



# Reinforcement Training Package for Military Gender Advisors

For United Nations Peace Operations



United Nations  
Peacekeeping



unitar

United Nations Institute for Training and Research



The United Nations (UN) Reinforcement Training Package (RTP) for United Nations Military Gender Advisors (UN -MGA) for UN Peacekeeping Operations has been developed by the United Nations Institute for Training and Research (UNITAR) and the UN Office of Military Affairs of the UN Department of Peace Operations (DPO) in consultation with Member States and UN offices.

This version has been released for use by Member States in their pre-deployment training for United Nations Peacekeeping Operations.

The latest version can be found online at the Peacekeeping Resource Hub:

<https://peacekeepingresourcehub.un.org/en/training/rtp/mga>

- The link to Module 1 & 2 (online course) can be found here:

<https://event.unitar.org/full-catalog/military-gender-advisor-course-0>

- The link to Module 3 here:

<https://peacekeepingresourcehub.un.org/en/training/rtp/mga>

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# Table of contents

<b>Abbreviations</b> .....	<b>7</b>
<b>Introduction</b> .....	<b>11</b>
<b>Introduction to MGA: Terms of Reference</b> .....	<b>21</b>
Introduction & Opening Ceremony .....	23
Icebreaker.....	25
Participants introduction .....	27
Presentation of the course structure .....	29
Irrational behaviors exercise .....	34
Agent for change: leading change .....	37
MGA Tasks .....	39
MGAs ToR and learning plan .....	40
Conclusion: IDG's and self-reflection .....	41
<b>Gender-Sensitive Conflict Analysis</b> .....	<b>43</b>
Perspective of gender minorities: facts and minorities .....	45
IDGs: Thinking and Cognitive Skills .....	51
Self-assessment .....	55
IDGs: Group exercise .....	56
Gender-Sensitive Conflict Analysis and Systemic Approach .....	58
Gender-sensitive conflict analysis, thinking and perspectives .....	64
Group presentation .....	66
Conclusion: Revision and Self-reflection .....	67
<b>Prevention of Conflict-Related Sexual Violence and Sexual Exploitation and Abuse</b> .....	<b>68</b>
Introduction to theme and learning objectives of the lesson .....	70
Introduction of the concepts of behaviour, emotions, and mobilisation .....	74
Introduction of the IDGs: being, value, and emotions .....	76
Experimenting the Inner Development Goal Relating.....	78

NGOs' best practices in preventing CRSV and supporting survivors .....	81
IDGs and response of TCC to CRSV .....	83
Conclusion: Revision and Self-reflection.....	86
<b>Engagement with UN Partners .....</b>	<b>88</b>
Introduction to theme and learning objectives of the lesson .....	90
Introduction of the concepts of BRAVING and trust .....	93
Psychological safety and collaboration .....	96
Engaging with UN partners .....	99
Roleplay: UNPOL & MGA .....	102
Roleplay: Women Protection Officer & MGA .....	104
Blind Spot .....	106
Collaboration within the military component .....	107
Conclusion: Revision and Self-reflection .....	109
<b>MGA Gender Estimate and Input during the Operational Planning Process.....</b>	<b>111</b>
Check-in and Level 2 Assessment .....	113
Introduction to theme and learning objectives of the day .....	114
Changemaker Model exercise .....	119
Building a team for OPP .....	121
Mobilising: end-state & vision .....	123
OPP and the 4 pillars of UNSCR 1325 .....	125
OPP group presentation .....	128
Gender annexe .....	130
Conclusion: Revision and Self-reflection .....	131
<b>Engagement with civil societies and local NGOs .....</b>	<b>133</b>
Simulation: Force Commander Morning Brief .....	135
Introduction to theme and learning objectives of the day .....	137
Engagement plan .....	141
Transportation .....	143
Meeting and lunch with NGOs .....	144
Key Takeaways .....	147
Conclusion: Revision and Self-reflection.....	149

## **Military Gender Strategy - Meaningful Participation and an Enabling Environment ..... 151**

Simulation: Force Commander Morning Brief .....	153
Introduction to theme and learning objectives of the day .....	155
Gender strategy: creating a narrative .....	159
Strategising .....	161
Collaborating .....	163
Social norms .....	165
Meaningful participation and enabling environment .....	166
Military Gender Strategy .....	168
SWOT Method and Military Gender Strategy .....	170
Conclusion: Revision and Self-reflection .....	172

## **Military Gender Strategy – Preparation ..... 174**

Simulation: Force Commander Morning Brief .....	176
Introduction to theme and learning objectives of today .....	178
Enablers and obstacles .....	181
Presentation preparation: Target audience .....	183
Target audience analysis presentation .....	185
Presentation preparation .....	187
Presentation preparation: Feedback session .....	188
Conclusion: Revision and Self-reflection .....	189

## **Military Gender Strategy – Presentation..... 192**

Simulation: Force Commander Morning Brief .....	194
Introduction to theme and learning objectives of today .....	196
Assessment & Check-in .....	199
Presentation Group 1: MONUSCO COS OPS .....	200
Military Staff Support to Gender Military Strategy .....	202
IDG: Collaboration .....	204
Presentation Group 2: Info Ops MINUSMA .....	206
Estimating impact .....	208
Presentation Group 3: MINUSCA military staff .....	210
Review of the Military Gender Strategy .....	212
Conclusion: Revision and Self-reflection .....	214

<b>Becoming a MGA.....</b>	<b>216</b>
Review the implementation of the IDGs .....	218
Development of a MGA's Agenda .....	220
Margolis wheel: Individual feedback .....	222
Course Evaluation and AAR .....	223
Glossary terminology guidelines.....	224
<b>Sources.....</b>	<b>239</b>
<b>Handouts .....</b>	<b>240</b>
<b>References .....</b>	<b>243</b>

# Abbreviations

<b>A4P</b>	Action for Peacekeeping
<b>AoR</b>	Area of Responsibility
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>AU</b>	African Union
<b>CAN</b>	Community Alert Networks
<b>CDAC</b>	Communicating with Disaster Affected Communities
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination Against Women
<b>CIMIC</b>	Civil-Military Coordination
<b>CLA</b>	Community Liaison Assistants
<b>CMCoord</b>	Humanitarian Civil-Military Coordination
<b>CONOPS</b>	Concept of Operations
<b>CPA</b>	Child Protection Advisor
<b>CRSV</b>	Conflict-Related Sexual Violence
<b>CRSVU</b>	Conflict-Related Sexual Violence Unit
<b>CVR</b>	Community Violence Reduction
<b>DDR</b>	Disarmament, Demobilization and Reintegration
<b>DFS</b>	Department of Field Support
<b>DMS/CMS</b>	Director/Chief of Mission Support
<b>DOS</b>	Department of Operational Support
<b>DPO</b>	Department of Peace Operations
<b>DRC</b>	Democratic Republic of Congo
<b>DSRSG</b>	Deputy Special Representative of the Secretary-General
<b>ET</b>	Engagement Team
<b>EW</b>	Early warning
<b>FC</b>	Force Commander
<b>FET</b>	Female Engagement Team
<b>FHQ</b>	Force/Field Headquarters
<b>FPU</b>	Formed Police Units
<b>GAM</b>	Gender with Age Markers
<b>GBA+</b>	Gender-Based Analysis Plus

<b>GBV</b>	Gender-Based Violence
<b>GCTF</b>	Global Counterterrorism Forum
<b>GFP</b>	Gender Focal Point
<b>HCT</b>	Humanitarian Country Team
<b>HNP</b>	Haitian National Police
<b>HQ</b>	Headquarters
<b>HRDDP</b>	Human Rights Due Diligence Policy
<b>HRS</b>	Human Rights Section
<b>IASC</b>	Inter-Agency Standing Committee
<b>IAT</b>	Implicit Association Test
<b>ICRC</b>	International Committee of the Red Cross
<b>IDP</b>	Internally Displaced Person
<b>IEG</b>	Informal Expert Group
<b>IO</b>	International Organisation
<b>IOM</b>	International Organization for Migration
<b>IPO</b>	Individually deployed Police Officers
<b>IRC</b>	International Rescue Committee
<b>ISIS</b>	Islamic State, also called Daesh
<b>JMAC</b>	Joint Mission Analysis Centres
<b>JPT</b>	Joint Protection Team
<b>MARA</b>	Monitoring, Analysis, and Reporting Arrangements
<b>MCD</b>	Mobile Combat Deployments
<b>MCFDF</b>	Ministry of Women's Affairs and Rights
<b>MDMP</b>	Military Decision-Making Process
<b>MGA</b>	Military Gender Adviser
<b>MGPF</b>	Military Gender Focal Point
<b>MHQ</b>	Mission Headquarters
<b>MILOBs</b>	Military Observers
<b>MILF</b>	Moro Islamic Liberation Front
<b>MINUSCA</b>	United Nations Multidimensional Integrated Stabilisation Mission in the Central African Republic
<b>MINUSMA</b>	United Nations Multidimensional Integrated Stabilisation Mission in Mali
<b>MINUSTAH</b>	United Nations Stabilization Mission in Haiti
<b>MONUSCO</b>	United Nations Organisation Stabilisation Mission in the Democratic Republic of Congo



<b>NAP</b>	National Action Plans
<b>NATO</b>	North Atlantic Treaty Organization
<b>NGO</b>	Non-Governmental Organizations
<b>NRC</b>	Norwegian Refugee Council
<b>OAS</b>	Organization of American States
<b>OCHA</b>	Office for the Coordination of Humanitarian Affairs
<b>OHCHR</b>	Office of the High Commissioner for Human Rights
<b>OMA</b>	Office of Military Affairs
<b>OP</b>	Observation Post
<b>OPE</b>	Operational Preparation of the Environment
<b>OPLAN</b>	Operation Plan
<b>OSRSG-SVC</b>	Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict
<b>PoC</b>	Protection of Civilians
<b>QIP</b>	Quick Impact Projects
<b>RDB</b>	Rapid Deployment Battalions
<b>RR</b>	Rapid Response
<b>SAGE</b>	Situational Awareness Geospatial Enterprise
<b>SEA</b>	Sexual Exploitation and Abuse
<b>SG</b>	Secretary-General
<b>SGBV</b>	Sexual and Gender-Based Violence
<b>SHQ</b>	Sector Head Quarter
<b>SOP</b>	Standard Operating Procedures
<b>SRSR</b>	Special Representative of the Secretary-General
<b>SSPDF</b>	South Sudan People's Defence Forces
<b>SRSR-SVC</b>	Special Representative of the Secretary-General on Sexual Violence in Conflict
<b>SSR</b>	Security Sector Reform
<b>SWPA</b>	Senior Women's Protection Advisor
<b>TOE</b>	Team of Expert
<b>UN</b>	United Nations
<b>UNAMI</b>	United Nations Assistance Mission for Iraq
<b>UNAMID</b>	United Nations – African Union Hybrid Operation
<b>UNAMSIL</b>	United Nations Mission in Sierra Leone
<b>UNCT</b>	United Nations Country Team

<b>UNDP</b>	United Nations Development Program
<b>UNDSS</b>	United Nations Department for Safety and Security
<b>UNFICYP</b>	United Nations Peacekeeping Force in Cyprus
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNHCT</b>	United Nations Humanitarian Country Team
<b>UNHQ</b>	United Nations Headquarters
<b>UNIBAM</b>	United Nations Infantry Battalion Manual
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNJHRO</b>	United Nations Joint Human Right Office
<b>UNMAS</b>	United Nations Mine Action Service
<b>UNMIL</b>	United Nations Mission in Liberia
<b>UNMISS</b>	United Nations Mission in the Republic of South Sudan
<b>UNOBS</b>	UN Observers
<b>UNPOL</b>	United Nations Police
<b>UNPKO</b>	United Nations Peacekeeping Operation
<b>UNSC</b>	United Nations Security Council
<b>UNSCR</b>	United Nations Security Council Resolution
<b>UNSDCF</b>	United Nations Sustainable Development Cooperation Framework
<b>UN Women</b>	United Nations Entity for Gender Equality and the Empowerment of Women
<b>VSLC</b>	Conflict-Related Sexual Violence
<b>WPA</b>	Women’s Protection Advisors
<b>WPS</b>	Women, Peace and Security



# Introduction

## Background

1. The early 2000s marked a turning point in integrating gender issues into United Nations Peace Operations with the Security Council Resolution (UNSCR) 1325, which led to the creation of the Women, Peace and Security (WPS) Agenda. Resolution 1325 has since served as a guideline for all gender-related activities in peacekeeping operations. Several resolutions have been issued to elaborate on the WPS Agenda: 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), 2242 (2015), 2467 (2019), 2493 (2019) and 2538 (2020). This growing recognition of the importance of gender mainstreaming in UN peace operations has been characterised by, among other things, the deployment of military gender advisors (MGAs) in UN missions.
2. The role of the military component of peacekeeping missions primarily provides a safe and secure environment for implementing Security Council mandates. The military component's activities, directly and indirectly, impact the local population of countries hosting peacekeeping operations. It is, therefore, necessary to understand, identify, and respond to any impact of the work of peacekeepers on different groups of the local population to ensure that the security concerns, needs, and priorities of women, men, girls, boys and sexual and gender minorities are adequately and equitably addressed during all phases of peacekeeping operations.
3. The Women, Peace and Security (WPS) Agenda was formally initiated by the landmark UN Security Council Resolution 1325 (2000), adopted on 31 October 2000. This Resolution recognises the impact of armed conflicts on women and the critical contribution women can make towards security and reconciliation.
4. Resolution 1325 also recognises the importance of specialised training for peacekeepers personnel and:  
*“Requests the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peacebuilding measures” (para. 6).*
5. The UN Security Council has adopted further resolutions over the years to respond to changing situations regarding peace and security, threats to civilian populations and the rights of women and LGBTQ+ minorities.

Between 2000 and 2021, 11 resolutions were published to define the WPS Agenda further.

6. The obligations that arise from these resolutions extend from the local to the international level and apply to intergovernmental organisations, such as the United Nations and national governments.
7. UNSC Resolution 1820 (2008) recognises sexual violence as a tactic of war and a matter of international peace and security that necessitates a security response.
8. UNSC Resolution 1888 (2009), Strengthens efforts to end sexual violence in conflict by establishing a Special Representative of the Secretary-General (SG) and a team of experts on the rule of law and improvement and improving coordination among stakeholders on sexual violence in conflict.
9. UNSC Resolution 1889 (2009) reiterates the Security Council's interest in the participation of women in peacebuilding and highlights their essential role in political and economic decisions. It advocates gender mainstreaming in all post-conflict recovery processes, funding and programming women's empowerment activities, and adopting concrete strategies in law enforcement and justice to meet the needs and priorities of women and girls.
10. UNSC Resolution 1960 (2010) establishes a monitoring and reporting mechanism for sexual violence in conflict.
11. UNSC Resolution 2106 (2013) calls for Member States and United Nations agencies to strengthen their efforts to fulfil their obligations and to continue to fight against impunity by bringing to justice perpetrators of sexual violence committed during armed conflict. Resolution 2106 also reaffirms that gender equality and women's political, social and economic empowerment are at the heart of long-term efforts to prevent sexual violence during and after an armed conflict.
12. In UNSC Resolution 2122 (2013), the Security Council:  
*“Encourages troop- and police-contributing countries to increase the percentage of women military and police in deployments to United Nations peacekeeping operations, and further encourages troop- and police-contributing countries to provide all military and police personnel with adequate training to carry out their responsibilities, and relevant United Nations entities to make available appropriate guidance or training modules, including in particular the United Nations predeployment scenario-based training on prevention of sexual and gender-based violence (para.9).”*
13. In UNSC Resolution 2242 (2015), the Security Council:  
*“Urges DPKO [renamed the Department of Peace Operations (DPO) in 2019] and DPA [renamed the Department of Political and Peacebuilding Affairs (DPPA) in 2019] to ensure the necessary gender analysis and technical gender expertise is included throughout all stages of mission planning, mandate development, implementation, review and mission drawdown, ensuring the needs and participation of women are integrated in all sequenced stages of mission mandates (para.7).”*
14. UNSC Resolution 2467 (2019), explicitly recognises the need for a person-centred approach to victims/survivors of Conflict-Related Sexual Violence (CRSV) to prevent and respond to it. It recognises structural gender inequality and discrimination as the root causes of sexual violence. Emphasising that assistance to victims/survivors must be multi-dimensional. It calls for effective justice and the accountability of those involved.
15. UNSC Resolution 2493 (2019) introduces strong references to women's “full, equal and meaningful” participation and to a “safe and enabling environment” for civil society, women leaders, peacebuilders and politicians as well as those who “protect and promote human rights”.

## Purpose

16. Until 2021, the UN did not offer specific training for those assigned to MGA and MGFP functions. As gender mainstreaming within the military component of UN peacekeeping is still a new capability, training officers to understand their roles and tasks in mission areas is essential.
17. The Office of Military Affairs (OMA) and the Integrated Training Service (ITS) of the UN Department of Peace Operations (DOP) worked with United Nations Institute for Training and Research (UNITAR) to develop a training programme for Military Gender Advisors and Military Gender Focal Points consisting of two learning phases. This training programme was developed with financial support from France and the Organisation Internationale de la Francophonie.
18. The Military Gender Advisors training programme equips participants to put into practice the recommendations of UN Security Council resolutions on Women, Peace and Security, Child Protection, Protection of Civilians (PoC), Gender-based Sexual Violence and Conflict-related Sexual Violence (CRSV). The training material ensures that gender issues and topics are planned for and included in mission mandates the planning and operational implementation. It also highlights how different UN entities can work together to integrate a gender dimension into all mission activities.
19. The training framework ensures that MGAs are sufficiently trained, equipped and empowered to be deployed to peacekeeping missions. The impact of their work will be a more inclusive planning process leading to better results on the ground. Measures of their success will include better engagement with civilians and UN support agencies, leading to a more inclusive peace process.
20. The first two Modules of the training programme consist of a self-paced online course that provides a mastery of gender issues specific to the context of peace operations and the planning of military operations.
21. The third module of the training programme consists of a 10-lesson in-person training designed for military personnel who are either future MGAs or MGFPs or are currently deployed on mission. The interactive and participatory methodology of this training integrates the learning of behavioural and social skills specific to the role of MGAs. The training material invites participants to deepen their knowledge by focusing on the skills, motivation and attitude to adopt as MGAs while equipping them to become agents for change actively working to realise the WPS mandates, gender equality and the protection of gender and sexual identity minorities.
22. The material of the in-person training includes activities, discussions and self-reflection periods to encourage peacekeepers to consider their own (gender) biases and the importance of reflecting and representing UN values in their daily work. The training material also focuses on the importance of MGAs and MGFPs in engaging with other military branches, UN components, and local actors such as NGOs. Through simulations, role-play, and in-person and virtual meetings, participants will have the opportunity to apply the knowledge, skills and attitude gained from the training materials.

## Reinforcement Training Package for Military Gender Advisors

23. This training programme is of great importance to the future of UN peace operations and their ability to integrate a gender perspective into their military operations.
24. By enhancing the understanding, capacity and resources of current and future MGAs and MGFPs in integrating gender into peacekeepers' military operations, this course aims to ensure that peace operations become more inclusive and responsive to gender-specific needs, challenges and realities. The integration of an intersectional

approach (taking into account multiple factors, such as age, sexual orientation, ethnicity, religion, education, culture, language, disability, etc.) in the analysis, planning and conduct of UN military operations can only improve their actions and ensure a more tailored response to the reality and needs of all local populations, thus ensuring that no one is left behind.

