



# Reinforcement Training Package for Military Gender Advisors

COURSE DESCRIPTION

For United Nations Peace Operations



United Nations  
Peacekeeping



unitar

United Nations Institute for Training and Research



## Course description

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# Course description

## Pre-required training

Participants must complete specific UN training courses to be fully prepared and equipped for the Military Gender Advisors course. Before the first training day, learners must have completed the UN online training for Military Gender Advisors (MGAs). If not, participants must complete all required training during the first week, outside class time. To be effective, the MGA must have basic knowledge regarding the protection of civilians (PoC), child protection, conflict-related sexual violence (CRSV) and sexual exploitation and abuse (SEA). The list of prerequisite courses is as follows:

Military Gender Advisors (MGA) Online Course: <https://event.unitar.org/full-catalog/military-gender-advisor-course-0>

UN Protection of Civilians Course: (EN) <https://peacekeepingresourcehub.un.org/en/training/rtp/cpoc-military> ; (FR) <https://peacekeepingresourcehub.un.org/fr/formation/rtp/cpoc> ; (ES) <https://peacekeepingresourcehub.un.org/es/training/cptmstmtrtp/rtp/cpoc>

UN Child Protection Course: (EN) <https://peacekeepingresourcehub.un.org/en/training/stm/cp>

UN Conflict-Related Sexual Violence (CRSV) training, including the MONUSCO scenario: (EN) <https://peacekeepingresourcehub.un.org/en/training/stm/crsv>

Training on UN SEA: (EN) <https://www.un.org/preventing-sexual-exploitation-and-abuse/content/training> or <https://peacekeepingresourcehub.un.org/en/training/stm/sea> ; (FR) <https://peacekeepingresourcehub.un.org/fr/formation/stm/psea>

## Course objectives

The course objectives are listed at the beginning of each lesson. Over the ten days, participants will learn, through practice and application, specific behavioural and social skills that enhance leadership and resilience (active listening, non-judgement, curiosity, appreciation, discernment, negotiation, awareness of cognitive dissonance and resistance to change, and self-confidence). These leadership and change skills will be integrated into the tasks that MGAs are expected to learn.

## Agent for change

The course aims to motivate participants and provide them with the skills and mindset necessary to see themselves as agents for change within the mission and in their interactions with local and international partners. They will be encouraged to play an active role in transforming themselves, their colleagues, the military component and local communities to create a positive, productive, just and sustainable environment for the meaningful participation of women and gender minorities, as well as for the stabilisation of the area of operations and the equitable resolution of conflicts at all levels. During the course, participants will meet UN mission and local NGO personnel. They will be asked to identify how these individuals act as agents for change and how they, once deployed, can enable others to play their role as influencers of peace.

# Training structure

## Course programme

The training days are consecutive for ten days, from Monday to Friday. The course is built in blocks, with Saturday and Sunday as rest days to give participants time to integrate the week's learning and the course content.

## Progressive learning

At the end of the course, participants will be able to demonstrate the skills\* required to carry out their MGA duties by having developed the following documents:

- Gender-sensitive conflict analysis;
- Gender analysis;
- Gender impact assessment;
- Engagement plan for mission partners and civil organisations;
- Military Gender Advisor estimate in support of operational planning;
- Briefing to the Force Commander;
- Gender annexe for an operational plan; and
- Military gender strategy.

\*Skills: analysis, critical, strategic and systemic thinking, and information gathering.

The development of these documents by the participants will be done progressively during the training. Participants will have the opportunity to do the exercise more than once and can improve after each feedback. Participants will complete the following documents:

- In lessons 3.2, 3.5 and 3.6, participants will conduct gender-sensitive conflict analysis and complete an MGA estimate in preparation for their participation in the Force Commander's morning briefings.
- Lessons 3.4 and 3.6 will immerse participants in developing an engagement plan with partners and reporting to the Force Commander.
- Lesson 3.5 will prepare participants for the operational planning process (OPP) and the production of a gender annexe.
- In lesson 3.6, participants will implement an engagement plan for a meeting with a local NGO.
- From lessons 3.6 to 3.9, participants will participate in the Force Commander's morning briefing.
- From lessons 3.7 to 3.9, participants will develop a military gender strategy and gender analysis considering the Four pillars of UNSCR 1325 and the challenges for meaningful participation of UN military women in the mission.

