

Military Gender Advisor Training

Lesson 9



Force Commander Morning Brief	2
<p data-bbox="323 495 810 521">MINUSMA - Community Violence Reduction</p> <p data-bbox="323 546 1278 656">The Commander of the Military Force of the United Nations Multidimensional Integrated Stabilisation Mission in Mali (MINUSMA) is asking you to suggest ways to prevent the recruitment of young men by armed groups as well as inter-tribal and inter-community conflict in Mali.</p> <p data-bbox="323 703 699 730">Presentation of the following offices:</p> <ul data-bbox="323 741 675 965" style="list-style-type: none">• U2 - Military Intelligence• U3 - Operations• U4 - Logistics• U9 - Civil-Military Cooperation• Information Operations• Military Gender Advisor	

08.00-08.30

Presentation of the MINUSMA team

15 minutes simulation

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

- U2 - Military Intelligence.
- U3 - Operations
- The U4 - Logistics
- U9 - Civil-Military Cooperation
- Information Operations
- The 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	3
<ul style="list-style-type: none">• Active listening – The team actively listens and adjusts its presentation based on verbal and non-verbal feedback from the audience.• Focus on facts – The team is honest and open-minded, ensuring that facts are accurate and up-to-date, assessing and addressing the needs of different audiences.• Audience-Friendly Language – Using clear, jargon-free language that is audience-friendly and unbiased.	

08.15-08.30

Presentation of the MINUSMA 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' Feedbacks

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

Have we considered the following:

- Women's roles maintain norms of masculinity that can fuel violence.
- The functions of women, children and the elderly in providing organisational logistics for militias.
- The guardians of social norms of hyper-masculinity are often women.

Additional reference: https://fba.se/contentassets/81a302223bfd44bfaa89564b8734e0a7/research_brief_krause_french.pdf

08.30-08.35

Step 1 - Understanding the problem

- Armed groups like gangs, vigilantes, and militias commit violence within communities. These groups often act as police, protectors, and intimidators in the absence of communal conflict. As a result, violence becomes part of daily life in impoverished communities that lack government support and services. An important marker of this social fabric is gender relations.
- In some areas, communal conflicts are called 'ethnic conflicts', 'religious violence', 'farmer-herder violence' or 'tribal clashes'.
- It's crucial to understand that communal conflicts, such as civil wars, are essentially political. Therefore, they must be dealt with through policy development and political changes. Even though communal conflicts are classified as non-state conflicts, the state, its institutions, and governance significantly affect the root causes of these conflicts and their potential for escalation. The causes of communal conflicts include competition among political elites at the local level, access to resources and land rights, as well as discrimination and marginalisation of social groups. In addition to these factors, gender inequality can heighten the risk of conflict escalation and impede effective prevention and peace-building efforts.

Step 2 - Understanding gender needs and roles

- Women also maintain norms of masculinity that can fuel violence. They may frame or support the framing of men as violent protectors of the threatened community, humiliating them to encourage them to participate in the fighting.

- In rural areas, women, children, and the elderly provide the organisational logistics for militias to carry out attacks. Women are responsible for the essential food preparations for hundreds of men from different areas to gather and carry out attacks. Children may assist the militias as fighters and herders.
- Research shows widespread sexual violence against women and men is more likely to occur in one-sided pogroms than in dyadic clashes involving two groups. In the post-election violence in Kenya (2007-2008), attacks by a local majority group against a minority allowed such atrocities to occur because the perpetrators did not have to fear immediate reprisals.

Step 3 - Understanding social norms

- Research has shown that neighbourhoods with strong supportive women's groups who monitor young men and unemployed people who may be recruited into fighting can better establish effective conflict management and prevent homicides.
- In the most violence-prone neighbourhoods, vigilante groups, which have a reputation for very violent punishment in the virtual absence of official police protection, and gangs have been the first to participate in community clashes.
- The mobilisation of (mainly) men in interpersonal violence outside periods of conflict explains the organisational capacity for mass violence when communal conflicts escalate. This capacity is embedded in everyday gender relations and violent local orders, especially in disadvantaged communities.