25. This training is also in line with the advancement of the UN's commitments to the Women, Peace and Security (WPS) Agenda and the Sustainable Development Goals (SDGs) 5 for gender equality and 16 for peace, justice and effective institutions.
26. As the MGA within the military component of United Nations peacekeeping is a recent capability, officers must be well-trained and know their roles and responsibilities. In mission areas, MGAs advise on protecting and preventing conflict-related sexual violence and gender-based violence and promote the inclusion of women in conflict resolution, child protection, and protection of civilians and other cross-cutting issues. MGAs are responsible for ensuring that men and women participate equitably in the peace process. At the operational level, they serve as a bridge between civilian and military components working on gender, conflict-related sexual violence, children in armed conflict, and civilians' protection. MGAs are responsible for designing and updating the military gender responsiveness action plan.
27. Sector-level MGFPs serve as a bridge between civilian sections working in gender, conflict-related sexual violence, child protection, and the protection of civilians at their level. Each infantry unit should have an MGFP trained on gender and protection issues in each battalion base of operations, and company. This is to ensure that they include the participation of women and girls in working groups on early warning mechanisms and the protection of civilians. They know how to respond to survivors of conflict-related sexual violence and to whom to report incidents. They know why and how patrols should be conducted to prevent and protect civilians from conflict-related sexual violence and other human rights violations.
28. The material resulting from this work is the development:
  - (a) Clear terms of reference for MGAs and MGFPs;
  - (b) Specialised training material for the tasks of MGAs and MGFPs;
  - (c) Online training for MGAs and MGFPs;
  - (d) Face-to-face training for MGAs.

## Structure of the Reinforcement Training Package for UN Military Gender Advisors

29. The UN Military Gender Advisor Training Programme consists of 3 modules divided into two components. The first component is a five-chapter online course that includes the conceptual and legal framework. The second component is face-to-face training that can be delivered over ten days. The training program is organised as follows:

### Module 1: Conceptual Framework: Cadre

[🔗 Online course for Military Gender Advisors](#) chapters 1, 2, 4 and 5.

#### **Chapter 1: Introduction to key concepts**

Introduces key concepts and vocabulary associated with the UN Agenda for Women, Peace and Security.

#### **Chapter 2: Military Network and the Tasks of MGA and MGFP**

Describes the network in which the MGA and MGFP operate and tasks at both the operational and tactical levels.

#### **Chapter 4: Key Stakeholders and Coordination Mechanisms**

Identify the key stakeholders with whom MGAs must interact to ensure that military operations are gender-sensitive.

#### **Chapter 5: Gender Analysis and Gender Impact Assessment in Support of Operations**

Details four tools that enable MGAs and MGFPs to understand better gender norms, gender roles, and gendered power to gain the understanding and information needed to develop a military gender strategy and actively participate in UN military decision-making.

### **Module 2: Legal Framework**

[🔗 Online course for Military Gender Advisors](#) chapter 3.

#### **Chapter 3: The UN Mandate and the Women, Peace and Security Resolutions**

Explains the normative framework that MGAs must take into account in carrying out tasks, namely the UN Mandates, the Women, Peace and Security (WPS) Agenda and the respective UN Security Council Resolutions on this subject.

Introduces the role of the MGAs in the operationalisation processes of the UN mandate and the WPS Agenda of the UN mission and the UN military component.

### **Module 3: Operational Framework**

Ten-lesson in-person training.

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

Introduces the learning tools and techniques of the training. Review of MGA and MGFP tasks and terms of reference.

#### **Lesson 3.2: Gender-Sensitive Conflict Analysis**

Examines the effects of systems approaches in designing a gender-sensitive conflict analysis in relation to gender minorities.

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

Examines best practices in CRSV prevention and support for survivors.

#### **Lesson 3.4: Engagement with UN Partners**

Examines the process of developing an engagement plan to strengthen collaboration between MGAs and various actors within UN peace operations.

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

Examines the integration of gender, using a gender annexe and gender assessment, into an operational planning process.

#### **Lesson 3.6: Engagement with civil societies and local NGOs**

Examines the development and implementation of an engagement plan in the context of an NGO meeting.

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

Examines the importance of considering meaningful participation and creating an enabling environment for women's participation when developing a military gender strategy.

#### **Lesson 3.8: Military Gender Strategy - Preparation**

Examines the enablers and barriers to implementing military strategy as well as preparing a customised presentation to its target audience.

### Lesson 3.9: Military Gender Strategy - Presentation

Examines military gender strategy and the presentation skills and techniques of participants.

### Lesson 3.10: Becoming a MGA

Examines the development of a MGA's monthly agenda by considering the tasks of MGAs and the actors with whom they will be working.

This trainer's guide will focus on describing the second training component, the face-to-face training that provides the operational framework for MGAs.

## Important considerations

30. Participants must have completed UN training and courses to arrive prepared for the course. By the first day of training, learners must have completed the UN MGA online training. Participants should also have basic knowledge of PoC, child protection, CRSV, and sexual exploitation and abuse (SEA). The list of prerequisite courses is as follows:
  - (a) Military Gender Advisors (MGA) Online Course: <https://event.unitar.org/full-catalog/military-gender-advisor-course-0>
  - (b) 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/cptmstmrtprtp/cpoc>
  - (c) UN Child Protection Course: (EN) <https://peacekeepingresourcehub.un.org/en/training/stm/cp>
  - (d) UN Conflict-Related Sexual Violence (CRSV) training, including the MONUSCO scenario: (EN) <https://peacekeepingresourcehub.un.org/en/training/stm/crsv>
  - (e) 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>
31. The training will motivate participants and provide them with the skills and mindset to see themselves as agents for change within the mission and in their interactions with local and international partners. Participants will be encouraged to take 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 as well as sexual and gender minorities for the stabilisation of the area of operations and the equitable resolution of conflict at all levels.
32. During the course, participants will meet with a local mission and NGO staff to identify how these individuals and NGOs act as agents for change and how they, once deployed, can enable others to play their role as influencers of peace.
33. For participants to be effective in their future role as MGAs, emphasis will be placed on the development of SMART skills and Inner Development Goals (IDGs), which are a combination of behavioural, social, and self-confidence skills to create impact. These skills will equip the military with the agility to become change agents actively working towards the achievement of the Women, Peace and Security (WPS) and gender and sexual minority protection mandates.
34. Energizing activities are incorporated into the training program each day/lesson. These activities will keep the participants moving and their minds refreshed so that they are willing to learn. The energizing activities are designed to energize the group and provide an opportunity to strengthen the bonds between participants (team



spirit) while ensuring that participants remain focused and committed to the content of the day. In addition, each participant will have a personal journal that will allow them to take a moment to reset and integrate the content of the training during the reflection periods.

35. Participants must believe in the positive impact that the WPS agenda has on the operational effectiveness of the mission.

## Learning Objectives

36. During the lessons, participants will be expected to acquire the skills required to carry out their MGA duties through various group activities and document development. The development of key documents for the MGA role will be done progressively during the training. Participants will have the opportunity to do the exercise more than once and will be able to improve after each feedback. They will be asked to develop 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.

1. At the end of the training, learners should have acquired the social and behavioural agility required for MGAs to 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 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;
- 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;
- Be confident in one's own skills, knowledge and ability to speak out against unacceptable actions, behaviours or troublemakers that work against the achievement of the WPS agenda.

2. Each lesson has specific learning objectives that should be stated at the beginning of each lesson.

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

- Identify existing assumptions when developing an individual plan.
- Develop a model to understand the characteristics of an MGA as an agent for change.
- Demonstrate collaborative and facilitative skills by providing psychological safety for peers.
- Identify how the application of irrational behaviour relates to the MGAs' tasks and activities.
- Examine how to become an agent for change to support mindset change and influence their target

audience to operationalise the WPS agenda.

- Identify difficult tasks from the terms of reference to encourage peer support mechanisms.
- Demonstrate the ability to seek and adopt peer feedback.
- Recognise the importance of keeping a journal for personal development.

### **Lesson 3.2: Gender-Sensitive Conflict Analysis**

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

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

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

### **Lesson 3.4: Engagement with UN Partners**

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

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

- Visualise a tangible, gender-sensitive environment during an operational planning process (OPP).
- Define personal passions, strengths and core values by examining their importance for the role of MGA.
- Examine the power of the changemaker model as a practical tool for reflecting on activities, projects and programmes.
- Engage creatively by sharing ideas and visions to support the building of a team for OPP.
- Identify similar interests, engagement tactics and shared visions for mobilisation.
- Develop an argument adapted to their target audience to win them over to their ideas.

- Identify tangible options for a successful OPP taking into account the four pillars of UNSCR 1325.
- Build creative and gender-sensitive solutions for the OPP.
- 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**

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

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

- Demonstrate confidence when briefing FC or military personnel.
- Develop a narrative illustrating the military gender strategy with a clear purpose.
- Reflect on their own individual approach to develop convincing strategies.
- Examine powerful ways to build trust and commitment.
- Practice negotiation techniques to reach a consensus on different opinions and arguments.
- Create a working environment that facilitates dialogue and collaboration.
- Develop definitions of meaningful participation and the enabling environment for the MGA strategy.
- Compare tools and techniques to facilitate the development of a gender-inclusive military strategy.
- Practice SWOT with a UN Military component.
- Develop tasks and coordination mechanisms in a gender-sensitive military strategy.

### **Lesson 3.8: Military Gender Strategy – Preparation**

- Demonstrate confidence when briefing FC or military personnel.
- Identify enabling factors and barriers for the implementation of their strategy.
- Conduct a tailored analysis of the target audience.
- Formalise the approach for strategy implementation based on audience assessment.
- Prepare an effective presentation and concise concept of the strategy.
- Use constructive feedback in the modification of presentations.

### **Lesson 3.9: Military Gender Strategy – Presentation**

- Demonstrate confidence when briefing FC or military personnel.
- Demonstrate the ability to request and assimilate constructive feedback received from colleagues.
- Develop a mobilising plan aimed at the contingents' leadership and personnel to implement gender military strategy (per group).
- Estimate the probable impact of strategy implementation (per group).

### **Lesson 3.10: Becoming an MGA**

- Demonstrate successful application of the IDGs learned during the week.
- Prioritise tasks through their preparation plan in becoming a better-equipped MGA.
- Reflect on their journey using the constructive feedback received from peers.





## Learning Objectives

3. The training will vary depending on the facilitators and the group of participants. However, there are basic criteria that must be met in preparing for deployment to a peace operation:
  - (a) The training must be realistic: every effort must be made to replicate real situations that peacekeepers might face in a mission.
  - (b) The training methodology must be based on practical cases.
4. This training will include several interactive activities, group exercises and class discussions. Learners will be encouraged to participate actively in the course content.
5. It is important that facilitators maintain an environment of psychological safety, openness and non-judgmental discussion to encourage learner participation.
6. Facilitators and participants should have a certain level of comfort with technology since the training includes the use of diverse applications such as Microsoft, Mentimeter, Youtube, Google Forms, and Zoom.

## Training Equipment

- Personal journal (1 per participant)
- Flipchart
- Post-it notes of different colours including pink, yellow, green, and orange
- Black, red, blue, and green marker/felt pen
- Pen of different colours
- Name tag
- Flip chart called “parking lot”
- Access to a printer and wifi
- USB key with documents in annexe and handouts (1 per participant)

## Symbols Used

-  Learning objective
-  Training materials
-  Steps to follow
-  Note for trainers



## LESSON

# 3.1 Introduction to MGA Terms of Reference

### Overview

Lesson 3.1 focuses on the MGA tasks and terms of reference (ToR). Participants will unpack the MGA tasks and ToRs to understand the characteristics that enable an MGA to act as an agent for change and the influence of irrational behaviours on their performance.

### Learning objectives

- Identify existing assumptions when developing an individual plan.
- Develop a model to understand the characteristics of an MGA as an agent for change.
- Demonstrate collaborative and facilitative skills by providing psychological safety for peers.
- Identify how the application of irrational behaviour relates to the MGAs' tasks and activities.
- Examine how to become an agent for change to support mindset change and influence their target audience to operationalise the WPS agenda.
- Identify difficult tasks from the terms of reference to encourage peer support mechanisms.
- Demonstrate the ability to seek and adopt peer feedback.
- Recognise the importance of keeping a journal for personal development.

## Assessments

- Objectives 1, 3, 5, and 7 will be assessed in class through the completion of team activities.
- Objectives 2, 4, and 6 will be assessed during a presentation.
- Objectives 5 and 8 will be self-assessed. Participants will take notes of their progress in their personal journal. The facilitator will discuss each individually once during the week with each participant about their progress.

## Activities

- Presentation: Icebreaker
- Irrational behaviour card game
- Group discussion: What is an agent for change?
- Presentation: Poster depicting MGAs as agents for change
- Presentation: Irrational Behaviors and MGA's Tasks

## Handouts

- Training Agenda
- Inner Development Goals Framework
- SMART Skills Description
- Irrational behaviours
- Card Game: Irrational behaviours
- GBA+, Intersectionality and Social Norms
- Human behaviour models
- Core Beliefs Info Sheet
- Change Process
- MGAs Terms of Reference
- MGAs Primary Tasks
- MGPFs Primary Tasks
- Characteristics of an agent for change
- Core Values Exercise
- Blind Spots

## Schedule



Introduction & Opening Ceremony	30 min
Ice breaker	30 min
Participants introduction	60 min
Presentation of the course structure	60 min
Irrational behaviours exercise	50 min
Agent for change: leading change	60 min
MGA tasks	55 min
Personal reflection	35 min
Conclusion: IDG's and self-reflection	30 min
Facilitators meeting: Lesson 3.2 preparation	45 min

# Introduction & Opening Ceremony

 30 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Welcoming participants.
- Introducing the people involved in the training organisation (organisers, partners, host country).
- Introduce the facilitators who will deliver the training.

### Material

- ✓ External drive or USB keys with all course material including the facilitator handbook
- ✓ Documents to be distributed to participants (agenda, notebook, etc.)

### Step-by-step

#### 1. Opening ceremony and welcoming of the participants.

 20 min

#### 2. Introduction of the facilitators.

 10 min

**Introduce** the facilitators:

**Explain** the differences between “trainers” and “facilitators”:

- Most of the course will be done through facilitation. That means that participants will be given case studies, and they will test, process, and develop tools to try to find the solution. The focus will be on the process of finding solutions as no situation is similar and we want to provide opportunities for the MGA to test existing military planning processes and test civilian processes that could be adapted to their work.
- We want the participants to explore what is out there and operationalise civilian concepts to support the military component. Participants will have to look at situations from different perspectives and understand that for each situation, we should be able to find multiple solutions and adapt our techniques to the tool and information available.
- To be able to achieve all tasks, participants will have to seek other opinions and points of view. Daily, participants will be put in a different team to allow everyone to know each other and build on others' experience and expertise.
- To succeed in this course, you need to be open-minded, curious and optimistic.
- As participants already have military experience and have already completed several online courses that are prerequisites for this training, most of the course will be in the form of discussion sessions, role-playing and practical work. It is essential that everyone in the class express their opinions and is active during group activities.

## Notes

- ✓ Make sure to have all the material needed and distributed to each table before the activity.
- ✓ Explain administrative points such as the location of the toilet, for smoking and where the coffee breaks and lunch will be taken.
- ✓ Explain to the participants that computers and mobile phones will be useful for them if they can bring them to class during the day to do their research or use online collaborative tools.
- ✓ Ask if anyone has restrictions regarding pictures taken during the course, it is always good to ask for their consent and the use of their image.



# Icebreaker

 30 m

## Lesson 3.1 Introduction to MGA Terms of Reference


### Objectives

- Break the ice.
- Make connections with other participants.
- Set the tone of a safe and enjoyable space.

### Material

- ✓ Blank name holder
- ✓ Paper
- ✓ Colour markers or pens
- ✓ Notepad
- ✓ Flipchart


### Step-by-step

**Explain** to participants the instructions for the ice-breaking activity:  03 min

- Each participant must make three statements about themselves (hobbies, work, passion, etc.) one of which isn't true, two truths and one lie. For example, I have two brothers, I was born in Australia, and I have a motorcycle. It is true that I have two brothers and that I have a motorcycle but I'm born in Canada.
- Offer some time to participants to prepare their statements since this activity works better when you give the group some time to think of their statements and write them down if they need to.

**Ask** participants to introduce themselves through their three affirmations to each other:  10 min

- Each participant has to introduce themselves individually to another participant by stating their name and the three affirmations, then go to another participant without revealing which affirmation is a truth or a lie.

**Ask** participants to go back to their initial sit and share their affirmations with the group on a voluntary basis:  10 min

- Select 2-3 voluntary participants who will share their three affirmations with the group. Let the first participant share their affirmations and ask the classroom to guess which affirmations are truths and which ones are a lie.
- Repeat this with the 1-2 other participants.

**Conclude** the activity by introducing the concept of perspective and bias:  07 min

- Ask the participants how they determined if the affirmations were true or lie. Explore the concept of nonverbal, the concept of perspective and the judgment they made based on their own experience and culture.
- Explain that during the week they will be confronted with new situations and new concepts. At first, they will

look at the situation using filters that we will call “their vision of the world”. This vision is often loaded with bias and can harm certain groups of people, this is what we call prejudice.

- We want to become agile to overcome or be aware of the vision of the world we are having. We want to go beyond this view and be conscious that sometimes with specific types of people, we might not be the perfect person to find a solution because we have values that cannot be overcome.
- During the course we will also discuss the United Nations’ values. It is important that as MGA we fight for these values even if they aren’t the ones we are used to defending or adhering to.

## Notes

- ✓ There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Participants introduction

 60 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Deeper introduction of the participant to the group
- Motivate participants to use creativity to express themselves

### Material

- ✓ A4 cardboard white for each participant and pencil
- ✓ Blank business card for admin staff to replicate the work of participants during the evening.

### Step-by-step

**Introduce** the activity to participants:

 03 min

- Explain to participants that to introduce themselves further to the group, they will have to create a business card.

**Creation** of the business card:

 10 min

- Ask participants to use the A4 cardboard and pencil at their table to complete a business card that will include the following elements:
  - Name
  - Nationality
  - Rank
  - Job position and title
  - 2 characteristics that make them UNIQUE: Per example, I know how to read non-verbal of people so I can detect when someone is lying. I'm a parent of 3 kids. I'm used to finding solutions and managing crises.
- Stress the point that the business card needs to be creative. Creative in the design but also in the characteristics used to define ourselves. Look at the example on the slide. Some businesses use creativity to catch the attention of their clients. Be original.

**Presentation** of their card to other participants:

 40 min

- Each participant presents their business card. Participants have 2 minutes each.

**Conclude** the exercise:

 07 min

- Review the concept of intersectionality.
- Explain that Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. Intersectionality identifies multiple factors of advantages and disadvantages. Introduce the concept of social norms.