## SMART skills

Knowing HOW to perform MGA tasks may not be enough. For participants to be effective in their future roles as MGAs, the focus will be on developing SMART skills and Internal Development Goals (IDGs), combining skills and confidence to create an impact.

An MGA is in constant communication with staff officers, representatives of the UN police and civilian components, representatives of the civilian community and other important actors in the area of operation.

They must be able to:

- Communicate effectively with them and understand their agendas and concerns by analysing what they are not saying openly;
- Gain and maintain their support to operationalise the Women, Peace and Security (WPS) Agenda;
- Establish a personal connection with each individual in their target audience, communicate in a language they understand, reflect their attitudes, and demonstrate focus, presence, integrity and commitment. These attitudes and behaviours expressed consistently over time will appeal to their emotions and motivations; and
- Be sufficiently curious to show cultural sensitivity;
- Propose tangible solutions taking into account a multitude of (unusual) perspectives;
- Become an agent for change, actively supporting the WPS agenda within the overall mission strategy.

Participants must be convinced of the WPS agenda's impact on the mission's operational effectiveness.

They must be confident in their skills, knowledge and ability to expose unacceptable actions, behaviours or troublemakers that work against achieving the WPS agenda.

SMART skills will be used to:

- Deepen their self-awareness, develop a proactive mindset and strong collaborative thinking skills;
- Build their self-confidence, commitment and impact;
- Change their thinking to work smarter by creating strategic solutions.

*NOTE: Since the programme is very dense and play is one of the keys to learning, we incorporate energising activities each day. These activities will keep the participants moving and refresh their minds helping them to continue learning. The energising activities aim to energise the group and provide an opportunity to strengthen the bonds between participants (team spirit) while ensuring that participants remain focused and committed to the lesson's content. In addition, each participant will have a personal diary which will be used to take a moment to reset and integrate the content of the training during the reflection periods.*

## Learning Objectives

### Lesson 3.1: Introduction to MGA Terms of Reference

**Objective 1:** Identify existing assumptions when developing an individual plan.

**Objective 2:** Develop a model to understand the characteristics of an MGA as an agent for change.

**Objective 3:** Demonstrate collaborative and facilitative skills by providing psychological safety for peers.

**Objective 4:** Identify how the application of irrational behaviour relates to the MGAs' tasks and activities.

**Objective 5:** Examine how to become an agent for change to support mindset change and influence their target audience to operationalise the WPS agenda.

**Objective 6:** Identify complex tasks from the terms of reference to encourage peer support mechanisms.

**Objective 7:** Demonstrate the ability to seek and adopt peer feedback.

**Objective 8:** Recognise the importance of keeping a journal for personal development.

## Lesson 3.2: Gender-Sensitive Conflict Analysis

- Objective 1:** Discuss perspectives when exploring facts and opinions related to gender minorities.
- Objective 2:** Analyse how context, culture and substantial diversity impact the development of gender-sensitive conflict analysis.
- Objective 3:** Translate and construct the narrative provided by others to make sense.
- Objective 4:** Identify blind spots that affect the objectivity of gender-sensitive conflict analysis.
- Objective 5:** Assess how world views and cognitive dissonance influence the development of gender-sensitive conflict analysis.
- Objective 6:** Prepare a gender-sensitive conflict analysis.
- Objective 7:** Specify the impact of intersectionality in conflict analysis.