Step 4 - Proposing solutions

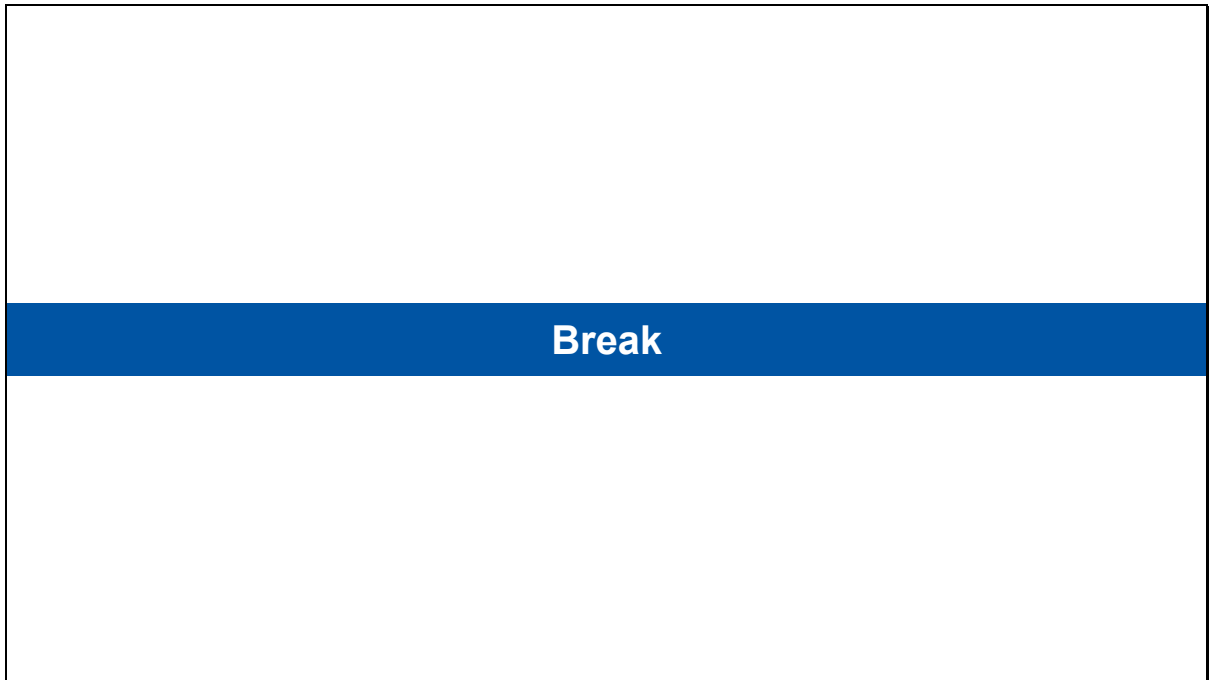
- Creating non-violent and non-dominant forms of masculinity involves establishing alternative masculine identities that promote non-violent values and are well-received by both the community and society, including male peer groups and young women. In a community in Jos, some men and women developed new ideas about what it means to be a respected man. They prevented murders by not fighting, following community leaders, and actively stopping violence without using violence themselves. These respectable men didn't feel the need to prove themselves through fighting like young men in neighbouring areas.

Irrational behaviour	5
<p data-bbox="411 577 1174 689">How might the following irrational behaviours studied in Lesson 3.1 impact the proposed courses of action during the Force Commander's morning briefing?</p> <ol data-bbox="411 757 762 837" style="list-style-type: none"><li data-bbox="411 757 762 792">1. Offenders feel powerful<li data-bbox="411 801 762 837">2. Building trust for cooperation	

08.35-08.40

8.40-8.50: Follow with a 10 min to review the concept seen on Lesson 3.8 and answer participants' questions