- Ask them to look at their business card and identify which intersectionality they portray on their card. Which of these intersectionality/identity factors is an advantage or a disadvantage?
- Ask them what defines intersectionality or an identity factor as an advantage or a disadvantage. The context (war, peace, post-conflict), the society and what they value, and the social norms will define if the intersectionality/identity factor is an advantage or a disadvantage.
- This is linked with the relation of power, access to resources and resilience.
- When conducting gender-based analysis and advising the chain of command, we must consider these relations of power based on intersectionality.

## Notes

- ✓ There is a **break of 10 min** planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Presentation of the course structure

 60 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Establish Rules that participants and facilitators will follow to encourage full participation during the course.
- Spark the interest of the participants regarding the subjects that we will explore during the course.
- Identify desired learning objectives and personnel objectives the participants have to include during the course.

### Material

- ✓ Flipchart
- ✓ Poster with the Rules of engagement and rules of participation (could be a flipchart page prepared in advance).
- ✓ Agenda of the training
- ✓ Flipchart called “parking” for the participants to use throughout the course to add post-it of points they would like to discuss during the course or points that facilitators don’t know the answer to and will have to do further research.

### Step-by-step

**Explain** the training structure:

 20 min


- Training material:
  - Participant handbook includes tools and handouts that will be explored during the course. This is not the end. We should, as a group, be able to improve the participant handbook during the week with tools that we are already using or that we will develop.
  - During the week, you will receive exercise material that will complement the participant handbook.
  - Explain where the participants can access the PowerPoint presentation and the course material references.
  - Optional: Create an online repertory using for example google drive or MS Teams for the participants to be able to post and share additional material.
- Methodology:
  - Explain that the material required to answer the case studies isn’t all in the participant handbook. During the course, we want the participant to research for information. This is why we are using real missions for the exercises and case studies. The participants don’t have a limit when they are doing research; they can look online, and they can also try to reach people on missions. For example on LinkedIn, they can identify people already deployed. They must identify themselves as students and explain that their questions are hypothetical.
  - Participants need to accept they will not have all the information to find solutions. They will have to do hypotheses and explain why they are doing these hypotheses.

- Adult learning concept:
  - The course is considering the principles of adult learning based on 5 assumptions made first by Malcolm Knowles in 1968 and improved since then. This Adult Learning Theory is called andragogy.
  - The 4 principles of adult learning are the following:
    - › When it comes to learning, adults want or need to be involved in how their training is planned, delivered, and executed. They want to control what, when, and how they learn.
    - › Adults gain more when they can pull past experiences into the learning process. They can draw on what they previously knew to add greater context to their learning.
    - › Memorizing facts and information isn't the right way for adults to learn. They need to solve problems and use reasoning to best take in the information they are being presented with.
    - › Adults want to know "How can I use this information now?". What they are learning needs to be applicable to their lives and implemented immediately.
  - These 4 principles are based on the following 5 assumptions: on how adults perceive learning and how they prefer to train:
    - › **Self-Concept:** As we grow older, we shift from being dependent to being more independent. Therefore, how we prefer to learn changes from being instructor-led to a more self-directed approach.
    - › **Adult Learner Experience:** Adults have lots of experience from which they draw knowledge and references. We can take from these experiences and learn from them.
    - › **Readiness to Learn:** Adults want or are ready to learn when there is a reason, such as when it's directed towards growth and development related to their work.
    - › **Orientation of Learning:** As adults, we want what we are learning to be applicable to our everyday lives, instead of being general about a subject. We want to learn practical skills that help us solve problems and work better.
    - › **Motivation to Learn:** As children, we learn because of external factors, like parents and teachers. However, as adults we want to learn for our own reasons, for example, to progress in work or to boost self-esteem. (reference: <https://www.learnupon.com/blog/adult-learning-theory/>)
  - The course is mainly using case studies and experimentation incorporating the 4 principles of adult learning. You will receive information about concepts, but you will have the task to explore further the concept and to teach each other based on your life experience and understanding of the world.
- Explain the course objectives.
  - The course objectives are to get each of you comfortable to develop or improve MGA products. During the course, you will have the opportunity to develop more than once the following documents and receive constructive feedback:
    - › A gender-sensitive conflict analysis;
    - › A gender estimate;
    - › A gender annexe for an operational plan;
    - › A gender-based analysis;
    - › A gender military strategy; and
    - › A gender impact assessment.
  - **Case Studies.** During the course, we will use situations from 5 different missions because the MGA works will differ based on the context and the mandate. We will explore the situations of the United Nations Organization Stabilization Mission Democratic Republic of Congo (MONUSCO), the United

Nations Mission in South Sudan (UNMISS), United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA), United Nations Multidimensional Integrated Stabilization Mission Central African Republic (MINUSCA) and the United Nations Interim Force in Lebanon (UNIFIL). In the first week we will focus on finding advice for tactical military activities and in the second week we will develop a military gender strategy in support of the Women, Peace, and Security agenda and the mission's mandate.


- They will have the opportunity to have individual meetings with the facilitators starting on lesson 3.4 to discuss their progress on the course and develop a personalized training plan to prepare them to become an MGA.
  - At the end of this course, the participants should be able to identify what needs to be changed in terms of behaviour and social norms to support the implementation of the Women, Peace, and Security Agenda within the mission and the host nation society. They will have to be able to lead change, become an agent for change and identify agents of change in their entourage that could support the plans they are developing.
- One of the main objectives of this course is to develop confidence. Participants' confidence regarding the advice they will be provided to the chain of command, but also the confidence to lead change. We will explore the concepts of SMART skills and Inner Development Goals to achieve this build-up of self-confidence.

**Introduce** the concept of SMART skills and Inner Development Goal:

 **20 min**

- **SMART skills:** Being smart is an important addition to your skill set. Smart skills aim to help you to build new connections, maintain existing ones, gain access to new opportunities, navigate United Nations politics, maximize personal success and strengthen your role as a team player.
- During this course, we will explore the following SMART Skills:
  - Active listening
  - Powerful questions
  - Cognitive dissonance
  - Psychological safety and safe spaces
  - Storytelling
  - Worldviews
  - How to deal with resistance to change
  - Culture
  - Living in our values
- **Inner Development Goals (IDGs):** IDGs are cognitive, emotional, and relational skills combined to look at how to understand and overcome complex challenges. They are divided into 5 categories with 23 skills and capacities. Every lesson during the course we will focus on a specific category of IDG and help us to assess how to increase participants' abilities and get them comfortable with these skills.
- To identify their strengths and areas for development in SMART skills and IDGs, participants will be required to complete self-assessment exercises throughout the course. There will also be peer and facilitator feedback.

**Introduce** the personnel journal and the way the course is structured:

 **10 min**

- Explain the purpose and use of the journal to participants:
  - Go through the journal, page by page, with the participants. Explain in detail what needs to be done on each page. Make sure there is enough time for questions, especially if participants have no experience with self-directed learning.
  - Daily use of the learning log: 5 minutes to an hour, depending on participants' needs.
  - Participants are advised to work with their journals during their own time. Each participant can decide if they want to focus on tracking progress toward defined learning objectives using the defined indicators, or if they want to use the journal in a more open and exploratory way by writing down anything that comes to mind.
- Ask participants to write in their journals their personal objectives for the training and as future MGA. Ask them to answer the following questions
  - What are your personal learning objectives?
  - What would they like to have learned at the end of this training?
  - What are 1-2 elements they expect the training to focus on?
  - What do they need to succeed during this course?

**Ask** participants to share their expectations on the training:

 **05 min**

- Ask the participants if they want to share their course expectations.
- Write down the answer shared by the participants on a flipchart and refer to these flipchart pages daily to identify if we are reaching these objectives and adjust the list if required based on the daily feedback of the participants.

**Explain** the “Rules of Engagement” during the training:

 **05 min**

- Mention the different types of personalities in the room, acknowledge the extroverts and introverts, and know that we need to hear all the voices in the room.
- Our learning often happens when we are unsure and feel vulnerable to a new concept, this is when we can either shut down or open up.
- Tell participants to pay close attention to what is going on inside of them, learning can be challenging as it can test our limits and our way of seeing the world.
- The goal of the facilitators is to support and challenge participants in their learning process.
- Explain the concept of the “parking lot”. Explain that if they are not comfortable asking a question or thinking about something during the break they can write it on a Post-it and bring it on the “parking lot” flipchart. Twice a day the facilitators will visit the parking lot and try to respond to questions. You can also include suggestions on how to improve the course or the methodology.
- Explain that the most important rules are to create a safe space in the class to allow everyone to feel comfortable sharing their points of view and feelings. Explain that we will refer to psychological safety defined as the following: It is a belief shared by team members that their team is a safe place for interpersonal risk-taking. “Concretely, this means that the people working together are not afraid to voice their ideas, concerns, questions, or possible errors. In other words, they’re not afraid to speak up.”



- To assess the level of psychological safety in your different working groups, we invite you to stop often and reflect on the following questions:
  - When you make a mistake, is it often held against you?
  - Are team members able to raise difficult issues and questions?
  - Do team members sometimes blame others because they are different?
  - Is it permissible to take risks?
  - Is it difficult to ask others for help?
  - Would someone on the team deliberately act in a way that jeopardises my efforts?
  - By working with this team, are my skills and talents valued and used?
- If the answer to one of these questions is no, we will invite you to discuss as a group how to improve the situation.

# Irrational behaviors exercise

 50 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Identify existing assumptions during the development of an individual plan.

### Material

- ✓ Handout: Irrational behaviours
- ✓ Handout: Card Game: Irrational behaviours
- ✓ Handout: GBA+, Intersectionality and Social Norms
- ✓ Handout: Human behaviour models

### Step-by-step

**Improving** questions.

**Explain** Daniel Ariely's irrational behaviour card game/exercise:

 10 min


- Divide the classroom into 6 groups.
- Distribute the cards evenly to each group.
- Ask one person around the table to be the master of the game and to hold the card.
- The master of the game read the situation, the question and the 4 probable answers to the question.
- The team around the table tries to find the answer and explain on which facts or opinions they are basing their answer.
- Then the master of the game provides the right answer and explains the reasons/science behind the answer.
- The team needs to identify how this irrational behaviour will impact their jobs as MGAs when they are leading change. Write it down on a flipchart.
- They repeat the process for each card.

**Ask** participants about the objective of the exercise and how it relates to the MGA role:

 20 min

- At the end of the game, each team needs to provide a 3-minute briefing regarding the irrational behaviour they discovered and how they will consider it in their MGA work.
- At the end of the group's presentations, the master of the game gives one card to each participant around the table. Each participant becomes the guardian of his card for the rest of the week and needs to remind the rest of the class about this aspect of behaviour during the debrief of activities.
- Provide the handout regarding irrational behaviour to offer other considerations regarding irrational behaviour and the work of the MGA as an agent for change.

**Introduce** the handout GBA + and social norms and the integrated behaviour model:

 **20 min**

- Define the concept of human behaviour as:
  - Anything a person does that can be observed in a certain way (seen or heard).
  - Includes everything we do (our physical acts), everything we say (verbal behaviour) and our facial expression and body gestures (nonverbal communication).
  - The purpose is to perform a task or transmit a message.
- Explain that to be an agent for change as MGA they will have to understand what shapes behaviour. When exploring leading change, we will refer to the concept of behaviour and to the following 3 related concepts:
  - **Social norms:** Norms are defined as the “beliefs that certain behaviours are correct, appropriate, or desirable and other behaviours are incorrect, inappropriate, immoral or undesirable” (Triandis, 1977, p.8).
  - **Agent for change:** A change agent is a person from inside or outside an organization who helps an organisation, or part of an organisation, to transform how it operates.
  - **Gatekeepers** are people or policies acting as a go-between, controlling access from one point to another. They may refuse, control or delay access to services.
- We will also explore different models that try to explain why someone is behaving in one way in a specific concept. We will for example look at:
  - The Theory of reasoned action based on the hypothesis that humans think before acting. This is not supported by the experience we just had with the game of irrational behaviour but this is still an important model for the participant to identify what shapes the intention of someone to adopt or not compoment.
  - The Triandis’ Theory of Interpersonal Behaviour adds to the equation of what shapes behaviour, emotion and habit. During this course, we will discuss a lot about how emotions are a powerful tool used to mobilise people and motivate them to adopt specific behaviours.
  - We will also look at the Theory of John W. Newstroom that considers how different types of organisational leadership shape the behaviour of its members for the members to support the organization or for self-accomplishment.
- Considering what shape behaviours is crucial when supporting the United Nations Military Planning Process. The UN mission is often planning operations considering which effects their actions will have on the behaviour of the population and shape what they are doing for the population, for example, stopping the use of violence to resolve conflict. As an MGA, participants could try to identify, using one of the behaviour models, what shapes the use of violence and identify how intersectionality impacts this behaviour. For example, in some societies, young boys are expected to protect their community using violence. Looking at the behaviour model, we could explore the Theory of John W. Newstroom as we believe this behaviour is linked with the need to belong to an organization and explore who are the gatekeepers in this organization.
- To become an agent for change or to lead change, we will also study how to develop a strategy to do so. There doesn’t exist ONE strategy so participants will be invited to test different strategies and to include the principles of strategy when they propose a course of action and when they will develop their Military Gender Strategy.

- Social Norms will be important to consider when planning a strategy of change and identifying gatekeepers and agents for change.
- **Ask participants to look at some social campaigns and explore which theory of change of behaviour model the instigator of the campaign might have based his campaign on.**

## **Notes**

- ✓ Lunch break after this section. Inform the participants about the conduct of lunch breaks.

# Agent for change: leading change

 60 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Develop a model to understand the characteristics of an MGA as an agent for change.
- Demonstrate collaboration and facilitation skills by providing psychological safety for peers.

### Material

- ✓ Video: [Grandmothers project in Senegal](#)
- ✓ Handout: Change processes: [Top 8 change management models: A comparison guide](#)

### Step-by-step

**Divide** the classroom into 4 teams.

**Show** the video “Grandmothers project in Senegal” to the classroom



 05 min

 [Girls and Grandmothers: Hand in Hand](#) - YouTube

- **Note:** If it’s not possible to show a video introducing this, tell 1-2 real stories about behaviour change seen in a mission, ask them in groups to share another story amongst themselves, ask 1 or 2 groups to share in plenary and then introduce the model and make all the theoretical connections.

**Identify** the characteristics of an agent for change:

 10 min

-  5 min Ask participants, as a team, to write on post-its:
  - How this agent for change inspires them and;
  - What approaches they used to talk to them.
-  5 min Ask participants to regroup the post-its with similar characteristics of an agent for change together.

**Show** one model describing the characteristics of an agent for change and link it with the IDGs that would enhance the capacity of the MGA to become an agent for change

 10 min

- Enthusiastic, passionate, and inspiring (IDG Acting)
- Strong, engaging, and dynamic communicator (IDG Collaborating)
- Effective networker and facilitator (IDG Collaborating)
- Capable of engaging in self-assessment, self-reflection, and analysis (IDG Being)
- Committed to the lifelong learning of themselves and others (IDG Thinking)
- Understanding of environment, social and economic connections (IDG Thinking)
- Ability to act as a responsible citizen (IDG Relating)
- Critical and system thinker with the ability to solve problems creatively (IDG Thinking)

- Work in cooperation with others (IDG Collaborating)
- Proactive and not reactive (IDG Acting)

**Develop** a poster of an MGA as an agent for change

 20 min

- Ask the participants to take into consideration:
  - the IDGs.
  - the characteristics of a change agent they identified following the video; and,
  - the characteristics of a change agent presented in the model.
- Ask participants to develop a poster showing the MGA as a change agent.

**Instruct** the classroom that each team presents their poster for 5 minutes

 20 min

- Facilitators link their models with the model of change presented in the morning

### Notes

- ✓ Keep each poster in the classroom for the rest of the course and refer to it when we discuss the MGA as an agent for change.

# MGA Tasks

 55 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Identify how the application of irrational behaviour relates to the MGAs' tasks and activities.
- Examine becoming an agent for change to support mindset change and influence their target audience to operationalize the WPS agenda.

### Material


- ✓ Handout: MGAs Term of Reference
- ✓ Participants' posters Agent for Change

### Step-by-step

**Prepare** the classroom for the MGA ToR activity:

- Divide the groups into teams of 2.
- Provide to each team 2 tasks of the MGA and the MGFP.

**Ask** each group to :

 10 min

- Identify for each task how the MGA needs to act as an agent for change.
- How much can they influence change for this task?

**Inform** the classroom that each group has 1 min to present their findings

 30 min

**Explain** the requirement to identify gatekeepers and agents for change linked to the GBA+

 05 min

- Explain that it is important for the MGA to be an agent for change but that being an agent for change requires gaining trust from the people they are trying to influence. Sometimes that would be too challenging for the MGA to do so. When it is the case, the MGA will have to find allies to lead change. When conducting the GBA +, the MGA needs to identify who are the people who have influence. Identify agents of change for different segments of the population, and different groups.

**Review** with the participant the WPS Agenda and the 4 pillars of the UNSCR 1325.

- Explain that MGAs have an important role in promoting the WPS agenda. This is not only about advancing gender equality or tackling sexual and gender-based violence but also about ensuring that women's organisations are consulted, that we cooperate with them and ensure that women's participation, in general, is encouraged.

### Notes

- ✓ There is a [break of 15 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# MGAs ToR and learning plan

 35 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Identify challenging tasks from the terms of reference to enable peer support mechanisms.
- Demonstrate the ability to request and adopt peer feedback.
- Recognise the importance of personal journaling for personal growth.

### Material

- ✓ Handout: MGAs Terms of Reference

### Step-by-step

**Instruct** participants to reflect individually for:

 10 min

- Identify one or two elements in the TOR that challenge them.
- Where they need to build/adapt their perspective and/or behaviour; and,
- Where they need support, where they could get it.

**Ask** the participant to discuss in small groups:

 20 min

- Their needs in terms of learning support developing their SMART skills and IDGs
- Make a plan on how they can support each other during the course

**Ask** one team to share its plan

 05 min

### Notes

- ✓ Note to the Facilitator: Ask them to think about recent failure and ask them to connect it to ToR after.



# Conclusion: IDG's and self-reflection

 30 m

## Lesson 3.1 Introduction to MGA Terms of Reference

### Objectives

- Review the concepts of an agent for change, SMART skills and IDGs.
- Provide them with guidance for their homework to prepare for lesson 3.2.

### Material

- ✓ Handout: Core Values Exercise
- ✓ Handout: Blind Spots
- ✓ Google form or evaluation form asking what they learned, and what they would like more explanation on
- ✓ IDG Self-assessment: Thinking — Cognitive Skills (individual)
- ✓ Personal Journal Questions - Lesson 3.1

### Step-by-step

**Present** the IDGs pillars, mention the following elements:

 05 min

- IDGs pillars are evolving
- IDGs pillars are linked to specific SMART Skills

**Ask** participants to share with the classroom:

 05 min

- What are their main takeaways in terms of skills and knowledge concerning the MGA as an agent for change?

**Review** the concepts seen during the lesson:

 05 min


- **Social norms:** Norms are defined as the “beliefs that certain behaviours are correct, appropriate, or desirable and other behaviours are incorrect, inappropriate, immoral or undesirable”. When planning change the MGA needs to consider social norms and need to identify who are the gatekeepers and the agent for change within the society or if this is a change within the mission who is the agent for change in the chain of command.
- **Agent for change:** An agent for change is a person from inside or outside an organization who helps an organization, or part of an organization, to transform how it operates. **To become an agent for change the MGA will have to win the trust and identify which IDGs they could improve. This process will start during the course but will need to be continuous after.**
- **Integrated behaviour model:** We don't have ONE model or ONE strategy that we can follow to plan change or to lead change. We need to be comfortable exploring different models depending on the context and the behaviour we are looking to change. We will have the opportunity to test it every day during this course and look at different perspectives in the exchange between different teams.

