes into account the main interests of the target audience?• Is the presentation logical, using convincing arguments and concise?• Does the supporting material illustrate key messages well?	

14.45-16.00

Ask each team to make their presentation and give a copy of the introductory note to be sent to the target audience. (20 minutes per team) (60 minutes).

Encourage teams to record their presentations using mobile phones or other recording devices. This allows them to analyse their performance and identify areas for improvement. Providing the recording to each team member ensures everyone can review their presentation.

Emphasise optimising this practice by encouraging teams to identify specific elements they can improve based on the recording. This could include aspects such as body language, vocal delivery, slide design, or content organisation.

Highlight the significance of practising the presentation at least once or twice before delivering it to the chain of command. This additional preparation helps familiarise themselves with the content, build confidence, and ensure a smoother delivery during the actual presentation.

Encourage colleagues to provide feedback on each other's presentations. Constructive feedback can offer valuable insights and perspectives that help individuals refine their work.

Suggest having a colleague film the practice presentation, allowing the presenter to watch the recording afterwards. By reviewing the video, presenters can identify areas for improvement that they may have missed during the live practice.

Email address :

Team 1 - Chief of Military Staff - Operations (MONUSCO) email: monusco-hq-dcosopscoord@un.org and monusco-hq-dcosops@un.org

Team 2 - Chief of Information Operations (MINUSMA), email: minusma-fhq-u3-infoops-chief@un.org

Team 3 - UN Staff (U2, U3 and U5) of MINUSCA email from gender adviser - ask to forward ppt to U2, U3 and U5: minusca-jtfb-ga@un.org

Review the main concept of the Lesson

23

What are 3 key elements you will consider to ensure the desired impact when presenting the Military Gender Strategy during Lesson 3.9?



16.00-16.10

Active listening – verbal and non-verbal

24

- What are your tactics for listening to your target audience during the Lesson 3.9 presentation?
- What are your tactics for being aware of your blind spots?



16.10-16.30

Ask them to take 10 minutes at the team level to identify how they will actively listen during the presentation and adjust their presentation according to the signals from the target audience and how to be aware of their blind spots.

Ask each team to present their tactics in 2-3 minutes.