Slide 6



09.00-09.10

Learning Objectives

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

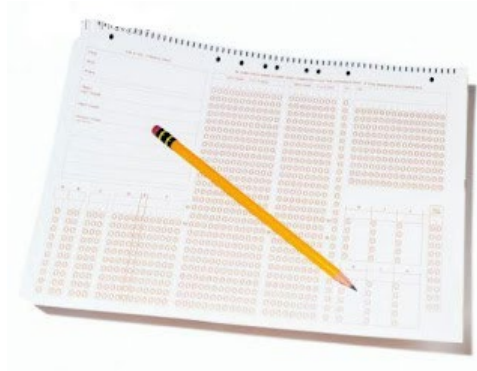
Objective 2: Demonstrate the ability to request and assimilate constructive feedback received from colleagues.

Objective 3: Develop a mobilising plan aimed at the contingents' leadership and personnel to implement gender military strategy (per group).

Objective 4: Estimate the probable impact of strategy implementation (per group).

Level 2 Assessment

8



09.10-10.00

- 25 minutes for them to answer the questions
- 15 minutes to review with them the answers and questions
- 10 minutes break

Presentation of the MONUSCO team's military gender strategy

9



10.00-10.20

- Presentation of Group 1 to MONUSCO Chief of Staff Operations (COS OPS) (20 minutes)
- Questions and answers from MONUSCO COS OPS (10 minutes)
- (5 minutes of feedback from groups 2 and 3 and facilitators) (15 minutes)

Questions from MONUSCO's Chief of Staff Ops

10

1. Does the Strategy correspond to MONUSCO's current concept of operations?
2. What do you find interesting in the Strategy?
What would you like to implement and why?
3. What do you think is not feasible and why?



10.20-10.30

Presentation of the MONUSCO team's military gender strategy
Feedback from teams 2, 3 and facilitators

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Vote with MENTIMETER

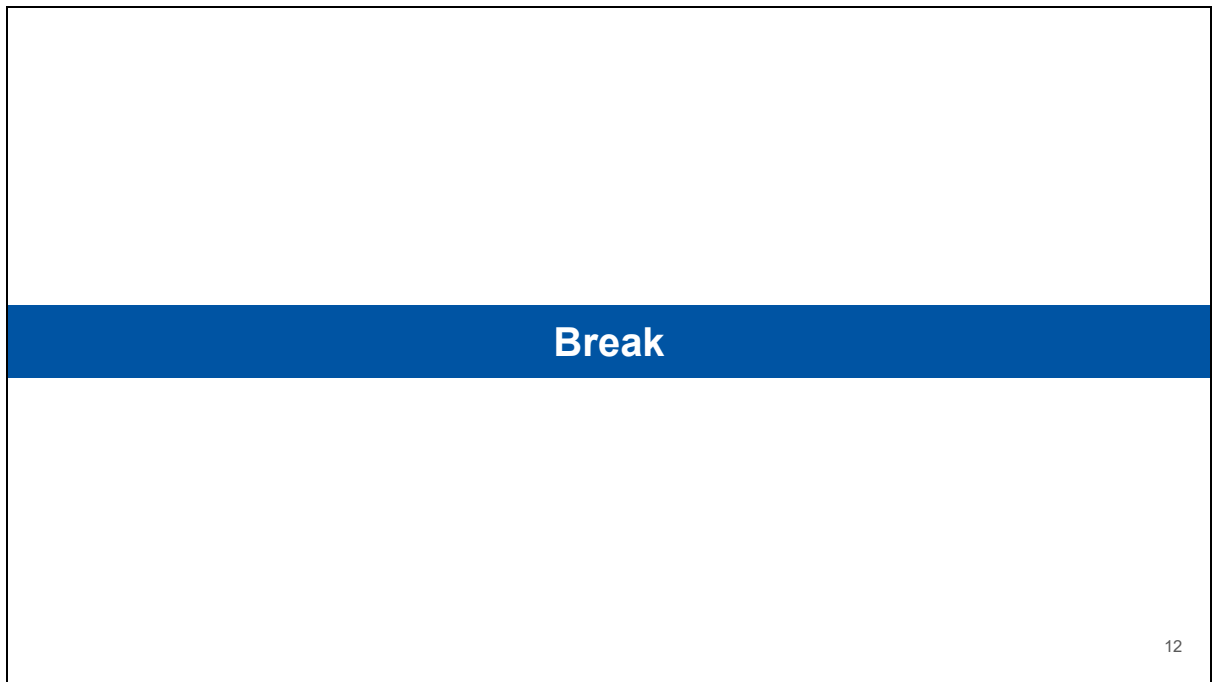
Did you understand the following elements in the presentation?