**Ask** participants to write:

 **05 min**

- One element they've learned today.
- Something that is still unclear to them, that you will discuss in the following lesson.

**Ask** participants to complete:


 **10 min**

- Their personal learning journals
- The Google form/evaluation feedback of the lesson
- The IDGs handout and the self-assessment for "Thinking (individual)"

## **Notes**

- ✓ Ask participants to complete the Blind Spots exercise in preparation for lesson 3.2 (read the article and answer the questions).

### **Energizer activity to consider during the lesson - Mirror Image**

 **05 - 10 min**

- One facilitator asks participants to choose someone from the group to pair with and instructs each pair to decide which one of them will be the 'mirror'. Facilitators provide guidance that 'mirrors can perform different actions without speaking/talking to the other person (for example they can turn around, mimic with face, gesticulating with hands, jump up/down, etc.).
- The other person in the pair then copies (mirrors) the actions of their partner.
- After some time, facilitators ask each pair to swap roles so that the other person can be the 'mirror'.
- Facilitator observes the pairs and at the end gives praise and brief positive feedback on their activity contributions.



## LESSON

# 3.2 Gender-Sensitive Conflict Analysis

### Overview

Lesson 3.2 examines the effects of systems approaches in designing a gender-sensitive conflict analysis in relation to gender minorities. Participants will be asked to reflect on the effects of perceptions, beliefs and value systems in carrying out their work.

### Learning objectives

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

## Assessments

- Objectives 1, 2, 3, and 6 will be assessed during the lesson as a team when completing in-class activities.
- Objective 7 will be assessed during a presentation on lesson 3.2.
- Objectives 4 and 5 will be self-assessed, and the participant will take notes of their progress in their personal journal. The facilitator will discuss individually once during the week with each participant about their progress.

## Activities

- Five case studies on gender minorities: indigenous peoples, LGBTQI+, migrants, women and girls' rights.
- Group discussion: Worldview and our perceptions
- Group Exercise: Gender Conflict Analysis and intersectionalities related to key factors and actors in the Darfur armed conflict

## Handouts

- Content of a Military Report
- Active Listening & Powerful Questions
- Core Values Exercise
- Worldview Exercise
- Ladder of Inference
- Six IDGs Exercises
- Gender-sensitive conflict analysis (10 questions)
- Saferword - Gender-sensitive conflict analysis
- Factors and Actors in the Darfur Conflict

## Schedule



Review of Lesson 3.1 and introduction to Lesson 3.2	15 min
The perspective of gender minorities, fact, and opinion	105 min
IDGs: Thinking and cognitive skills	50 min
Self-assessment	15 min
IDGs group exercise	75 min
Gender-sensitive conflict analysis and systemic approach	30 min
Gender-sensitive conflict analysis, thinking and perspectives	80 min
Group Presentation	60 min
Conclusion: Revision and Self-reflection	30 min
Facilitators meeting: Lesson 3.3 preparation	45 min

# Perspective of gender minorities: facts and minorities

 105 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Discuss perspectives during the exploration of facts and opinions related to gender minorities.
- Analyse how context, culture and deep diversity impact the development of gender-sensitive conflict analysis.
- Translate and construct the narrative provided by others for sense-making.

### Material

- ✓ Handout: Content of a Military Report

### Step-by-step

#### 1. Review lesson 3.1

 05 min

##### Review the content of lesson 3.1

 05 min

- Ask the participants what they retained yesterday regarding the importance of SMART skills and IDGs for the MGA to be efficient.
  - Discuss how SMART skills will help to create connections during their engagement with partners and with other staff officers.
  - Discuss how IDGs will increase their capacities to explore different perspectives when conducting analysis and developing courses of action.
- Ask the participants what they retain regarding being an agent for change.
  - Review with them the posters they produced during lesson 3.1.
- Ask the participants what they need to consider when planning to lead change.
  - Discuss the importance of knowing the people and the community that behaviour changes are aiming to change.

**Answer** the questions the participants provided on the Google form at the end of the lesson and ask them if they have additional questions and answer them

 05 min

#### 2. Lesson 3.2

**Introduce** themes of the lesson and daily learning objectives

 05 min

- Theme: Gender-sensitive conflict analysis, IDG Thinking and active listening
- Learning objectives:
  - Discuss perspectives during the exploration of facts and opinions related to gender minorities

- Analyse how context, culture and deep diversity impact the development of gender-sensitive conflict analysis.
- Translate and construct the narrative provided by others for sense-making.
- Identify blind spots that affect objectivity for gender-sensitive conflict analysis.
- Assess how worldviews and cognitive dissonance are influencing the development of gender-sensitive conflict analysis.
- Prepare a gender-sensitive conflict analysis.
- Point out the impact of intersectionality in conflict analysis.

**Divide** the classroom into 5 and attribute intersectionality to each group that they will have to consider for the rest of the lesson:

- Group 1 – First nations and indigenous people
- Group 2 – Gender-diverse and trans people
- Group 3 – Migrants
- Group 4 – Women and girls
- Group 5 – Homosexual and lesbians

**Ask** the classroom to watch the 5 different following video and to take  10 min

- Individually to prepare a 90-sec summary of the situation of the intersectionality that has been assigned to their table.
- Ask them to identify in their summary what are the facts and opinions and what are their perspectives regarding the problem/challenge. Invite them to consider the handout writing report while writing their summary.

**Show** the video to the classroom  15 min

 **Video 1 – First Nations women in Canada**

French : [Récits derrière le rapport de l'ENFFADA](#) - YouTube

English : [National inquiry calls murders, disappearances of Indigenous women a 'Canadian genocide'](#) - YouTube

 **Video 2 – Transgender in Iran**

French : [French: Iran : les homosexuels changent de sexe pour vivre dans la légalité](#)

English : [In Iran, you can't be gay, but you can be transgender](#) - YouTube

 **Video 3 – Migrants in Europe**

French : [Prostitution, drogue, exploitation: la tragédie des migrants mineurs en Italie](#) - YouTube

English : [Male migrants turn to prostitution in Berlin | DW English](#) - YouTube

 **Video 4 – Female Genital Mutilation**


French / English : [American victims of female genital mutilation/cutting speak out](#)

 **Video 5 – Homosexuality in Hungary**

French : [Hongrie : nombreuses manifestations contre une loi interdisant la représentation de l'homosexualité](#)

English : [Hungary passes law banning 'promotion' of homosexuality to minors](#) - YouTube

### 3. Instruct participants to prepare one collective summary by table

 10 min

- Participants at the same table should discuss their summary and perspectives.
- Each table must agree on a 90-sec summary.

### 4. Team presentation

 20 min

**Ask** each team to present their summary

- Once their presentation is completed, ask participants to underline only the facts in the exercise and make a second resumé.

### 5. Key takeaways

 10 min

**Debrief** on biases, facts, and opinions (pressure) that impact our thinking and decision-making

- Explain that
  - Facts are verifiable statements.
  - Opinions are personal interpretations of facts, which differ from person to person.
  - For example, it is a fact that the sky is blue, and an opinion that the weather is fine.
- Explain that when someone thinks that their opinions are facts; it can make them analyse a situation subjectively and have preconceived ideas.
- **Prejudices.** Judgment on someone, something, which is formed in advance according to certain personal criteria and which orients for good or bad the dispositions of mind with regard to this person, this thing.
- **Discrimination.** Discrimination occurs when someone acts on their biased beliefs. It can also be systemic when considering biases as facts to write laws or policies.
- For more information on CBT have a look here: <https://www.therapistaid.com/therapy-worksheet/fact-or-opinion/cbt/none>
- Ask what would be the impact on their groups? What could be the discrimination that their groups could suffer in times of conflict?
  - **Group 1 – First Nations, autochthones, and Indigenous people**
    - > Indigenous rights to land and self-determination are what are most threatened during the conflict.
    - > Indigenous peoples have a unique relationship with their lands that cannot easily be translated into Western notions of ownership or legal title. For indigenous peoples, the land is not a commodity. It exists for collective material and spiritual benefit and must be preserved for future generations.
    - > Second, indigenous peoples aspire to fully exercise their right to self-determination. Martinez defines self-determination as “the possession of the political authority and legitimacy, as well as the enforcement power necessary to take effective, practical actions to fully materialize their rights to their lands, resources, cultural heritage, and religious practices, and to secure and protect their autochthonous institutions.
    - > (additional information: <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/indigenous-peoples-and-violent-conflict-preconceptions>)

- **Group 2 – Gender-diverse and trans people**
  - › They are caught in a spiral of exclusion and marginalisation: often bullied at school, rejected by their family, pushed out onto the streets, and denied access to employment;
  - › When they are persons of colour, belong to ethnic minorities or are migrants, living with HIV, or sex workers, they are particularly at risk of violence, including of killing, beatings, mutilation, rape and other forms of abuse and maltreatment; and
  - › Often victim to violence in health-care settings such as forced psychiatric evaluations, unwanted surgeries, sterilization or other coercive medical procedures, often justified by discriminatory medical classifications.
  - › (additional information: <https://www.hrc.org/resources/understanding-the-transgender-community>)
- **Group 3 – Migrant**
  - › Migrants are often faced with challenges of being accepted by host communities, hence the difficulties in communal integration, harmonious living, commerce, cultural practices, religious beliefs, language barriers, agricultural practices, economic activities, social integration, pastoralism and others.
  - › (additional information: [https://www.wider.unu.edu/sites/default/files/OUCHO%2C%20Linda%20Adhiambo\\_paper.pdf](https://www.wider.unu.edu/sites/default/files/OUCHO%2C%20Linda%20Adhiambo_paper.pdf))
- **Group 4 – Women and girls**
  - › Simply because of their gender, women and girls caught in the middle of war experience sexual violence, physical and verbal abuse, and barriers in accessing resources and having their human rights met; this is, of course, all on top of being directly exposed to conflict on the front lines and facing life-threatening.
  - › (additional information: <https://www.globalcitizen.org/en/content/women-and-girls-impacts-war-conflict/#:~:text=Simply%20because%20of%20their%20gender,lines%20and%20facing%20life%2Dthreatening>)
- **Group 5 – homosexual and lesbians**
  - › People around the world face violence and inequality—and sometimes torture, even execution—because of who they love, how they look, or who they are.
  - › Unlike other groups, such as women or ethnic and religious minorities, LGBTQ+ people have little communal safety or protection from family, tribal or community members. Once exposed, family and community members, along with the authorities, are often complicit in abuses against LGBTQ+ individuals.
  - › (additional information: <https://www.corteidh.or.cr/tablas/r39345.pdf> )

**Explain** the power and privilege wheel

 **05 min**

- Explain how prejudice and systemic discrimination impact individuals' access to resources and powers based on their intersectionality.
- This wheel of power often translates into social norms and changes in conflict situations or is exploited in conflict situations to particularly target marginalized people. For example, armed groups use rape over men to make people associate them with the group marginalize LGBTQ+ and lose their access to power.

**Provide** participants with the UN perspective


 **15 min**

- Explain that the UN has special declarations and resolutions to protect the most vulnerable that include the 5 groups studied.



- **Group1 – UN Declaration on the Rights of Indigenous Peoples (UNDRIP)**
  - Best practices: <https://www.un.org/esa/socdev/unpfii/documents/LibraryDocuments/partnering-with-ips.pdf>
  - Indigenous peoples are acknowledged as rights holders and programmatic strategies prioritise the importance of free, prior and informed consent;
  - Indigenous peoples are recognized as key decision makers and as experts in matters that affect them;
  - Emphasis is placed on the full and effective engagement and participation of indigenous peoples at all stages of the peace process;
  - Strong partnerships are established between UN agencies (or through the UN Country Teams) with local institutions, Members States, and indigenous peoples; and
  - A culturally sensitive approach to planning, including an understanding of norms and practices of indigenous cultures is incorporated into policy and programme design and implementation.
  
- **Group 2 – Resolution on June 30, 2016, on Protection against violence and discrimination based on sexual orientation, and gender identity.**
  - Show video Free and Equal campaign from the UN: (22) [UN Free & Equal: #YouthLead us toward a fearless future - YouTube](#) or (22) [Conchita Wurst sings at UN Headquarters in Vienna - YouTube](#)
  - LGBTQI+, Free and Equal, NOT Criminalized. [LGBTQI+ | United Nations](#)
  - In recent years, many States have made a determined effort to strengthen human rights protection for LGBT people. An array of new laws has been adopted – including laws banning discrimination, penalizing homophobic and transphobic hate crimes, granting recognition of same-sex relationships, and making it easier for transgender individuals to obtain official documents that reflect their preferred gender.
  - Training programmes have been developed for police, prison staff, teachers, social workers and other personnel, and anti-bullying initiatives have been implemented in many schools.
  
- **Group 3 – Migrant and prostitution**
  - Explain that prostitution and migrations are two different issues but that migrants are vulnerable to human trafficking and exploitation through prostitution.
  - The United Nations Convention on the Rights of Migrants.
  - The Convention does not create new rights for migrants but aims to guarantee equal treatment between migrants and nationals and the same working conditions.
  - <https://www.icsspe.org/system/files/ONU%20-%20The%20Convention%20of%20%20United%20Nations%20on%20the%20rights%20of%20migrants%20%282003%29.pdf>
  - 11. a Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others. [UNTC](#)
  
- **Group 4 – Women and girls**
  - Resolution 1325.
  - DPO best practices: <https://indd.adobe.com/view/0548b544-729a-4cde-920b-1ce2ff6d8256>
  
- **Group 5 – Homosexual and lesbians (same reference then group 2)**

## Explain the Sustainable Development Goals

 05 min

- <https://sdgs.un.org/goals>
- The Sustainable Development Goals (SDGs) **aim to transform our world**. They are a call for action to end poverty and **inequality**, protect the planet, and ensure that all people enjoy health, justice and prosperity.
- As they are looking at ending inequalities they are an inspiration for MGAs because, for each SDG, many organisations are working endlessly to find solutions that can be adapted or operationalised for UN Peacekeeping Operations.
- The MGA should pay particular attention to the following 3 SDGs:
  - Goal 5 aims to achieve gender equality and empower all women and girls.
  - Goal 10 aims at reducing inequalities within and across countries.
  - Goal 16 aims to promote peaceful and inclusive societies for sustainable development, ensure access to justice for all and build effective, accountable and inclusive institutions at all levels.

## Notes

- ✓ Followed by a 10 min break.
- ✓ Here is a really simple exercise to help with Fact or Opinion: <https://www.therapistaid.com/worksheets/fact-or-opinion>

## Objectives

- Identify blind spots that affect objectivity for gender-aware conflict analysis.

## Material

- ✓ Handout: Active Listening & Powerful Questions
- ✓ Handout: Core Values Exercise
- ✓ Handout: Worldview Exercise

## Step-by-step

### 1. Explain the concept of value and belief

 10 min

- **Beliefs are things that we believe to be true**, regardless of the evidence. They're the assumptions we make about the world. They influence our thoughts, behaviours, and attitudes in significant ways.
- For example, let's consider dogs. Some people believe that there are no bad dogs, only bad owners. Others might think that not all dogs are inherently good. These belief systems dictate how you navigate the world – or in this case, how you approach dogs.
- We often make these assumptions based on what we see, hear, read, and experience growing up. Many of our beliefs are rooted in our religious or cultural background.
- **Value systems** dictate how we judge what's considered “good” or “bad” in our community, culture, or society. They're unwritten rules that set the standards of behaviour in our daily life.
- **Beliefs** are our assumptions about the world. **Values** are how we attribute worth to objects and behaviours.
- **Beliefs** stem from our life experiences, spiritual learnings, and culture. Our beliefs heavily influence our **values**.
- **Beliefs** can teeter into prejudice, and **values** can manifest that prejudice.
- **Beliefs** affect our morals. **Values** are how we live our morals through behaviour, character, and personality.
- **Ask the participant to take 5 min to identify how the five values identified during their homework are linked with their beliefs. Discuss it in a team of 2.**


### 2. Explain your view of the world and do an exercise link with the concept of value

 20 min

- Explain that the way we see the world is constructed from our beliefs, our values, our understanding of our environment (geography, society, context, time (present, past and future) and economy.
- Each of us has a view of the world.
- Ask the participant to take 5 min to complete (individually) the Worldview exercise.
- Ask them to take 5 min to discuss their takeaways regarding their Worldview. How they define it, and how that could impact their work as an MGA.

- Ask them to share their findings and then explain that:
  - A worldview is **a collection of attitudes, values, stories and expectations about the world around us, which inform our every thought and action**. Worldview is expressed in ethics, religion, philosophy, scientific beliefs and so on (Sire, 2004).
  - Worldview, belief and value will influence the MGA perspectives when completing gender-sensitive conflict analysis. It is impossible to be neutral and not have preconceived ideas. It is essential to be aware of our own worldview and discuss with people with different worldviews to have a 360-degree perspective of a problem or a situation.

### 3. Introduce the concept of interference scale

 05 min

- The interference is a process that the MGA can use to be conscious of their preconceived ideas, worldview, beliefs and value when assessing a situation and looking for a solution.
- The ladder of inference is a tool that explains how we make decisions. Each step of the decision-making process, is represented by a rung on the ladder. So you start at the bottom, then climb each rung before taking a decision and taking action.
- The seven steps of the ladder of inference are (1) reality and facts, (2) selected facts, (3) interpreted facts, (4) assumptions, (5) conclusions, (6) beliefs, and (7) actions.
  - (1). Reality and Facts. The first step is observing reality and facts. People collect evidence by observing the world around them or having an experience. Data and facts are simple statements used to draw inferences.
  - (2). Selecting Facts. Once all the facts and realities are determined, the next step is to decide what information is important and useful. Decision-makers use personal beliefs and prior experiences to determine what is important and what is not. The important information is used to continue the process, and irrelevant information is tossed aside.
  - (3). Interpreting Facts. The relevant information is interpreted and given consideration based on personal beliefs.
  - (4). Making Assumptions. Once you select and assign meaning to the data, you tend to make assumptions, and this is step four.
  - (5). Drawing conclusions. Based on your interpretations and assumptions, you tend to explain why a particular event is happening and draw firm conclusions.
  - (6). Adopting belief. You might adopt beliefs about situations that are associated with your conclusions.
  - (7). Taking action. Based on your evaluation of the situation and the assumptions gathered, you decide what to do and tend to take action accordingly

### 4. Explain what cognitive dissonance is

 05 min

- Explain that sometimes our actions contradict our beliefs and values.
- Cognitive dissonance is **a mental conflict that occurs when your beliefs don't align with your actions**. It's an uncomfortable state of mind when someone has contradictory values, attitudes, or perspectives about the same thing.
- Ask the participants if they have concrete examples of cognitive dissonance.