## Lesson 3.3: Prevention of Conflict-Related Sexual Violence and Sexual Exploitation and Abuse

- Objective 1:** Reflect on the importance of emotional reactions, curiosity, and self-connection.
- Objective 2:** Co-create best practices to support the work of MGA with survivors of CRSV.
- Objective 3:** Analyse opportunities to replicate the impact of civil society, INGOs, and local NGOs as agents for change to prevent CRSV.
- Objective 4:** Design effective communication and rapport with their target audiences to mobilise them in preventing CRSV and supporting survivors.
- Objective 5:** Assess the critical information required from the military component to support the early warning system to prevent CRSV and support survivors.
- Objective 6:** Identify the value and importance of resilience in challenging situations.

## Lesson 3.4: Engagement with UN Partners

- Objective 1:** Familiarise yourself with building trust to establish meaningful connections.
- Objective 2:** Analyse the perspectives and agenda of collaborators focusing on context, culture and environment indicators.
- Objective 3:** Develop tips for MGAs on creating a safe and collaborative environment.
- Objective 4:** Design an engagement plan to optimise and identify talking points and topics to avoid.
- Objective 5:** Demonstrate confidence in your interactions with the UN and other partners.
- Objective 6:** Practice powerful questions to gather information in challenging contexts.
- Objective 7:** Interpret non-verbal communication to understand better the meaning of what is said.
- Objective 8:** Demonstrate skills using the BRAVING inventory and the trust model.
- Objective 9:** Summarise findings in a concise and timely report.



## Lesson 3.5: MGA Gender Estimate and Input during the Operational Planning Process

- Objective 1:** Visualise a tangible, gender-sensitive environment during an operational planning process (OPP).
- Objective 2:** Define personal passions, strengths and core values by examining their importance for the role of MGA.
- Objective 3:** Examine the power of the changemaker model as a practical tool for reflecting on activities, projects and programmes.
- Objective 4:** Engage creatively by sharing ideas and visions to support the building of a team for OPP.
- Objective 5:** Identify similar interests, engagement tactics and shared visions for mobilisation.
- Objective 6:** Develop an argument adapted to their target audience to win them over to their ideas.
- Objective 7:** Identify tangible options for a successful OPP, considering the four pillars of UNSCR 1325.
- Objective 8:** Build creative and gender-sensitive solutions for the OPP.
- Objective 9:** Explain the content of a gender annexe draft with a gender estimate for the OPP.

## Lesson 3.6 - Engagement with Civil Societies and Local NGOs

- 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.

## Lesson 3.7 - Military Gender Strategy: Meaningful Participation and Enabling Environment

- Objective 1:** Demonstrate confidence when briefing FC or military personnel.
- Objective 2:** Develop a narrative illustrating the military gender strategy with a clear purpose.
- Objective 3:** Reflect on their individual approach to develop convincing strategies.
- Objective 4:** Examine powerful ways to build trust and commitment.
- Objective 5:** Practice negotiation techniques to reach a consensus on different opinions and arguments.
- Objective 6:** Create a working environment that facilitates dialogue and collaboration.
- Objective 7:** Define meaningful participation and the enabling environment for the MGA strategy.
- Objective 8:** Compare tools and techniques to facilitate the development of a gender-inclusive military strategy.