- Clear identification of the **strategy**.
- Establish processes to enable meaningful participation of women in uniform in decision-making within the mission and in all types of operations conducted by military contingents;
- Establish processes to enable meaningful participation of host nation women in operations and activities organised by military contingents;
- Establishment of an environment in the area of operation of the military battalions to support the implementation of the four pillars of resolution 1325 ;
- Identification of the social norms to be considered for the success of the military strategy;
- Identification of the mobilisation plan to implement the strategy;
- Identification of gatekeepers (people who may resist the strategy) and agents for change.

10.30-10.45

(5 minutes of feedback from groups 2 and 3 and facilitators) (15 minutes)

Slide 12



10.45-11.00

Chain of Command Mobilisation Plan in support of the Group 1 Military Gender Strategy

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After MONUSCO Chief of Staff and Teams 2 and 3 shared their feedback:

Identify how to gain support from the chain of command to implement the Group 1 strategy.

You have 15 minutes to prepare your mobilisation plan on a flip chart.

You will have 5 minutes to present your ideas.

Remember to identify agents for change who might support you and those resistant to change who you should consider.



11.00-11.30

- Gaining and sustaining the support of military personnel for the implementation of the military gender strategy
- Each team develops a mobilisation plan for leaders and contingent personnel to implement the military gender strategy of Group 1 (15 minutes development – 5 minutes presentation) (30 minutes)

Collaboration Coordination Command

14

Draw the collaboration cycle on a flip chart.

Take 15 minutes to identify the key actors within the military, police and civilian components that need to be involved in each part of the collaboration cycle to create and implement your military gender strategy.

Indicate which of the four circles was least considered in your current

The diagram consists of a large circle divided into four equal quadrants. Each quadrant is connected to an external text box by a thin line. The quadrants and their descriptions are:

- Piloting** (grey quadrant, top-left): Co-evaluation of the situation and intermediate results.
- Diagnosis** (blue quadrant, top-right): Co-analysis of the situation.
- Operations** (dark blue quadrant, bottom-left): Joint implementation of the actions foreseen in a given calendar.
- Strategy** (green quadrant, bottom-right):
 - Co-defining the objective of the strategy.
 - Development of a group vision.