- That could be:
  - **Eating meat:** Some people who view themselves as animal lovers eat meat and may feel discomfort when they think about where their meat comes from. Some researchers refer to this as the “meat paradox.”
  - **That could also be about the five intersectional groups we are studying today.**
- Cognitive dissonance can be caused by **feeling forced to do something, learning new information, or facing a decision between two similar choices.**
- Today, we are discussing your values and beliefs and the UN values. Maybe they aren’t the same, and maybe they are competing. It is essential as an MGAs to align your analysis and course of action toward the UN values and learn how to cope with cognitive dissonance.
- MGAs need to learn how to reduce cognitive dissonance during the deployment. To do so, you could:
  - **Change your belief.** This is the simplest option, but it also is more challenging to pull off when the belief is essential to you.
  - **Change your actions.** Learn from the past, and don’t repeat the same actions.
  - **Change how you perceive your actions.** By altering how you regard your actions, you can talk yourself into believing that your actions aren’t so much in opposition to your beliefs. Let’s say you’re a fervent environmentalist, but you buy disposable water bottles when you travel. You might rationalise a behaviour you know is not helping the environment by telling yourself it’s okay if you do it only occasionally or by considering the other actions you take as more important (such as volunteering to plant trees or using solar power for electricity in your home). Buying those water bottles and your beliefs may contradict one another, but you no longer struggle with that opposition, so you protect yourself from the stress that conflict would otherwise cause you.

## 5. Explain the six sub-components of the Thinking / cognitive skills.

 05 min

- One of the Inner Development Goals is about Thinking. Helping the MGA to process information while being aware of beliefs and values and trying to overcome cognitive dissonance.
- IDG Thinking aims to develop our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole is essential for wise decision-making. Thinking is subdivided into 5:
  - **Critical thinking.** Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.
  - **Complexity awareness.** A commitment and ability to act with sincerity, honesty and integrity.
  - **Perspective skills.** Having a basic mindset of curiosity and a willingness to be vulnerable, embrace change and growth.
  - **Sense-making.** Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.
  - **Long-term orientation and Visioning.** Ability to be in the here and now, without judgement and in an open-ended presence.

## 6. Introduce the concept of active listening

 05 min

- To complement the IDG thinking aiming to overcome cognitive dissonance and be able to perceive the values and beliefs of others, the MGA needs to practice active listening.
- Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will take time and patience to develop.
- Active listening involves listening with all senses.
- It is an active process in which a conscious decision is made to listen to and understand the speaker's messages.
- It should remain neutral and non-judgmental. This means avoiding taking sides or forming opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted.
- Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings. They should, therefore, be given adequate time for that.

### Notes

- ✓ Discuss sense-making and explain how to conduct active listening.

# Self-assessment

 15 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Assess their skills and competencies with the Inner Development Goals.

### Material

- ✓ Google form/paper version: Self-reflective questionnaire (5 dimensions and 23 skills).
- ✓ Wi-Fi connection
- ✓ Computer or smartphone

### Step-by-step


#### 1. Self-reflective questionnaire

 05 min

**Explain** the self-assessment questionnaire to participants:

- The self-assessment looks at all the five dimensions and 23 skills of the Inner Development Goals.
- Explain that this self-assessment will be done again in lesson 3.5 and in lesson 3.9 to identify the progress made during this course.
- The assessment looks at:
  1. The ability to apply each of the 23 skills
  2. Where my current role requires me to be ideally.
  3. Select the skills that will be most helpful to them as an agent for change
- The Questionnaire is available at this location: [Self-reflective questionnaire \(5 dimensions and 23 skills\)](#)

**Give** time to participants to complete the self-assessment questionnaire.

 10 min

### Notes

- ✓ There is a 10 min break planned after this activity.

# IDGs: Group exercise

 75 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Experiment with one tool to improve one IDGs skills linked with Thinking or active listening.
- Assess how each tool can support the MGAs in completing their tasks.

### Material

- ✓ Handout: Six IDGs Exercises
- ✓ Handout: Active Listening & Powerful Questions
- ✓ Flipchart

### Step-by-step

#### 1. Group activity

 30 min

**Divide** the class into six groups:


- Select the participants for each group based on their interests.
- Provide for each group a table exercise.
- Each group will be tasked to deepen their understanding of one sub-component of thinking and active listening:
  - Group 1: Critical thinking
  - Group 2: Complexity Awareness
  - Group 3: Perspective skills
  - Group 4: Sense-making
  - Group 5: Long-term orientation and vision
  - Group 6: Active listening

**Ask** the participant to:

 30 min

- Complete the activity that is proposed for their group. (10 min)
- Identify how this activity can make you more competent as an MGA. (10 min)
- Prepare a poster (flipchart) to explain in 5 minutes the progress of your activity and how the activity supports the development of the capacities of an MGA. (10 min)

#### 2. Take away

 20 min

**Ask** each table to identify their main takeaways related to MGA work and to share their findings:

- Group 1: Critical Thinking – Critical Reflection Tool



- Group 2: Awareness of complexity – Exercises immunity to change
- Group 3: Perspective Skills – Practice Adopting New Lenses
- Group 4: Logic - Exercise where accuracy lies
- Group 5: Orientation and long-term vision – Meet at 90
- Group 6: Active Listening – Pairing Active Listening with the Socratic Method

### 3. Group presentation on lesson 3.10

 30 min

**Explains** to the teams that they have to build up a presentation during the week that they will have to present on lesson 3.10 (the last day of training).

- They have to answer the following questions:
  - What you learned about IDG associated with your group during the training;
  - What are your observations during the training regarding this IDG (specific examples observed regarding shortcomings and suitable applications);
  - How this IDG will help you in your future work as an MGA; and
  - What tools they would like to suggest to improve their skills in relation to this IDG.

### Notes

- ✓ Lunch break after this section.

# Gender-Sensitive Conflict Analysis and Systemic Approach

 30 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Assess how worldviews and cognitive dissonance influence the development of gender-sensitive conflict analysis.
- Prepare a gender-sensitive conflict analysis.

### Material

- ✓ Handout: Gender-sensitive conflict analysis (10 questions)
- ✓ Handout: Saferword - Gender-sensitive conflict analysis

### Step-by-step

#### 1. Review the gender-sensitive conflict analysis and systemic approach

 15 min

**Explain** to participants:

- a. Why it is essential to use a systemic approach and to consider multiple intersectionality's links with power and the use of violence during the conflict to gain and maintain this power.
- b. How to identify causes and effects and work with uncertainty and hypothesis.
- c. The importance of identifying leverage points in the system that UN mission or partners could influence to change the cycle of violence and the social norms.
- d. The empowerment of key actors.

#### **a. Systemic approach, intersectionality, power, and use of violence**

- Gender-sensitive conflict analysis (GSCA) aims to identify how gender inequality shapes social, economic and political systems, institutions and structures so that privileged elites (often males) and those working with them benefit more than any other group. It highlights how different types of violence are used to maintain power in public (political) and private (family and community) spaces, and how these spaces are connected.
- Considering a systemic approach to conflict analysis means considering the multiple ways that systems of power – such as ethnicity, race, age, socio-economic status, religion, (dis)ability, sexual orientation, indigeneity and geographic location – interact with gender to shape how different people engage with conflict and peacebuilding.

#### **b. Causes and effects**

- A system develops its own purpose and often resists change. For example, a conflict system that is making leaders wealthy will not necessarily change if one leader stops fighting – too many benefit from the system and will try to keep it going. Changing one person in a system will not necessarily stop the system from existing. Someone else will replace them.

- A system that sustains gender inequality and women’s social, political or economic exclusion has a similar dynamic. For instance, the 2017 elections in Somalia had a legal quota of 30% of women parliamentarians. But some women candidates were told by their clan leaders that if they were elected, the male clan leaders would tell them how to do their jobs. Despite the quota, women did not gain more political power – instead, the system adapted to keep excluding women from political decision-making.
- Example from Saferworld organisation: Saferword - Gender-sensitive conflict analysis

### c. Leverage points and key actors

- The elements of a system are connected and dynamic and impact each other in multiple ways. For instance, a militia leader may be connected to many other elements in the conflict system, such as arms dealers, illegal money flows, political leaders and their community. If the behaviour of the militia leader changes, it will impact all of these elements, which may, in turn, impact the militia leader.
- Systems analysis can help us find ‘leverage points’ – points in the system where one change could have a strong ripple effect across the system, creating interventions that could be gender-sensitive, gender-responsive or gender-transformative.

### How to conduct Gender-sensitive conflict analysis.

- At the end of the Gender Sensitive conflict analysis, the MGAs supported by the U2 personnel office should have identified the following:
  - **Gender as a system of power** – how symbolic meanings; identities, roles and relations; and structures and institutions work together to fuel gender inequality and cause gendered conflict and violence,
  - How gender norms can influence people’s behaviour towards conflict or peace,
  - The different impacts of violence on women, girls, men, boys, and sexual and gender minorities (SGMs), and
  - The excluded actors in the context due to these (gendered) systems of power.
- The step to conduct a gender-sensitive conflict analysis are the following:
  - Step 1: Identify gender-sensitive conflict and peace factors
  - Step 2: Select gender-sensitive key driving factors (KDFs)
  - Step 3: Create a systems map
  - Step 4: Identify and map key actors
  - Step 5: Identify leverage points for strategic change
- **Step 1: Identify gender-sensitive conflict and peace factors**
  - Ask participants to take the handout of the Gender estimate and explain that to complete step 1 we need to answer the ten questions of step 1 in the handout.
  - After answering the ten questions, the MGAs and the U2 personnel should identify crucial factors:
    - › **The gender-sensitive factors driving conflict (or undermining peace).** An issue, process or behaviour that fuels conflict divides people or encourages violence (e.g. legal system that discriminates against ethnic groups).
    - › **The gender-sensitive factors driving peace.** An issue, process or behaviour for peace and gender equality that brings people together, builds connections and includes people (e.g. cross-community cultural festivals; a constitution that protects everybody’s rights)

- **Examples of factors driving conflict**
  - › Violent competition over political power and control of territory (led by powerful men)
  - › Unfair distribution of resources across different parts of the country and between ethnic groups
  - › Religious conservatism, sectarian tensions and a tribal system which oppresses and excludes women from decision making
  - › Re-emergence of past historical grievances and unresolved conflicts at multiple levels of society
  - › High unemployment among people of all ages, particularly young less-educated men.
- **Examples of factors driving peace**
  - › People (men and women of all ages and ethnic groups) are tired of war
  - › Youth-led cross-ethnic initiatives against militarisation
  - › Existence of grassroots solid civil society organisations and women's organisations who are working for peace
  - › International efforts to support a peace agreement that includes all conflicting parties
  - › Citizen support for inclusive community-level forums for dialogue and mediation
  - › Examples from Saferworld organisation: [Saferworld - Gender-sensitive conflict analysis](#)
- **Step 2: Select gender-sensitive key driving factors (KDFs)**
  - In the list of factors identified at step 1 we need to identify key factors that shape the conflict. Which factors in the list without which the conflict would not exist or would be completely different?
  - We can use step 2 of the handout to identify risks and vulnerabilities and select the most probable factors with higher risks.
  - We should select very few key driving factors (maximum 5).
  - Examples of key driving factors:
    - › Weak state institutions exclude women, young men and women, and those from minority ethnic groups from decision-making and resource wealth.
    - › Unjust and gender-discriminatory distribution of land and resources means that women and people from less powerful clans remain poor.
    - › The glorification of soldiers and military heroes inhibits mothers and other family members from grieving and dealing effectively with the trauma of loss and grief.
    - › Very high levels of sexual and gender-based violence lead to severe trauma and physical and psychological impacts for survivors (primarily women and girls) and their families. It also fuels resentment between targeted communities and those associated with the perpetrators.
    - › Significant social pressure, including through faith-based institutions, for young men to marry means that many choose illegal means to meet high dowry prices.
    - › Hierarchical, militaristic and patriarchal systems are essential to national identity and reinforce exclusionary gender norms.
    - › Examples from [Saferworld organisation: Saferworld - Gender-sensitive conflict analysis](#)

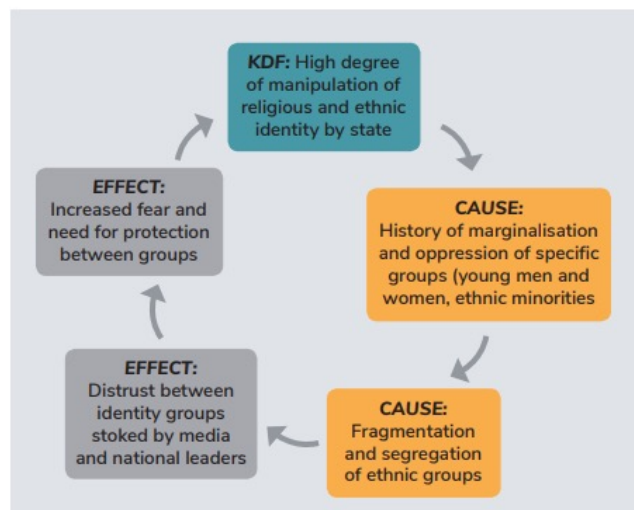
- **Step 3: Create a systems map**

- Identify the gendered root causes of the KDF, the consequences of the KDF, and how it differently impacts different people.
- We want first at this step to identify what creates each key driving factor and what are the impact/ effects of each of them (Example: Table 1)
- Then, we must identify how these causes and effects are connected. We must create loops of cause and effect starting from the key driving factors. You will use the causes and effects identified in the table but must identify additional causes and effects to close the loop (Example: Diagram 3)
- When we have done the exercise, we need to identify how each key driving factor loop are connected and create a map of their connection. (Example: Diagram 4)

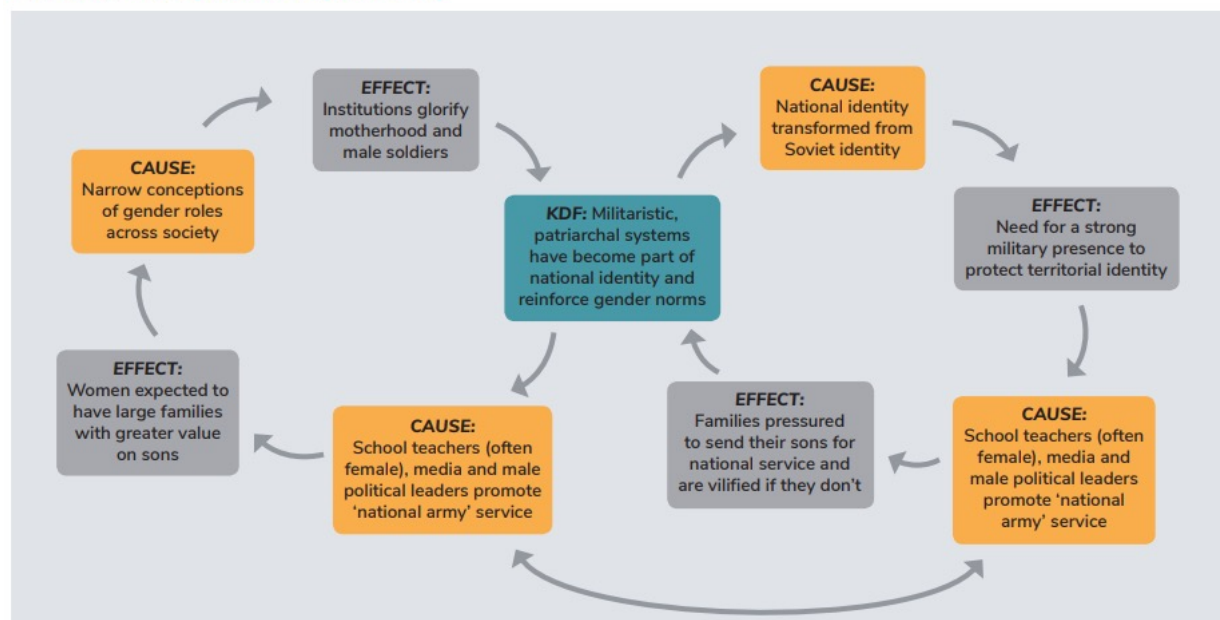
**TABLE 1: Example causes and effects of a KDF in Yemen**

CAUSES	KDF	EFFECTS
A patriarchal political structure that is based on the military, tribes and religion, all of which are hierarchal and exclude women	Unjust distribution of power and resources in Yemen	Exclusion of women and young people from leadership and political processes
Conservative social and gender norms that value male leadership (and not female)		Decision making dominated by senior men who promote securitised responses
Masculine norms that prioritise violence as a legitimate response to conflict / disagreement		Most important resources controlled by armed groups (almost exclusively male)
External states that support different conflict factions, and also have discriminatory gender norms in their own societies		State resources fail to prioritise broader community needs of women, boys and girls (e.g. education, sexual and reproductive health)
		External states fail to provide political or economic pressure for change

**DIAGRAM 3: Simple systems loop on the level of inclusion in societies**



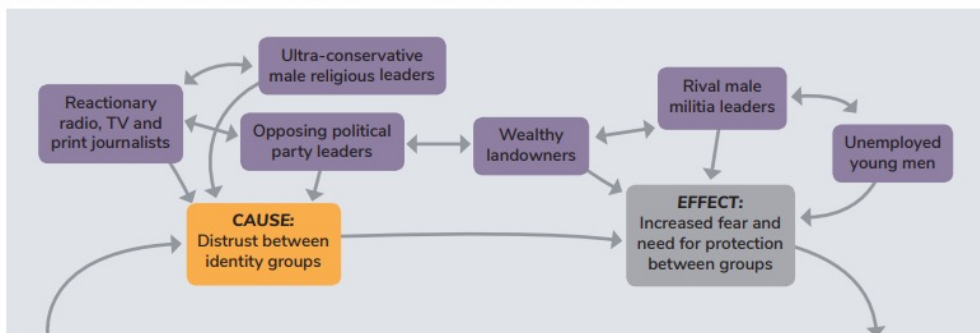
**DIAGRAM 4: Simple double systems loop**



- **Step 4: Identify and map key actors – agents of change**

- At this step, we need to identify key actors and identify real individuals and groups who are key actors for conflict and peace in the context. They are agents of change.
- These agents for change need to be identified considering the causes and effects; who directly influences each cause and effect.
- To identify the key actors, we can try to answer the following questions:
  - > Who are the key actors (individuals, organisations, institutions, countries)? Why do you see them as key actors?
  - > What gives them a key position in the conflict?
  - > What is the gender balance among them?
  - > What other identity markers (e.g. wealth, age, class, ethnicity) do they have?
  - > What other gender-related characteristics do they have? For instance, are they under pressure to conform to specific gender-related norms?
  - > How do actors relate to each other (formally and informally)? And to marginalised groups?
- Examples of key actors for conflict/violence:
  - > Corrupt ruling party elites (male and female, older, one ethnic majority, educated)
  - > Conservative and extremist religious leaders (older, educated, male)
  - > Military commanders and soldiers (male, young and older) Leaders and members of violent, armed groups (older male leaders and male and female fighters)
  - > Feudal landlords (wealthy ethnic minority, male and female)
  - > Biased media (educated, majority male)
  - > Ultra-conservative diaspora (male and female, all ages)
  - > Neighbouring country leaders (older, male)
  - > Powerful family members of these leaders (young and older men, some older women)
  - > Business people, union leaders (mostly older men in big businesses, younger men in unions)
- Example of key actors for peace:
  - > Active civil society, women’s rights and women-led
  - > NGOs and youth activists (women, young men and women, educated, mixed ethnicities)
  - > Moderate religious leaders (older, educated, male)
  - > Independent media and social media bloggers (young, educated, male / female)
  - > Supreme court / judiciary (older, educated, elite, male / female)
  - > Progressive ex-military (male, older)
  - > Strong opposition political parties and politicians (male / female, older, mixed ethnicity, educated)
  - > Neighbouring country leaders and regional organisations pressuring for peace (mostly older male leaders, older women technocrats / advisers)
  - > Artists, poets, musicians (any sex, many young)
  - > Women small business owners / traders (all ages, less educated, mixed ethnicities)
- Add the actors to the map of causes and effects loops

**DIAGRAM 5: Example of key actors for conflict on a systems map**



- **Step 5: Identify leverage points for strategic change**

- This step corresponds to the development of courses of actions in the military operational planning process.
- One of the important characteristics of systems is that elements are interconnected and that if one thing changes, it impacts other elements of the system. Leverage points are relatively minor changes that can significantly impact the whole or part of the system.
- One way to identify leverage points is to look at which KDFs have the most significant number of connections in our conflict systems maps.
- Once the leverage points are known, we need to identify how we could influence these leverage points with military operations and activities. That would be the course of action you will propose during the planning process.
- We need to identify if key actors could be a leverage point and an agent for change. That would be Key Leaders that you will suggest to be included in the Key Leader Engagement plan for the mission.