**Objective 9:** Practice SWOT with a UN Military component.

**Objective 10:** Develop tasks and coordination mechanisms in a gender-sensitive military strategy.

### Lesson 3.8 - Military Gender Strategy: Preparation

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

**Objective 2:** Identify enabling factors and barriers for implementing their strategy.

**Objective 3:** Conduct a tailored analysis of the target audience.

**Objective 4:** Formalise the approach for strategy implementation based on audience assessment.

**Objective 5:** Prepare an effective presentation and concise concept of the strategy.

**Objective 6:** Use constructive feedback in the modification of presentations.

### Lesson 3.9 - Military Gender Strategy: Presentation

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

**Objective 2:** Demonstrate the ability to request and assimilate constructive colleague feedback.

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

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

### Lesson 3.10 - Becoming an MGA

**Objective 1:** Demonstrate successful application of the IDGs learned during the week.

**Objective 2:** Prioritise tasks through their preparation plan to become a better-equipped MGA.

**Objective 3:** Reflect on their personal journey using the constructive feedback received from peers.

## Key messages

- Start every planning or analysing of situations with a curious and proactive mindset. Look for what works well and see how it can be replicated in other areas.
- Pay particular attention to the context and environment as key learnings and best practices indicators and look for them.
- Accept failure and build on it. Failure is the first attempt at learning.
- Be an agent for change, find the tipping points (multipliers, influencers) within the system, identify what you can influence and work from there, and do not waste time with resistant people.
- Don't be paralysed by ambiguity; look for patterns and continually gather information.
- Situations are complex, don't look for quick solutions, don't overthink, and don't let yourself be paralysed.
- Make sure you are confident when you communicate, and make sure you are strategic with your skills.
- Your contribution is valuable.
- Don't take other people's remarks personally; focus on the job at hand and the situation as a whole.
- Don't look for perfection; seek to move forward and learn.



## Assessment of the learning

Learnings objectives will be evaluated through four types of assessment:

### Skills and knowledge objectives of the course:

The training learning objectives related to skill and knowledge acquisition will be assessed through the development of core MGAs documents by participants. Documents will be developed individually and in teams and marked by the facilitators so that participants can improve their skills.

The completion of the core documents that will be assessed are the following:

- Military gender advisor estimate to support operational planning
- Gender-sensitive conflict analysis
- Gender annexe to a partial order
- Gender military strategy

### SMART skills objectives:

Self-assessment. The assessment of the smart skills and internal development goals, guided by questions from the facilitators, to reflect on their capacity and vision for using smart skills.

Peer review. Participants will also exchange information, guided by the facilitators, to reflect on their performance in using smart skills.

Facilitators will also assess participants throughout the course on their ability to assimilate these skills into their work, discussions and planning.

### Participant personal learning objectives:

At the beginning of the course, each participant will be asked to identify their own learning objectives. They will provide a copy of the learning objectives, and the facilitators will consider them during the course. Participants will evaluate the achievement of the objectives at the end of the course and develop a plan to acquire the missing skills and knowledge if they have yet to achieve these learning objectives.

Facilitators will meet individually with each participant from lesson 3.4 onwards for 20 minutes each. They will give them feedback and discuss their learning during the training.

## Scenario to support the course

The course will use real-life scenarios to allow participants to research open sources on social norms and identify gender norms and gendered power in the country under study. For example, by examining the country from socio-economic, cultural, historical, political and ethno-anthropological perspectives, participants will begin to see the deep complexity required to map the system that determines the use of violence in the country under study and to carry out their gender-sensitive conflict analysis and gender assessment. Fictional scenarios such as Carana will not achieve the required depth.

The scenarios used during the week are inspired by the United Nations Organization Stabilization Mission in the Democratic Republic of Congo (MONUSCO), the United Nations Mission in South Sudan (UNMISS), the United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA), the United Nations Interim Force in Lebanon (UNIFIL) and the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA). These five missions were chosen to allow participants to observe important gender considerations related to the different mission contexts and environments.

As the protection of civilians (PoC) is a primary task of most current UN missions, and given that the MGA often has the dual task of advising on child protection and/or advising on PoC, we will use several PoC-related scenarios to conduct the UN Military Decision-Making Process (UN MDMP) simulation starting from Lesson 3.6.

## Force Commander morning brief

The morning brief is an opportunity for participants to familiarise themselves with their role as MGA, to advise the Force Commander on current issues and to extract from the information on the interventions of other branches the activities in which they could participate, and then to organise their diaries. Participants will be given a scenario at the end of lesson 3.5. Each team will be tasked with preparing slides from 5 branches, and the MGA to report back to the Force Commander and offer gender-sensitive ways of working.