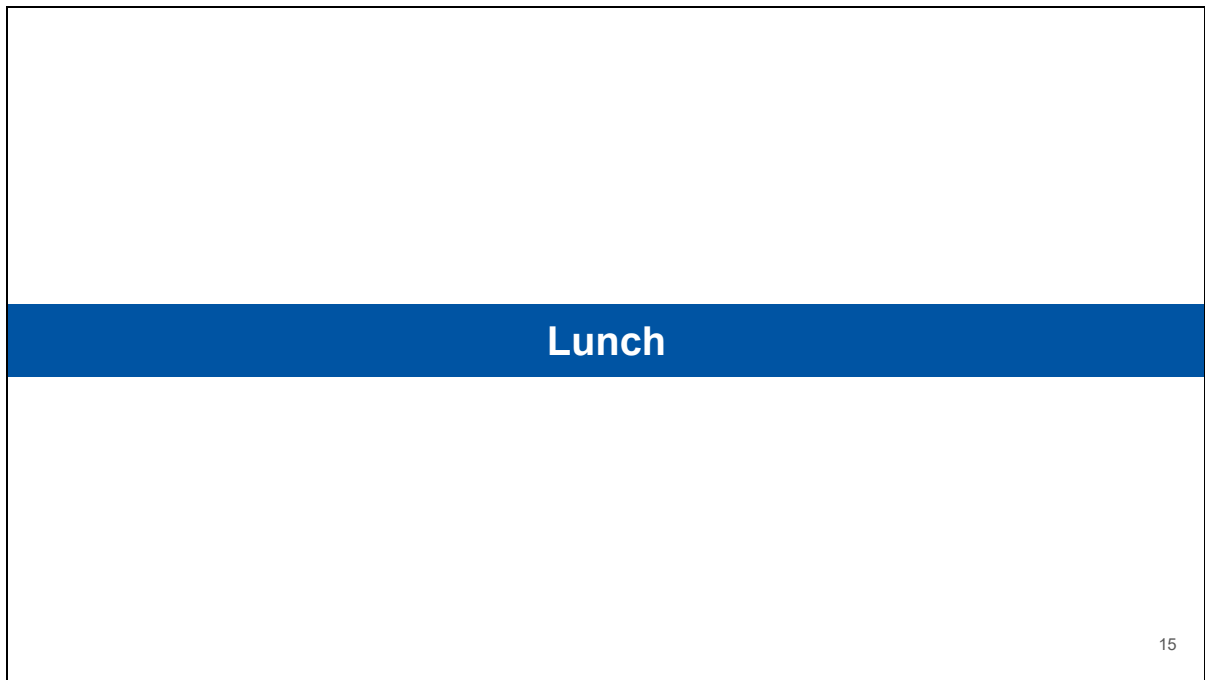
 In the center of the circle, there are two curved arrows forming a clockwise cycle between the quadrants.

11.20-12.00: Collaboration, Coordination and Command

Ask the teams to reproduce the collaboration cycle on a flip chart and take 15 minutes to identify the key actors within the military, police and civilian components that need to be involved in each part of the collaboration cycle in creating and implementing their military gender strategy.

Indicate which of the four circles was least considered in their current strategy and why.

Slide 15



12.30-13.30

Presentation of the military gender strategy of the MINUSMA team

16



13.00-13.20

- Presentation of Group 2 to MINUSMA Public Information Officer (20 minutes)
- Questions and answers from MINUSMA Public Information Officer (10 minutes)
- (5 minutes of feedback from groups 1 and 3 and facilitators) (15 minutes)

Questions from the Chief of Public Information Operations of MINUSMA

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1. Does the Strategy correspond to the current concept of operations of the MINUSMA Information Operations Cell?
2. What do you find interesting in the Strategy? What would you like to implement and why?
3. What do you think is not feasible and why?



13.20-13.30

Questions and answers from the Head of Public Information Operations of MINUSMA (10 minutes)

Presentation of the MONUSCO team's military gender strategy
Feedback from teams 1, 3 and facilitators