**Explain** how to consider the IDGs and active listening during the conflict analysis

 **15 min**

- Discuss with the participants how the following elements learned so far will influence the gender-sensitive conflict analysis:
  - Bias
  - Worldview
  - Cognitive dissonance
  - Sense making
- Ask them how they will overcome their bias, worldview
  - Use tools of sensemaking experimented in the morning or other tools.
  - Have a diverse team. We must consider people from diverse gender backgrounds to participate in the conflict analysis to look at all perspectives.
  - Ask host nation representatives to participate in the conflict analysis when possible. That could be local employees of the UN peacekeeping mission.

## **Notes**

- ✓ This is an excellent reference to explain gender-sensitive conflict analysis using a systemic approach: [Saferword - Gender-sensitive conflict analysis](#)

# Gender-sensitive conflict analysis, thinking and perspectives

 80 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Assess how worldviews and cognitive dissonance influence the development of gender-sensitive conflict analysis.
- Prepare a gender-sensitive conflict analysis.

### Material

- ✓ Handout: Factors and Actors in the Darfur Conflict

### Step-by-step

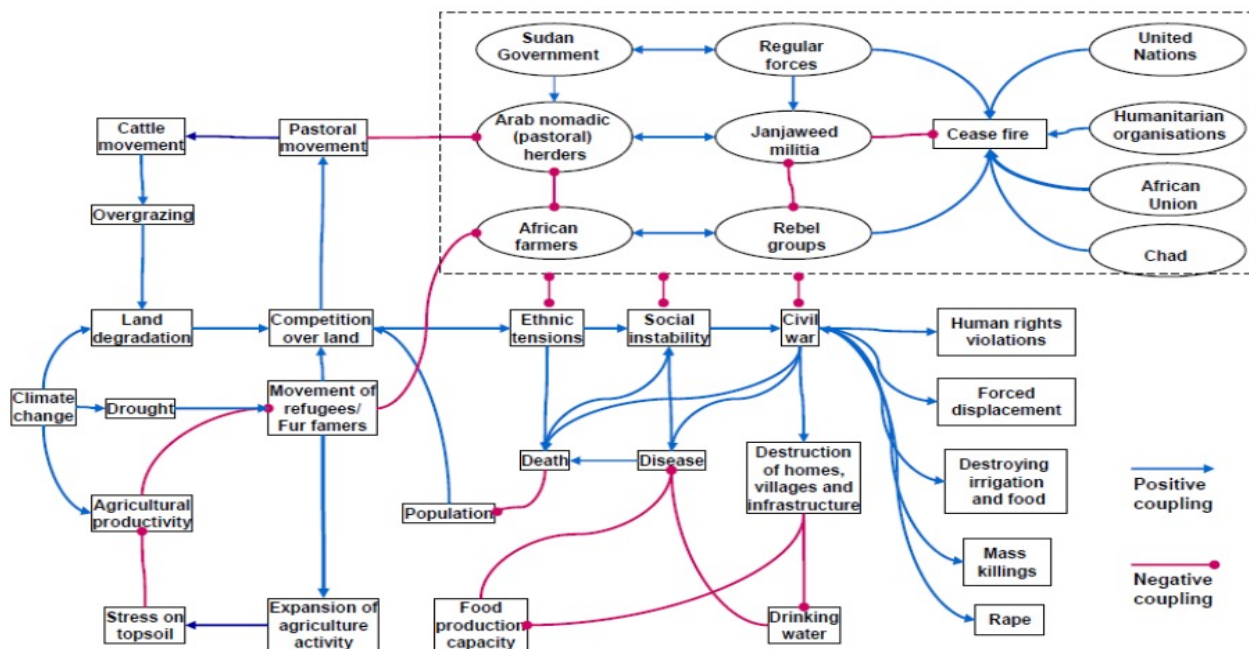
#### 1. Prepare the group for the exercise.

**Divide** the class into the same five groups from the video exercise.

#### 2. Group exercise

 05 min

- Explain the map of key factors and actors for the conflict in Darfur.
- Ask them, from the top of their head, to list the intersectionalities that could have been added to the map.





**Ask** participants to:

 **75 min**

- Modify the map of drivers and actors of the conflict in Darfur by adding the perspective of their intersectional group.
- They need to follow the five steps of the systemic gender-sensitive conflict analysis explained before, create at least one loop of causes and effects, and modify an existing one.
- They need to identify key actors and leverage points.
- If they can't find information/reference, they need to make assumptions and indicate that they are assumptions.
- Identify why they are making this assumption.
- Identify what the UN mission could do to have an impact on the leverage points.

### **Notes**

- ✓ There is a [10 min break](#) planned after this activity. Inform the participants of the break and when to return to the classroom.

# Group presentation

 60 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Point out the impact of intersectionality in conflict analysis.

### Material

- ✓ Flipchart
- ✓ Handout: Ladder of Inference

### Step-by-step

#### 1. Group presentation

 50 min

**Inform** the classroom on how to proceed to the presentation

- Each group has 5 minutes to present their analysis.
- Ask them to identify their key driving factors, their key actors and their leverage points.

#### 2. Feedback after each presentation

**Ask** the four other groups to provide feedback regarding the presentation regarding:

- Bias and preconceived ideas expressed during the presentation.
- Their different views and understanding of the situation.

#### 3. Proceed to each group presentation

#### 4. Feedback and retroaction

 10 min

**Ask** participants to do a retroaction reflecting on the following elements:

- Cognitive dissonance and irrational behaviours.
  - How do they consider these two aspects when they propose their course of action on the leverage points?
  - They should have a plan to mitigate the probability of these 2 concepts.
    - › They could talk about close monitoring, enforcement processes (increase surveillance and patrols), and positive reinforcement like community projects realised after
- Inference scale
  - How do their worldview and bias seem to have shaped their assessment considering the retroaction of the other teams and the facilitators?
  - What could they do next time?

# Conclusion: Revision and Self-reflection

 30 m

## Lesson 3.2 Gender-Sensitive Conflict Analysis

### Objectives

- Review the central concept of the lesson
- Self-assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3.3

### Material

- ✓ IDG Self-assessment: Being — Relationship to Self (individual)
- ✓ IDG Self-assessment: Relating — Caring for Others and the World (individual)
- ✓ Personal Journal Questions: Lesson 3.2

### Step-by-step

#### 1. Revision

 10 min

**Review** the central concept related to skills and knowledge of the lesson

- Review with them the five steps of systemic conflict analysis and identify each step:
  - The IDG thinking should be considered.
  - Bias and preconceived ideas could interfere with the understanding of the situation.
  - How the proposed plan results could be partially met because of the target audience's irrational behaviour and cognitive dissonance.


#### 2. Prepare lesson 3.3

 05 min

**Request** the participant to watch the 7 trailers video on this website: Globalcitizen - [7 African Movies That Highlight the Dangers of Gender-Based Violence](#)

- They need to identify for lesson 3.3:
  - How the situations described should be considered during their work as an MGA.
  - Associate the suggestion with the tasks described in the MGA terms of reference.

#### 3. Self-reflection

 15 min

**Ask** the participant to complete their journal, including a self-assessment regarding IDGs: Being and Relation (individual).



## LESSON

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

### Overview

Lesson 3.3 prompts participants to research existing practices outside of the UN to prevent CRSV and support survivors to identify best practices and consider what attitude peacekeepers should have to prevent CRSV.

### Learning objectives

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

### Assessments

- Objectives 2 and 3 will be assessed during the Lesson as a team when completing in-class activities.
- Objectives 4 and 5 will be assessed during a presentation on lesson 3.3.

- Objectives 2 and 5 are part of the evaluation level 2 that the participants have completed upon arrival at the course location and will complete in lesson 3.5 and lesson 3.9. Facilitators will be able to identify if the participants retain the information individually and can apply it to their MGA tasks.
- Objectives 1 and 6 will be self-assessed, and the participant will take notes of their progress in their personal journal. The facilitator will discuss each individually once during the week with each participant about their progress.

## Activities

- Group discussion: Behaviors, emotions and engagement
- Group exercise: NGO best practices in CRSV prevention and support to survivor

## Handouts

- Atlas of the Heart - List of Emotions
- Inner Development Goals Framework
- Handbook for United Nations Field Missions on Preventing and Responding to CRSV
- Gender-Sensitive Indicators for Early Warning of Violence and Conflict: A global framework

## Schedule



Introduction to theme and learning objectives of lesson	35 min
Introduction of the concepts of behaviour, emotions, and mobilisation	50 min
Introduction of the IDGs being, value, and emotions	55 min
Experimenting with the Inner Development Goal: Relating	75 min
NGOs' best practices for preventing CRSV and supporting survivors	75 min
IDGs and the response of TCC to CRSV	90 min
Conclusion: Revision and Self-reflection	25 min
Facilitators meeting: Lesson 3.4 preparation's	45 min

# Introduction to theme and learning objectives of the lesson

 35 m

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

### Objectives

- Point out MGA tasks to address vulnerabilities of the civilian population
- Identify the five steps of the systemic gender-sensitive conflict analysis
- Identify fears

### Material

- ✓ Video: [7 African Movies That Highlight the Dangers of Gender-Based Violence](#)
- ✓ Printed fish A4 format – one per participant

### Step-by-step

#### 1. Review the content of the lesson 3.2

 10 min

Ask the participants their findings regarding watching the seven videos and the MGA Terms reference

#### 'Dry' – Nigeria

- Dry is a 2014 Nigerian drama directed by Stephanie Okereke-Linus and based on true life accounts, focusing on the impacts of child marriage. The film centres on the story of a 13-year-old girl, Halima (Zubaida Ibrahim Fagge), whose poor, uneducated parents marry her off to Sani (Tijjani Faraga), a 60-year-old man who frequently rapes her in the so-called marriage.
- MGA Tasks: Agent for change

#### October 1 – Nigeria

- The film's theme focuses on unravelling the story of the rapes and murders of women in Akote Town, in Ibadan, perpetrated by the only son of the Oba [King] of Akote Town. The movie further explores the story of the prince, who was subject to sexual abuse at school while amplifying the real issue of perpetrators of sexual and gender-based violence, particularly those in positions of power and authority, walking away unpunished.
- MGA Tasks: Agent for change

#### 'A Girl from Mogadishu' – Somalia

- A Girl from Mogadishu is the story of how real-life social activist Ifrah Ahmed “came to understand, develop, and employ the most potent of campaign tools — her own true story — and use it to empowering and extraordinary effect.”

→ Fleeing war-torn Somalia in 2006, Ahmed (played in the movie by Aja Naomi King) is trafficked to Ireland where a traumatic medical examination when she seeks asylum reveals the extent of her genital mutilation as a child. Traumatized by the memory, she channels the experience into a force for change.

→ MGA Tasks: Agent for change

#### **'Another war' – Liberia**

→ Another War follows 20-year old-Liberian university student Kula Fofana on her journey as she seeks to explore the experiences and realities of victims of physical and sexual violence in Liberia and to examine the beliefs and causes surrounding sexual and physical gender-based violence.

→ MGA Tasks: Agent for change

#### **'A Way to Justice: Engaging Men for Women's Rights and Gender Transformation' – Sierra Leone**

→ This film and discussion guide was created to help raise awareness and spark discussions around violence and HIV/AIDS, and how the two relate to gender inequality. It also explores how best to engage men and boys in the fight against GBV.

→ MGA Tasks: Agent for change

#### **'Our Voices Matter' – The Democratic Republic of the Congo**

→ Our Voices Matter, a 2012 film co-produced by the Women's Initiatives for Gender Justice and advocating against GBV, features women and girls from North Kivu, South Kivu, and Province Orientale who have experienced sexual violence and come forward to tell their stories.

→ MGA Tasks: Agent for change

#### **'We Are Dying Here' – South Africa**

→ 'We Are Dying Here' tells the story of three soldiers in a war they didn't choose. It "engages directly with the violent culture of harassment, abuse, rape and femicide.

→ MGA Tasks: Agent for change

**Ask** the participants which values and biases these videos challenge them with and why.

 **05 min**

- Ask them how each trailer video appeals to emotion.
- Ask them if emotions urge them to act.
- Explain that one of the lesson's themes will be identifying how to use emotion to mobilise people.


**Answer** questions of participants provided at the end of lesson 3.2

 **05 min**

- If the participants didn't identify any questions on the Google form at the end of lesson 3.2 and didn't have any questions in the class, ask them the following question:
- Ask the participant what they remembered about the five steps of the systemic gender-sensitive conflict analysis, which steps they found more challenging and what they are planning to do during the course to improve their skills.
  - Step 1: Identify gender-sensitive conflict and peace factors
  - Step 2: Select gender-sensitive key driving factors (KDFs)
  - Step 3: Create a systems map

- Step 4: Identify and map key actors
- Step 5: Identify leverage points for strategic change

## 2. Introduction of today's subject

 20 min

### Stinky fish activity

- Objective of the activity: Explore and share individual thoughts or fears and begin to confront or overcome them

**Provide** each participant with a printed fish on an A4 cardboard.

**Explain** the stinky fish metaphor: “The stinky fish, that thing you carry around but don’t like to talk about; but the longer you hide it, the more it stinks. It is a metaphor for fear or anxiety, which will only worsen if you don’t recognise and deal with it.

**Ask** participants to write down on their stinky fish an experience that they regret not having acted on, not having acted differently, or not being more involved.

**Ask** the participants to sit in a circle and ask each participant to share their fish with the rest of the group. Ask participants to share one at a time, for 30-60 seconds each.

- Continue until all participants have shared.

**Conclude** the exercise by thanking the participants and reminding them that uncertainty and worry about the future are normal in a rapidly changing world.

**Explains** that “putting fish on the table” is an essential first step in confronting and managing worries and fears.

- Explain that today we will discuss Conflict-Related Sexual Violence (CRSV). It is a subject that they will be confronted with during their mission, as it exists now in almost all conflicts worldwide. It is a complex topic to address because the survivors sometimes don’t know how and where they should report it. If they talk, they could be a victim again, especially if they are men or boys, and the perpetrators are sometimes partners that we must work with, like the country’s security forces.
- Remind that peacekeepers can change perceptions around uniformed/security personnel. In many contexts, people have lost their trust in uniformed personnel, one of the reasons being CRSV conducted by the military. From the perspective of building a society, trust in government, government institutions and security personnel are crucial for building the future.
- Sometimes, on a mission, you will feel that your power as an MGA is limited and that you cannot have an impact. Today we will discuss CRSV, but we will also look at how to manage emotion. Your own emotions as an MGA and the target audience’s emotions to move/touch people and make them willing to act.
- Keep your stinky fish nearby, as we will use it for another exercise during the day. If applicable, explain and connect the elements of this energiser with the theme of the day (being and relationship) and encourage participants to explore some of these stinky fish further.

**Introduce** the daily learning objective

 05 min

- Reflect on the importance of emotional reactions, curiosity, and self-connection.
- Co-create best practices to support their work as MGA in the specifics of CRSV survivors.
- Analyze opportunities to replicate the impact of civil society, INGOs, and local NGOs as agents of change in preventing CRSV.



- Design effective communication and rapport with their target audiences to mobilise them to prevent CRSV and enable survivors.
- Assess the critical information required from the military component to support the early warning system to prevent CRSV and enable survivors.
- Identify the value of the concept of resilience in challenging situations.

# Introduction of the concepts of behaviour, emotions, and mobilisation

 50 m

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

## Objectives

- Reflect on the importance of emotional reactions, curiosity, and self-connection

## Material

- ✓ Video: [Hope and justice for women who've survived ISIS | Rabiaa El Garani](#) - YouTube
- ✓ Handout: Atlas of the Heart - List of Emotions
- ✓ Feeling emoji

## Step-by-step

### 1. Introduce the concept of emotion

---

**Broadcast** a TED video:

 15 min

- Present the video and warn participants regarding the content of the video. This is tough and a bit long but provides the message, solution, and innovation and considers cultural aspects.
- [Rabiaa El Garani: Hope and justice for women who've survived ISIS | TED Talk](#)

**Ask** each table their main takeaway of the video using feeling emoji:

 05 min

- Provide each table with the handout of Bene Brown, the Atlas of the heart – list of emotions.
- Ask each table what they will remember from the video using sentiment emoticons - at least 5.

**Ask** each table to share their thoughts:

 20 min

- Which emotion was more challenging to share and express?
- Why is it more complicated?

**Introduce** the concept of behaviour, emotion, and mobilisation

 10 min

**Explain** that **emotions** prepare us for behaviour.

- When triggered, emotions orchestrate systems such as
  - > perception,
  - > attention,
  - > inference,
  - > learning,
  - > memory,
  - > goal selection,
  - > motivational priorities,
  - > physiological responses,
  - > motor behaviours,
  - > decision-making.

**Ask** participants how they believe emotions will positively influence their capacity to fulfil their MGA.

**Ask** participants how they believe emotions would negatively influence their ability to perform their tasks.

**Review** the model of the behaviour of Triandis

- Point out how emotion in the model triggers or does not the intention of someone to act.
- Point out that emotion is represented in the model as a court circuit and influence directly the intent to act.
- Explain that this is like cognitive dissonance, we know we should act a certain way (or not act), but because of emotion, we will act differently than what the brain is telling us.

## **Notes**

- ✓ There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Introduction of the IDGs: being, value, and emotions

 55 m

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

## Objectives

- Reflect on the importance of emotional reactions, curiosity, and self-connection.

## Material

- ✓ Handout: Inner Development Goals Framework

## Step-by-step

### 1. Handout Inner Development Goals – Being

 15 min

**Ask** the participants to take the handout of lesson 3.1 – Inner Development Goals and open it at the page of Being

- Being is about Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body to help us be present, intentional, and non-reactive when we face complexity.
- Being requires you to try to master five skills:
  - › **Inner compass.** Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.
  - › **Integrity and Authenticity.** A commitment and ability to act with sincerity, honesty and integrity.
  - › **Openness and Learning mindset.** Having a basic mindset of curiosity and willingness to be vulnerable, embrace change, and grow.
  - › **Self-awareness.** Ability to be in reflective contact with own thoughts, feelings, and desires; having a realistic self-image and ability to regulate oneself.
  - › **Presence.** Ability to be in the here and now, without judgement and in an open-ended presence.