The FC briefings will require role-playing by the participants.

The following roles will always be involved during the Force Commander's briefing: U-2, U-3, U-4, Information Operations Officers, U-9, and one FHQ MGA. The Force Commander's role will be played by one of the facilitators.

The role-play will familiarise participants with the different military branches' perspectives and mindsets and identify the gender perspective for each role (role of the Military Gender Focal Point).

Teams will receive feedback on the quality of the briefing prepared, their ability to express themselves effectively and the relevance of the courses of action presented.

## Tasks analysis

### Primary Tasks

#### 1. Advisory responsibilities

- Advise the Force Commander on strategies for the effective implementation within the military component of women, peace and security (WPS) mandates which are also reflected in the WPS commitments in the Secretary General's Action for Peacekeeping Initiative (A4P), ensuring complete, equal and meaningful participation of women in all stages of the peace process; and systematically integrating a gender perspective into all phases of analysis, planning, implementation, and reporting.
- Advise the Force Commander on strategies to create an enabling work environment that ensures women's full, equal and meaningful participation in the military component.
- Advise the Force Commander and military personnel on implementing procedures to prevent gender-based violence (GBV) in the local community, through outreach and awareness campaigns targeted at the local population, in close collaboration with the CIMIC branch, the civilian Mission Gender Advisor and the Police Gender Advisor or Gender Focal Point.
- Advise the Force Commander and the military personnel on potentially differing operational requirements of military personnel based on their gender at the operational and tactical levels.
- Advise the Force Commander and military personnel on preventing conflict-related sexual violence and coordinate efforts with civilian and police components.
- Provide assistance and guidance to the Chiefs of all military branches (U1-U9) or the respective gender focal point in each branch, the military information operations office, as well as to other key personnel, on integrating a gender perspective in their branch and work, including in key decisions, drafting orders and other important documents.
- Provide guidance and support to gender focal points through briefings, regular meetings, and exchanges.
- With the Conduct and Discipline Unit, organise regular briefings on preventing misconduct, including the zero-tolerance policies against sexual exploitation and abuse, harassment including sexual harassment, discrimination and abuse of authority.

#### 2. Gender analysis-related responsibilities

- Conduct gender analysis and provide recommendations and inputs to all military personnel on integrating gender perspective at all levels and branches for gender-responsive approaches. It should also include an understanding of the gender roles and norms in the Area of Operation (AoR) and how these roles and norms affect and are affected by conflict.
- Provide an analysis and brief of gender-specific issues and concerns regarding the military component in presentations on the activities of peacekeeping operations.

### 3. Monitoring and reporting responsibilities

- Oversee consolidation of good practice on implementing Women, Peace and Security mandates by the military component, both in gender mainstreaming and substantive matters and on gender parity and creating an enabling environment conducive to gender equality in the workplace.
- Share all Conflict-Related Sexual Violence alerts and reports received by the military component with Women's Protection Advisors as soon as possible.
- Monitor and support gender-based reporting activities using disaggregated data to facilitate military operations planning.
- Support mission efforts to establish and maintain an effective monitoring and reporting mechanism on CRSV, including an early warning framework in coordination with the U-2 and U-3 offices.
- Advocate and support creating a network of gender focal points in each military branch (U1-U9) for better coordination, information exchange and increased assistance to the commanders of the military branches (U1-U9) to integrate a gender perspective in each branch.