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Vote with MENTIMETER

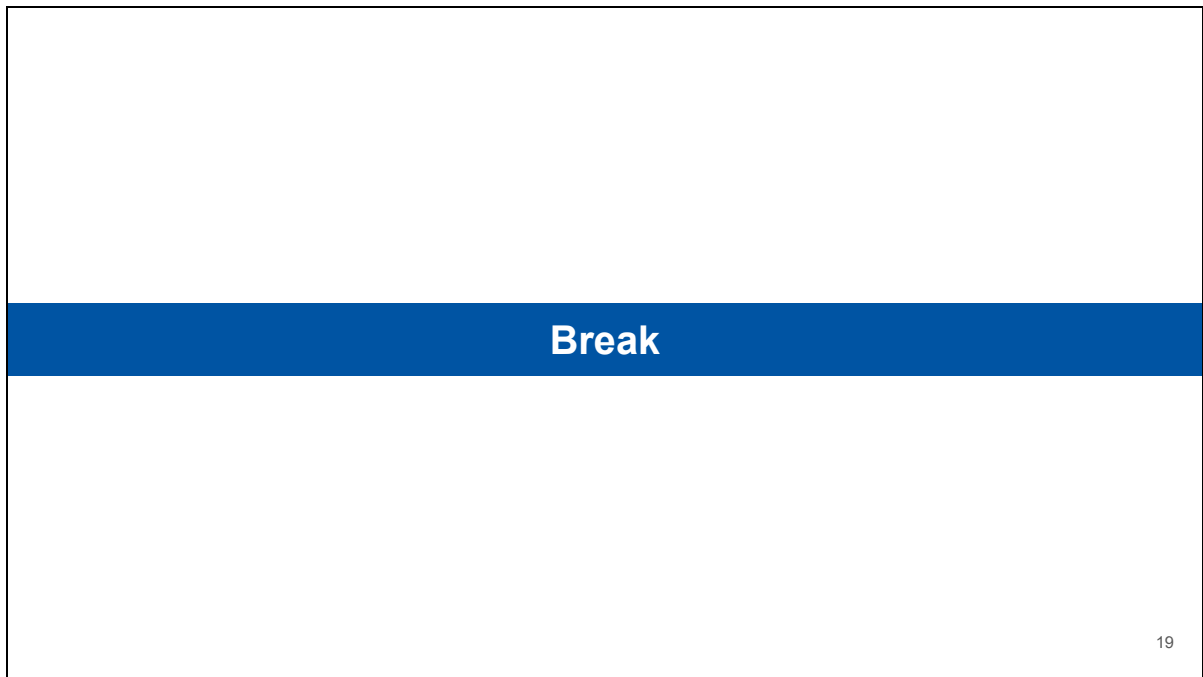
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- Establish processes to enable meaningful participation of host nation women in operations and activities organised by military contingents;
- Establishment of an environment in the area of operation of the military battalions to support the implementation of the four pillars of resolution 1325 ;
- Identification of the social norms to be considered for the success of the military strategy;
- Identification of the mobilisation plan to implement the strategy;
- Identification of gatekeepers (people who may resist the strategy) and agents for change.

10.30-10.45

(5 minutes of feedback from groups 1 and 3 and facilitators) (15 minutes)

Slide 19



13.45-14.00 → 15 minutes break


Estimating the likely impact of MINUSMA Strategy

20

After the MINUSMA Chief of Information Operations and Teams 1 and 3 shared their feedback:

- Estimate the likely impact of MINUSMA's gender strategy.
- Identify what might limit its impact and how the MINUSMA team might slightly modify their strategy to increase its impact.

You have 10 minutes to prepare an assessment of the likely impact and your proposal on a flip chart.



14.00-14.25

Estimating the impact

Each team estimates the likely impact of implementing the military gender strategy in Group 2

(10 minutes development - 5 minutes presentation (15 minutes))

Slide 21

Break

21

14.30-14.45 → 15 minutes

Presentation of the Military Gender Strategy of the MINUSCA team

22



14.45-15.05

Presentation of Group 3 to MINUSCA staff (U2, U3 and U5) (20 minutes)

Questions and answers from MINUSCA military staff (U2-U3-U5) (10 minutes)

(5 minutes of feedback from Groups 1 and 2 and facilitators/mission staff) (15 minutes)

Questions from MINUSCA U2, U3 and U5 representatives

23

1. Have you already implemented any of the elements proposed in the Strategy?
2. What do you find interesting in the Strategy? What would you like to implement and why?
3. What do you think is not feasible and why?



15.05-15.15

Questions and answers from MINUSCA U2, U3 and U5 representatives (10 minutes)

Presentation of the MONUSCO team's military gender strategy
Feedback from teams 1, 2 and facilitators

24

Vote with MENTIMETER

Did you understand the following elements in the presentation?