**Ask** participants to return to their self-assessment of the IDGs of lesson 3.2 and ask them to identify the two skills in Being that need more work based on their evaluation. Ask them to write it in their journal and to keep it in their mind for the rest of the lesson while conducting the activity.

- At the end of the lesson, they will have to reflect on how much they tried to work on these two skills, the successes and the challenges.

### 2. How to look at the skills of “being” concretely

 40 min

**Divide** the classroom in 4:

 15 min

- Give each team a skill of being (except inner compass)
  - Group 1: Integrity and authenticity
  - Group 2: Openness and a learning mindset

- Group 3: Self-awareness
- Group 4: Presence
- Ask each team to describe how the MGA would act if it has or doesn't have this skill.
- Before letting them start, give them the following example with the inner skill compass:
  - Looking at the extremes, if an individual has a little sense of responsibility and commitment, they may find it difficult to grasp the perspectives of individuals when assessing impacts on different genders.
  - On the other extreme, an individual might have difficulty detaching himself from the situation and taking on the full weight of the problem.

### 3. Team presentation

 20 min

### 4. Feedback

 05 min

**Explain** that it is important to cultivate their self-awareness by developing and deepening their relationship with their thoughts, feelings, and body. That will help them to be present, intentional, and non-reactive when they face complexity.

### Notes

- ✓ There is a **break of 10 min** planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Experimenting the Inner Development Goal Relating

 75 m

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

## Objectives


- Reflect on the importance of emotional reactions, curiosity, and self-connection.
- Experiment with the empathy map, powerful questions and active listening.

## Material

- ✓ 1x A4 cardboard per participant

## Step-by-step

### 1. Mind Mapping exercise

 15 min

**Ask** participants, “What caring means as an MGA in a UN Peace Operations”:

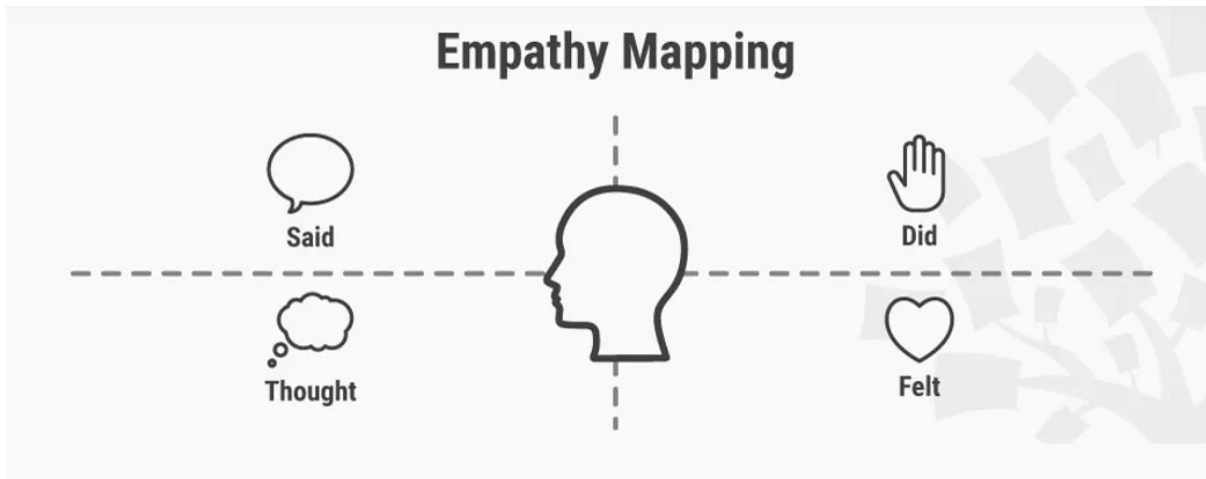
- What is the first word that comes to mind when they think about this question?
- How should UNPKO care about others in the world?
- Note their answers on a flip chart.

### 2. Sub-component of relating

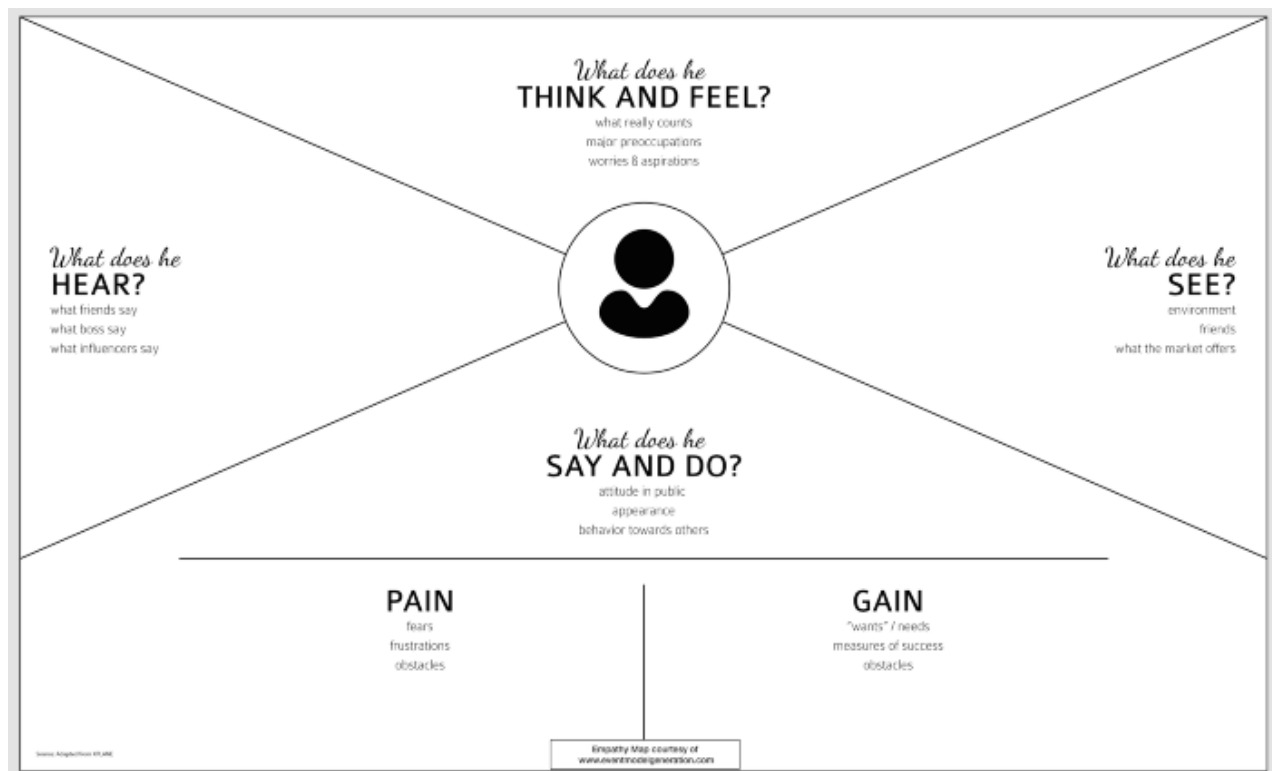
 50 min

**Explain** the four skills of relating

- Relating means appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, which helps us create more just and sustainable systems and societies for everyone.
- The four skills of relating are:
  - **Appreciation.** Relating to others and the world with a basic sense of appreciation, gratitude and joy.
  - **Connectedness.** Having a keen sense of being connected with and part of a larger whole, such as a community, humanity or global ecosystem.
  - **Humility.** Acting based on the situation’s needs without concern for one’s own importance.
  - **Empathy and Compassion.** Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.






- Empathy is the ability to understand another person’s thoughts and feelings in a situation from their point of view, rather than your own. It differs from sympathy, where the thoughts and feelings of another move one but maintain an emotional distance.
- Empathy is the mechanism that allows people to understand and relate to others.
- Creating empathy with the people you are trying to help or engage with is one of the most important things you can do to understand their motivations, frustrations, and actions to suggest sustainable solutions for their problems.
- The empathy map is a simple, easy-to-digest visual that captures knowledge about the behaviours and attitudes of the people you are trying to relate to.
- Start the empathy map by drawing on A4 paper the skeleton of an empathy map like this:



- Prepare your interview by listing open-ended questions that will help you to understand the people you want to work with or relate to. Your questions need to provide you with information to understand the following:
  - **Feelings:** How is the interlocutor feeling about the experience, the situation you are looking to solve? What matters to them?
  - **Tasks:** What tasks are the interlocutor trying to complete?
  - **Influences:** What people, things, or places influence how the interlocutor acts?
  - **Pain points:** What pain points might the interlocutor be experiencing that they hope to overcome? What are their fears, frustrations, and anxieties?
  - **Goals:** What is the interlocutor's ultimate goal? What are they trying to achieve?

**Divide** the classroom into teams of 2 people:

 **40 min**

- Ask each person to pick up their stinky fish and to read it back to the other person.
- Each person needs to try to understand the stinky fish of their interlocutor using the empathy map.
-  **5 min** Ask each participant to prepare open-ended questions to understand their partner's stinky fish and overcome their fears or disappointment
- One at a time:
  - Participants conduct a 5 min interview with their partner to complete the empathy map.
  -  **5 min** At the end of the 5 min, the stinky fish owner gives feedback regarding how he felt when the questions were asked, how much he felt safe to share, how much he trusts the other and what could have been done better.
  -  **5 min** The mapper takes 5 min to show their map to the stinky fish owner and discuss the findings.
- The exercise is done twice for all the participants to have the opportunity to complete an empathy map.

**Ask** their main takeaways regarding the empathy map and ask them if they feel that it will be a useful tool to support their work as MGA.

 **05 min**

## **Notes**

- ✓ Lunch break after this section.



# NGOs' best practices in preventing CRSV and supporting survivors

 75 m

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

### Objectives

- Co-create best practices to support their work as MGA in the specifics of CRSV survivors.

### Material

- ✓ Material describing 6 NGOs working with survivors of Conflict-Related Sexual Violence (pdf, video, website, podcast)
- ✓ Handout: Handbook for United Nations Field Missions on Preventing and Responding to CRSV

### Step-by-step

#### 1. Group exercise - NGOs working with survivors of CRSV

---

**Divide** the classroom into 6 groups

**Provide** each group with a description of an NGO working with survivors of CRSV  10 min

- Different groups of survivors: women/girls, men/boys, gender minorities, ethnic minorities)
- Description to include clips and pdf documents. Participants have to watch clips and read the document.

**Ask** each group to illustrate their findings to present to military gender focal points regarding the following points:


 30 min

1. How does the NGO apply empathy and how do they create a connection and sense of trust with survivors?
2. What good practices could they replicate in their work?
3. What good practices infantry battalions could replicate?
4. A one-page handout for the MGA to illustrate their findings

#### 2. Group presentation


---

**Ask** the group to present their one-page handout  30 min

**Provide** an overview of the guiding principles of conflict-related sexual violence work  05 min

- Explain that the UN-published a handbook for the UN field mission on preventing and responding to Conflict-Related Sexual Violence. ([Handbook for United Nations Field Missions on Preventing and Responding to CRSV](#))
- Explain that the UN is expecting the UN military component to follow the guiding principle when preventing and responding to CRSV:
  - **Do No Harm:** This principle refers to the fundamental obligation not to expose any victim/survivor to further harm or suffering, both physical and psychological.

- **Confidentiality:** Personally identifiable information relating to CRSV incidents must, as a default, be treated as confidential by all Mission personnel for the protection of victims/survivors, their families, and witnesses.
- **Informed consent:** Consent must always be sought from victims/survivors of CRSV, witnesses and other cooperating persons on the use of the information they provide to Field Mission personnel, including for follow-up action, reporting, and information sharing with other United Nations agencies and external partners.
- **Gender-sensitivity:** All Mission personnel should use respectful non-discriminatory language and be conscious not to reinforce gender stereotypes. Personnel should take into account the different experiences, situations, needs, and attributes of women, men, girls, boys, and persons of diverse sexual orientation and/or gender identity in all interactions and in the design and implementation of responses to CRSV.



<b>Common wrongful assumptions about CRSV victims/survivors:</b>	<b>Facts:</b>
Elderly women cannot be victims/survivors of CRSV.	Sexual assault can happen to any person regardless of age.
Men cannot be raped; they are only perpetrators of CRSV.	Men and boys can be victims of sexual violence, particularly in detention contexts. Most perpetrators of CRSV are men.
A lot of victims/survivors lie about being raped/sexually assaulted or give false reports.	This is not born out statistically, with underreporting of sexual violence a far more common feature of conflict. All reports of CRSV should be thoroughly examined before arriving to conclusions.
Victims/survivors of CRSV will cry, be upset or emotional.	Every person processes trauma differently. A victim/survivor may go through a variety of emotions or they may be numb (i.e., unable to feel or process emotion due to trauma).
Only women can interact and interview victims/survivors of CRSV.	Victims/survivors may choose to share their experience with persons of either sex. The decision should be made by them.
All victims/survivors of CRSV will want to get medical care and report to the police.	There are many reasons why victims/survivors may prefer not to access services and report their case (e.g., due to stigmatization).

## ☰ Notes

- ✓ Followed by a [15 min break](#).

# IDGs and response of TCC to CRSV

 90 m

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

### Objectives

- Analyse opportunities to replicate the impact of civil society, INGOs, and local NGOs as agents of change in preventing CRSV.
- Design effective communication and rapport with their target audiences to mobilise them to prevent CRSV and enable survivors.
- Assess the critical information required from the military component to support the early warning system to prevent CRSV and enable survivors.

### Material

- ✓ Handout: [Handbook for United Nations Field Missions on Preventing and Responding to CRSV](#)
- ✓ Handout: [Gender-Sensitive Indicators for Early Warning of Violence and Conflict: A global framework](#)

### Step-by-step

#### 1. Group work: TCC response to CRSV

 50 min

**Distribute** a quote illustrating the TCC response to a CRSV to each working group

 05 min


- Keep the same six working groups as in the previous exercise.
  - Group 1: It's not part of my mandate
  - Group 2: It's normal in this country; it's part of the culture
  - Group 3: It is the police and the military of the country who commit these acts, and I must work with them, it is written in the mandate
  - Group 4: I do not have the ability to intervene
  - Group 5: It's because of the way they're dressed or because of their activities – they just have to stop going to dangerous places like collecting wood, they know it's dangerous
  - Group 6: This is normal during a conflict

**Ask** each team to produce a poster illustrating:

 35 min


- The best way to develop the ATTITUDE of the military contingent to be invested in preventing CSRV like supporting/acting on early warning) and support survivors of CSRV.
- Ask them to think about the behaviour model, agent for change and strategy for change.
- Ask them to be creative regarding their strategy for changing the attitude of the military contingent.

#### 2. Group presentation

 15 min

**Ask** each group to present in 90 sec their best way to develop the Right ATTITUDE of the TCC to prevent CSRV and vote with their feet to elect the best way.

### 3. UN position regarding CRSV

 10 min

**Explain** the UN's exception toward the Military Unit/battalion HQ to respond to CRSV. They can find this list of tasks in the handbook.


In the context of CRSV, the UN military Unit/Battalion HQ will be responsible for:

- Ensuring all military peacekeepers are trained and sensitised on CRSV challenges and can respond effectively.
- Tasking, training, and sensitising the sub-units and commanders in administering proactive preventive measures and calibrating UN-oriented responses to potential and impending threats.
- Tasking sub-units, including the Engagement Platoon, to carry out Information Collection Plans.
- Establishing protective grids through the deployment of static (e.g., Company Operating Bases-COB, Observation Posts (OP), Checkpoints (CP), etc.) and mobile (e.g., patrols, Temporary Operating Bases (TOB), mechanised columns, etc.) elements to address the most vulnerable areas for CRSV.
- Addressing less vulnerable areas and/or areas away from static bases through robust temporary /dynamic deployments and mobile/mechanised elements to be effective in time and space.
- Establishing a versatile and multifaceted (24/7) monitoring and surveillance framework (human, electronic, aerial assets) for early warning, contributing to predictive analysis, and conducting information-led counter CRSV operations.
- Ensuring 24/7 monitoring of operational environments through the Battalion Operation Centre (BOC), connected to the Company Operations Centre (COC) and Early-Warning Centres (EWC).
- Advocacy and constructive engagement of communities under risk, host-State authorities and alleged perpetrators on prevention and response to CRSV.
- Providing consolidated inputs on the Mission's Monitoring, Analysis and Reporting Arrangements (MARA).
- Projection of military detachments, including Engagement Platoon personnel, with a proactive posture to dominate vulnerable areas; and deter, prevent, and contain CRSV perpetrators.
- Maintain credible response assets (robust capabilities, adequate reserves, ability to respond in time and space, and capability of delivering desired effects) to address emergencies/crises (earmark QRF Company at Battalion HQ and QRT Platoons at each COB).
- Proactive posture to dominate vulnerable areas; preventing, deterring, and containing perpetrators is crucial to prevention and response to CRSV. Foresight, military analysis, deliberate planning, initiative at all levels, dynamic presence, and sound judgment are critical to a proactive posture.
- Execution of robust, decisive, highly mobile, versatile, and timely military responses (including force multipliers) to address CRSV challenges effectively.
- Detain/Disarm/neutralise CRSV threats/perpetrators (additionally conduct targeted offensive operations in some instances, for example, 'Force Intervention Brigade in MONUSCO).
- Reduce arms flow, seize/confiscate, collect, and dispose of arms in the AOR as per Mission SOPs (including that of elements/persons that refuse to lay down arms). A Weapons culture and armed men have been significant sources of sexual violence in a conflict zone and must be addressed deliberately.
- Protection of vulnerable populations and managing victims/survivors as per mission directives and SOPs.
- Integrating and synergising the efforts of all mission actors and the UN partners in the AOR in prevention and response framework.

**Ask** the participants which tasks listed correspond to the quote of their case studies.

 05 min

**Review** the concept of gender-sensitive early warning system related to CRSV

 **10 min**

- Remind them of the handbook received on the online course - Gender-Sensitive Indicators for Early Warning of Violence and Conflict: A Global Framework
- Discuss the importance of identifying in their area early warning indicators that military patrol can easily observe or that local population could inform the base about.
- The indicators are supposed to raise a flag about the increased probability that the risk of CRSV is about to happen.
- That could be, for example, the movement in your area of an armed group known to perpetrate CRSV or the increase of tension between two communities in a country where CRSV is used as a retaliation tactic or as a weapon of war.
- To have CRSV tailored to the context, the discussion needs to happen with the local communities.
- Other civilian offices in the UN mission might already have developed an early warning system. Discuss with the Protection of Civilians office, the Civil Affairs Office, the Office for the Protection of Women, the Office for the Protection of Children, and the Gender Advisor of the UN police components. Adapt their Early Warning system to the military context.

### **Notes**

- ✓ Followed by a [10 min break](#).

# Conclusion: Revision and Self-reflection

 30 m

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

### Objectives

- Identify the value of the concept of resilience in challenging situations.