### 4. Collaboration with different stakeholders

- Represent the military component on the mission level (mission senior gender advisor office), as well as on relevant inter-agency working groups.
- Establish and maintain contacts with women's organisations in the AoR to support military outreach activities in conjunction with the civilian Mission Gender Advisor.
- Collaborate with the civilian Mission Gender Advisor to identify and support the implementation of civil-military coordination (CIMIC) projects targeting women and girls.
- Collaborate and coordinate with the Mission Gender Advisor or Gender Focal Point, Women Protection adviser and other relevant counterparts.
- Establish and maintain contact with civilian organisations and police and civilian components of the mission to coordinate efforts to implement mandates related to the Women, Peace and Security agenda and gender mainstreaming across the mission.
- Identify how military components can support the efforts of civilian organisations to increase women's participation, representation, and empowerment in peace processes, including local conflict resolution and prevention processes.
- At the host country's request, collaborate with its armed forces to integrate a gender perspective and support their participation in implementing UNSCR 1325 and the subsequent resolutions on women, peace and security.

### 5. Creation or support for the creation of strategy documents

- Design and maintain a military gender action plan/strategy to support the implementation of the Women, Peace and Security during current military operations and integrate a gender perspective into the military component in the mission, including considerations of gender parity and gender equality in the workforce.
- Support the development or revision of Standard Operating Procedures (SOPs) and other important guidance to include a gender perspective in the conduct of military operations and activities.

# Military Gender Advisor Training

## Agenda

	Day 1	Day 2	Day 3	Day 4	Day 5
8:00	Opening Ceremony	Review of Lesson 3.1	Review of Lesson 3.2	Review of Lesson 3.3	Assessment L2
8:30	Ice Breaker	Gender Minorities	Behaviour, Emotions and Mobilisation	BRAVING and Trust	Review of Lesson 3.4
9:20	<b>Break</b>				
9:30	Business Card	IDGs: Thinking and Cognitive Skills	IDGs: Being, Values and Emotions	Psychological Safety and Collaboration	Changemaker
10:20	<b>Break</b>				
10:30	Setting the Stage for Learning	Thinking and Active Listening	Relating	Role play: UNPOL	Building a Team and Mobilising
12:00	<b>Lunch</b>				
1:00	Agent for change	Gender Sensitive Conflict Analysis  Thinking	Preventing CRSV and Supporting Survivors	Role play: Women Protection Officer	Four pillars of the UNSCR 1325
2:45	<b>Break</b>				
3:00	MGAs and MGFPs Tasks'  Personal Reflection	Group Presentation	TCC responses to CRSV  Action plan to prevent CRSV	Resilience, BRAVING and Blind Spot  Collaboration within Military Component	MGA as an Agent for Change  Gender Estimate and Gender Annex
4:00	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection

	Day 6	Day 7	Day 8	Day 9	Day 10
8:00	Simulation: FC Morning Brief	Simulation: FC Morning Brief	Simulation: FC Morning Brief	Simulation: FC Morning Brief	IDGs Group Presentation
8:30	Introduction to Lesson 3.6	Introduction to Lesson 3.7	Introduction to Lesson 3.8	Introduction to Lesson 3.9  Assessment and Check-In	
9:20	<b>Break</b>				
9:30	Engagement Plan	Gender Strategy: Creating a Narrative  Strategising	Enablers and Barriers	Group 1: MONUSCO COS OPS	MGA Agenda
10:20	<b>Break</b>				
10:30	Transport to NGOs offices  Meeting with local NGO	Collaboration  IDG: Relating	Target Audience: Presentation and Analysis	Military Staff Support for Gender Military Strategy  Collaboration	Margholis Wheel
12:00	<b>Lunch</b>				
1:00	Meeting with local NGO  MGAs Relationship with NGOs	Meaningful Participation and Enabling Environment	Presentation Preparation	Group 2: Info Ops MINUSMA  Estimating Impact	Course Evaluation
2:45	<b>Break</b>				
3:00	Transport to the training location  Key Takeaways	SWOT Method and Military Gender Strategy	Presentation Preparation: Feedback Session	Group 3: MINUSCA Military Staff  Review of the Military Gender Strategy	Closing Ceremony
4:00	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	Conclusion: Revision and Self-Reflection	