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- Establish processes to enable meaningful participation of host nation women in operations and activities organised by military contingents;
- Establishment of an environment in the area of operation of the military battalions to support the implementation of the four pillars of resolution 1325 ;
- Identification of the social norms to be considered for the success of the military strategy;
- Identification of the mobilisation plan to implement the strategy;
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10.30-10.45

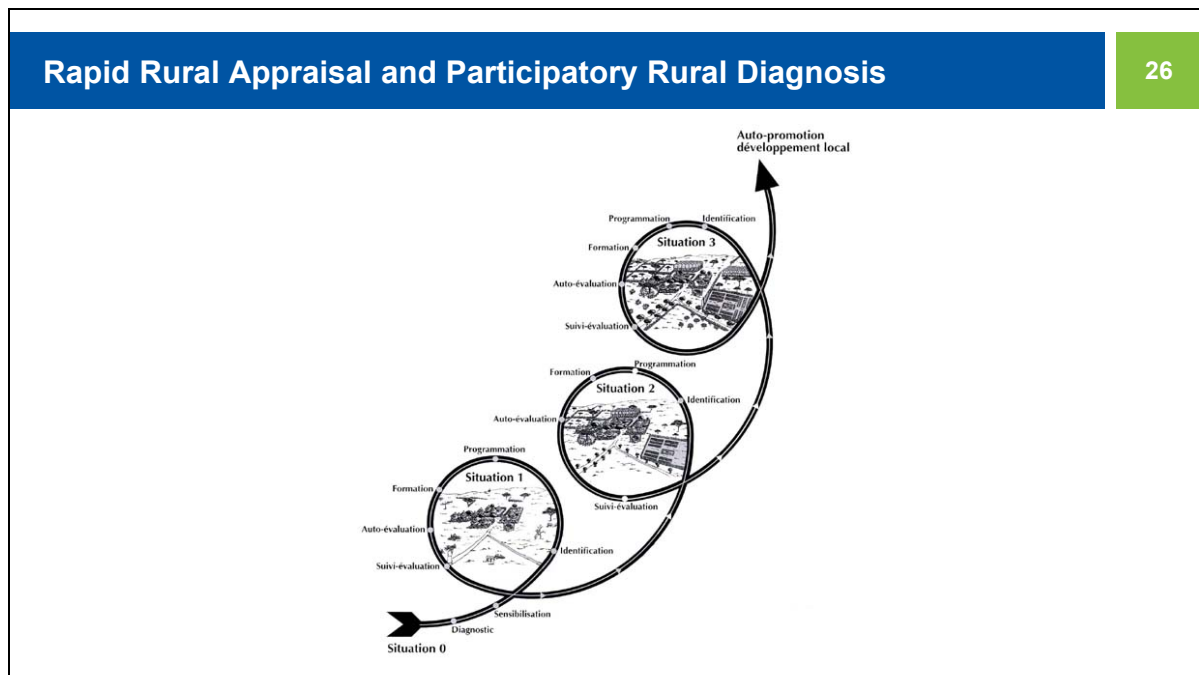
(5 minutes of feedback from groups 1 and 2 and facilitators) (15 minutes)

Slide 25

Break

25

15.30-15.40



15.50-16.00

Explain the methods used for rapid rural appraisals and participatory rural diagnoses to capture the needs and ensure the full participation of the people we target in our strategy.

<https://www.crs.org/sites/default/files/tools-research/evaluation-rurale-rapide-et-diagnostic-rural-participatif.pdf>

Positive feedback – Team

27

Individually take 5 minutes to write a post-it note for each of the teams (other than your own) that presented today.

Tell them how you found their level of creativity and objectivity. Explain why.

Put the post-it notes on the flip chart of the corresponding team.

Take 5 minutes to look at the feedback received from your team.

16.10-16.20

Positive feedback – Individuals

28

Individually take 5 minutes to write a post-it note for each team member.

Tell them what you particularly appreciated about their contribution to the team over the last three Lessons. Explain why.

Give the Post-it notes to each person in your team.

Take 5 minutes to read the feedback.

16.00-16.10

What do you remember?

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Using the Google form link provided by the facilitators:

- Identify the most important thing you learned today.
- Identify one thing you would like to learn more about.

16.20-16.25

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