### Material

- ✓ IDG Self-assessment: Collaborating — Social Skills (individual)
- ✓ Personal Journal Questions: Lesson 3.3

### Step-by-step

#### 1. Resilience

 20 min

**Ask** participants how they cope with challenging situations

 10 min

**Introduce** the concept of resilience

 10 min

- Resilience is the ability to maintain or regain psychological and physical well-being in the face of stress or trauma.
- Explain the 4 categories of resilience
  - Physical resilience (health, vitality)
  - Mental resilience (state of mind, optimism)
  - Emotional resilience (relationships, emotions)
  - Resilience through action (discernment, initiative).
- **Physical Resilience** is our body's capacity to meet physical challenges when they arise, such as sickness or accidents, to heal or manage ongoing physical health conditions.
- **Mental Resilience** refers to our ability to meet challenging circumstances through problem-solving, coming up with viable alternatives, being agile, and creating and being flexible with our ideas and thinking. The ability to work with change to develop solutions to issues as they arise.
- **Emotional resilience** is how we manage our emotional response to challenges and deal with feelings and negative emotions like anger, fear, vulnerability or sadness. It's essential to accept the reality of our situation but have the emotional strength to sustain ourselves through it. Emotional awareness or intelligence is critical to understanding how we react to challenges to minimise the impact on ourselves and others.
- **Social resilience** is all about connecting to others and supporting each other through difficult times.
- Explain that the IDGs and exercises in the course aim to increase your mental, emotional and social resilience.
- Review the IDGs Relating and Being and ask them how these 2 IDGs are increasing their resilience

## 2. Prepare lesson 3.4

🕒 05 min

Prepare participants for lesson 3.4:

🕒 05 min

- Mention there will be a role-play tomorrow

## 3. Self-reflection

🕒 05 min

Ask participants to complete:

🕒 05 min

- Their personal learning journal -answer the morning question regarding the two skills of being, what were their successes and challenges.
- The feedback Google form for lesson 3.3
- The IDG handout the self-assessment for “Collaborating (individual)”

## ☰ Notes

### ✓ Energizer activity - Spy

🕒 05-10 min

- Play it out in a space that is large enough to have the group walking around (or even run), preferably outside.
- Have the group stand in a circle, including the trainer.
- Tell them that each one of them is a spy.
- Tell them that one spy-catcher is in the group, dedicated to arresting them.
- Tell them the good news: a bodyguard in the group is protecting them.
- Ask every group member to select a group member who they suspect to be the spy catcher WITHOUT TELLING ANYONE.
- Then, ask them to select another group member they think is their bodyguard, again without telling anyone.
- Now, ask the group to position themselves so their bodyguard is between them and the spy catcher.
- Let them run for about 2-3 minutes and find everyone happy and energised.
- As a debrief, you can talk about the observation that people can create chaos with a few simple rules.
- Some tips: remember, every person is a spy. As everyone takes a mental note about who they think is the spy catcher and who they think is the bodyguard, then a pretty chaotic situation unfolds as people try to position themselves in a way to have their own suspected bodyguard between themselves and their own suspected spy :-)



## LESSON

# 3.4 Engagement with UN Partners

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### Overview

Lesson 3.4 focuses on developing an engagement plan to strengthen collaboration between MGAs and various UN actors in UN peace operations. Participants will practice communication techniques to improve collaboration.

### Learning objectives

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

### Assessments

- All the daily objectives of lesson 3.4 will be assessed during the lesson as a team when completing in-class activities.



## Activities

- Four case studies within POs: (1) Police Gender Advisor; (2) Women’s Protection Office; (3) Civil Affairs Office; (4) Military Planning U5.
- Two role plays: (1) UNPOL Gender Advisor and (2) Women’s Protection Officer.
- Group exercise: Meeting report for the FC.
- Individual participant interview with a facilitator.

## Handouts

- Trust Model by Richard Barrett
- BRAVING – Acronym
- BRAVING – Self-Trust
- BRAVING – Trust with Others
- Active Listening & Powerful Questions
- Square Squad
- IPI Female Engagement Teams to Engagement Platoons
- UN Engagement Platoon Handbook First Edition 2022
- Blind spots
- IOM KLE – Interoffice memorandum
- IOM KLE Annexe 1 – Cyclical Process
- IOM KLE Annexe 2 – Engagement Matrix
- IOM KLE Annexe 3 – Engagement Card

## Schedule



Introduction to theme and learning objectives of lesson	35 min
Introduction of the concept of BRAVING and trust	50 min
Psychological safety and collaboration	50 min
Engaging with UN partners	15 min
Roleplay: UNPOL & MGA	90 min
Roleplay: Women protection officer & MGA	90 min
Resilience, BRAVING and blind spot	25 min
Collaboration within the military component	30 min
Conclusion: Revision and Self-reflection	30 min
Facilitators meeting: Lesson 3.5 preparation	45 min
Individual interview of participant	60 min

# Introduction to theme and learning objectives of the lesson

 35 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Point out how to adapt the use of the empathy map while conducting meetings and engagements.

### Material

- ✓ Empathy map developed during the stinky fish activity of lesson 3.3.
- ✓ Minefield activity material:
  - Tape,
  - At least 20 plastic empty cups,
  - blindfolded x 2.

### Step-by-step

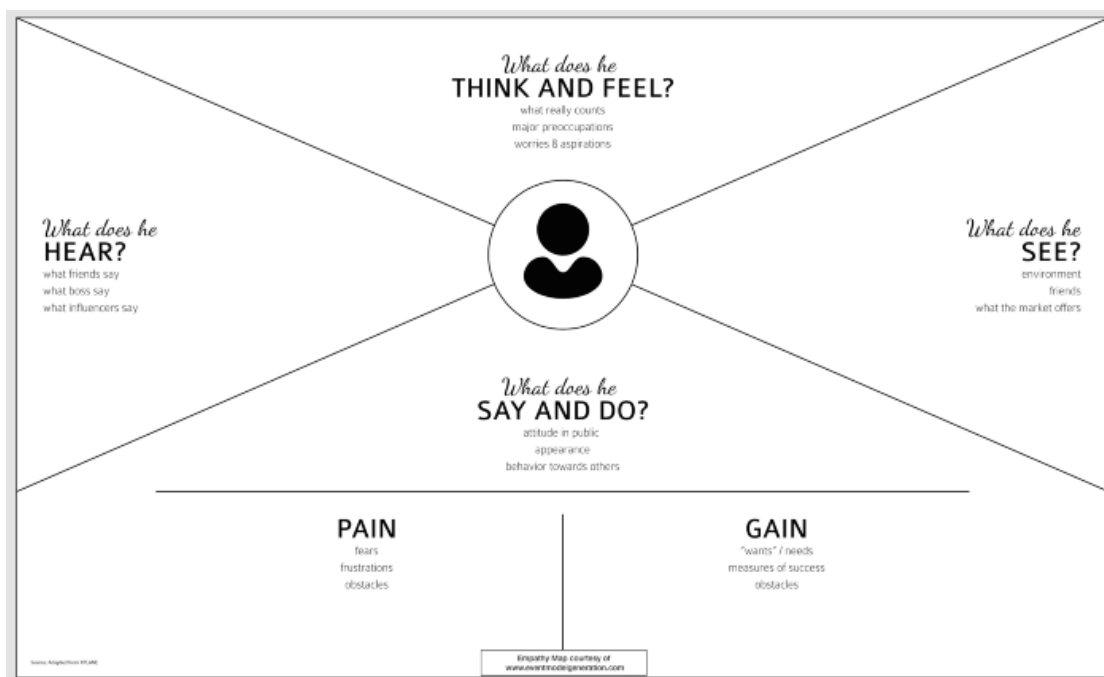
#### 1. Review

 10 min

**Review** the content of lesson 3.3

 05 min

- Review the concept of the Empathy map and ask them how they could use this tool during meetings of engagement with UN partners and civilian organisations.



- Propose to learn to use the empathy map as a team when you are more than one person conducting the engagement of the meeting.
- Ask them how to prepare the open-ended questions before a meeting. How they will develop their engagement strategy, and who will write the information.
- What are the other methods to use instead of writing down answers when doing an engagement?

**Answer** questions of participants provided at the end of lesson 3.3

 05 min

If the participants didn't identify any questions on the Google form at the end of lesson 3.3 and didn't have any questions in the class, ask them the following question:

**Ask** the participant to classify in order of challenges the following tasks that the military contingent needs to consider preventing Conflict-Related Sexual Violence and support the Survivors.

- 1 being the most challenging task
- Ask them why they classified them this way and what makes task 1 the most challenging.
- How as MGAs they can facilitate or not the task
- You can use Mentimeter to ask each person to classify the tasks with their phone or computer.

Tasks to classify in order of challenge to execute:

- 1) Ensuring all military peacekeepers are trained and sensitised on CRSV challenges and can respond effectively.
- 2) Tasking sub-units, including the Engagement Platoon, to carry out Information Collection Plans.
- 3) Establishing protective grids through the deployment of static (e.g., Company Operating Bases-COB, Observation Posts (OP), Checkpoints (CP), etc.) and mobile (e.g., patrols, Temporary Operating Bases (TOB), mechanised columns, etc.) elements to address the most vulnerable areas for CRSV.
- 4) Establishing a versatile and multifaceted (24/7) monitoring and surveillance framework (human, electronic, aerial assets) for early warning, contributing to predictive analysis, and conducting information-led counter CRSV operations.
- 5) Advocacy and constructive engagement of communities under risk, host-State authorities and alleged perpetrators on prevention and response to CRSV.
- 6) Detain/Disarm/neutralise CRSV threats/perpetrators (additionally conduct targeted offensive operations in some instances, for example, 'Force Intervention Brigade in MONUSCO).

## 2. Introduction of today's subjects

 20 min

**Introduce** the learning objectives of the lesson

 05 min

- Familiarise yourself with the importance of building trust in establishing a meaningful connection.
- Analyse the perspectives and agenda of collaborators focusing on context, culture, and environment indicators.
- Produce tips for MGAs on creating a safe environment conducive to collaboration.
- Design an engagement plan to optimise and identify talking points and topics to avoid.
- Demonstrate confidence in the interaction with the UN and other partners.
- Practice powerful questions to gather information during challenging MGA contexts.
- Interpret non-verbal communication to better understand the meaning of what is being said.

- Demonstrate skills using the BRAVING Inventory and the model of trust.
- Summarize findings in a concise and timely report.

**Introduce** the theme of the day: Collaborating

 05 min

- 1) Mark out a 4-metre by 4-metre square in the classroom with tape on the floor. This will be the minefield.
- 2) Place empty glasses inside the square to simulate mines.
- 3) One member of each team must try to cross the minefield blindfolded. Their team members guide the person blindfolded. They can move along the minefield with the person blindfolded, but they cannot enter the minefield or touch the person in the minefield. They can only guide them verbally.
- 4) As soon as the person in the minefield knocks over a glass, they are eliminated.
- 5) The winning team will be the one that manages to get their team member the furthest across the minefield.



### 3. Feedback post activity

 05 min

**Ask** the person who crossed the minefield how they felt:

- Ask the people guiding the person through the minefield how they felt.
- What discussions took place before the start of the game? If it were to be done again, what would he do differently?

We need to discuss the sentiment of trust and responsibility. The prerequisite is to discuss and to have an understanding as a team of how to work to be able to collaborate.

# Introduction of the concepts of BRAVING and trust

 50 m

## Lesson 3.4 Engagement with UN Partners

### Objectives


- Familiarise yourself with the importance of building trust in establishing a meaningful connection.

### Material

- ✓ Handout: Trust Model by Richard Barrett
- ✓ Handout: BRAVING – Acronym
- ✓ Handout: BRAVING - Self-Trust
- ✓ Handout: BRAVING - Trust with Others
- ✓ Handout: Active Listening & Powerful Questions
- ✓ Handout: Square Squad

### Step-by-step

#### 1. Introduce the concept of trust

 15 min

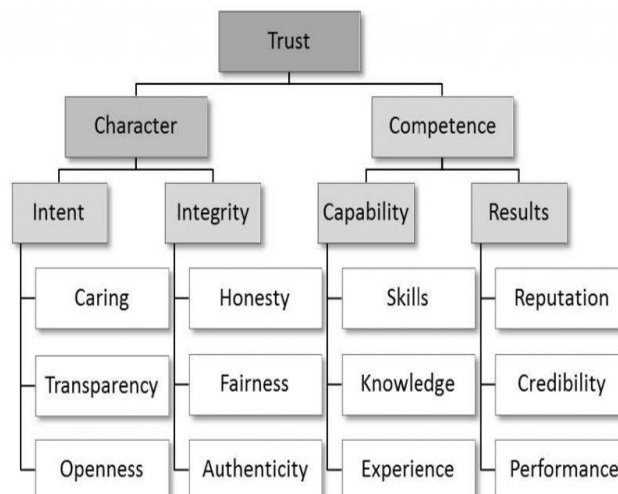
**Ask** participants to define trust and the components required to have trust

- Following the minefield exercise and based on their life experience, ask each table to take 5 minutes to explain what trust is and what components are for trust to be possible. (5 min + 10 min discussion)

#### 2. Introduce the model of trust from Richard Barrett

 10 min

**Explain** the component of Richard Barrett Model of trust:



- Example of luggage at the airport: Ask how many people will let their luggage be guarded by a stranger to go to the toilet while at the airport. What will motivate their choice, and what will make them trust someone over another person?
- Explain that trust is based on how people feel and assess your character and competence.
  - **Character** reflects how you are inside, your intention, and your integrity level in your relationship with others. These depend mainly on the level of development of your emotional intelligence and your social intelligence. The intent is demonstrated by benevolence, transparency and openness; Integrity is demonstrated through honesty, fairness and authenticity.
  - **Competence** reflects how you are on the outside, your abilities, and the results you achieve in your role. These mainly depend on the level of development of your mental intelligence, your education and what you have learned during your professional career. Ability is demonstrated through skills, knowledge and experience. Results are shown by reputation, credibility and performance.
- Considering this model, how do the following partners will judge you as trustworthy?
  - Military staff officer working with you at the UN HQ.
  - Police gender advisor.
  - Senior Women's Protection advisor.
  - Host Nation population.
- The importance and definition of character and competence to judge someone trustworthy depends on the culture of the person who needs to trust, their past experience and their vulnerabilities.

### 3. Introduce the concept of BRAVING

 25 min

**Explain** that trust implies accepting to be vulnerable.

- It is acceptable to give one's trust to the other without being sure of his intentions.
- It is also creating an environment that allows others to be vulnerable.
- After the break, we will discuss creating an environment for psychological safety.

**Explain** the acronym BRAVING:

- First, let's look at how to become comfortable with feelings of vulnerability. Let's take a look at the acronym BRAVING together.
- The acronym BRAVING was developed based on the research of Dr B. Brown. It is an inventory used similarly to how we think of values. Here are the seven inventory items.
  - 1) **Boundaries:** Setting limits means specifying what is acceptable and what is not and why.
  - 2) **Reliability:** You do what you say you will do. At work, this means being aware of your skills and limitations so that you do not over-promise and can keep your commitments and balance competing priorities.
  - 3) **Responsibility:** You take responsibility for your mistakes, apologise and make amends.
  - 4) **Safeguarding:** You do not share information or experiences that do not belong to you. I need to know that my confidences are safe and that you are not sharing information about others that should be confidential.
  - 5) **Integrity:** Choosing courage over comfort, choosing what is right over what is fun, fast or easy, and practising your values rather than just professing them.

- 6) Non-judgement: I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgement.
- 7) Generosity: The most generous interpretation of the intentions, words and actions of others.
- Each person completes the questionnaire TRUST WITH OTHERS related to BRAVING independently, then meets one-on-one to discuss where experiences align and where they differ. It is a relational process that transforms relationships when done well and in a safe setting.

## Notes

- ✓ There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and when to return to the classroom.

# Psychological safety and collaboration

 35 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Familiarise yourself with the importance of building trust in establishing a meaningful connection.

### Material

- ✓ Flipchart
- ✓ Handout: IPI Female Engagement Teams to Engagement Platoons
- ✓ Handout: UN Engagement Platoon Handbook First Edition 2022

### Step-by-step

#### 1. Psychological safety

 10 min

**Link** the concept of psychological safety with the model of trust model

 05 min

- For people to be vulnerable to others and trust them, they need to feel they can do it without being judged or that someone will exploit their vulnerabilities. To build trust, we need to install an environment conducive to vulnerability. This is what we call creating psychological safety and a safe space.

**Introduce** the concepts of psychological safety:

 05 min

- Ask them to make the parallel between the seven questions of the psychological level of a team and the establishment of an environment conducive to vulnerability when meeting with UN partners or representatives of the Host Nation's civil society.
- Ask for responses in plenary and write their response on a flip chart. Brainstorm for 5 minutes.
- Possible answers are:
  - Before starting meetings with our partners or joint planning, establish the following rules:
    - > Everyone has the right to make mistakes, which will not be held against anyone.
    - > It is possible to discuss all subjects during the meeting. We discuss the subject, not the person who brings it.
    - > Allow each team member to highlight their experience and skills when they make their introduction.
  - Preserve the anonymity of what is discussed during the meetings.
  - Discuss what is said but not who said it. The Rule reads as follows: When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.



## 2. UNPO case study on collaboration

 25 min

**Divide** the class into four groups.

**Provide** a case study to each team

 05 min

- The case study shows the implication of lack of collaboration and trust between MGAs and different components of the UN mission:

### 1. Scenario 1 - Police gender advisor

- UNMISS UNPOL personnel are planning to conduct a weapons search operation at a protection of civilians site in conjunction with the United Nations Security Offices (UNDSS) and Mine Action Office (UNMAS).
- The presence of a UNMISS military battalion is envisaged to protect the search because UNPOL personnel fear reprisals.
- The UNPOL operation will be commanded by female personnel.
- The fear is that military battalion personnel will not accept leadership and command from female UNPOL personnel because the battalion has no female personnel.
- **Produce a tips sheet for the MGA to build trust and respect between UNPOL personnel and the UNMISS battalion in support of the operation.**

### 2. Scenario 2 - Women Protection office

- A MINUSMA contingent plans to conduct a protection of civilian mission next month in an area that has experienced numerous security incidents.
- The contingent will cover more than 1,000 km in areas usually difficult to access for MINUSMA civilian personnel.
- The MINUSMA women's protection office would like to participate in this mission, but the contingent commander is reluctant. He has the following fears:
  - Women's Protection Office staff can compromise the security of the operation by leaking tactical details.
  - The staff of the women's protection office staff can jeopardise the operation because they are not trained for this type of terrain.
- **Produce a tips sheet for the MGA to remedy this situation and build trust between the contingent commander and the women's protection office.**

### 3. Scenario 3 - Civil Affairs Office

- The Civil Affairs manages 174 CLAs (Community Liaison Assistants) within MONUSCO. Of this number, only 15 are female staff.
- CLAs assist MONUSCO in fulfilling the protection of civilians' mandate through active community liaison, information gathering, identification of risks to civilians, and development of community protection plans.
- Civil Affairs staff would like to increase the number of female CLA staff, but they have the following fears:
  - They believe that some troops will not agree to collaborate with the female CLA.
  - There are fears from female CLA personnel that they will become the target of harassment from military troops and male CLAs.
  - The civil affairs office noted that several MONUSCO military bases do not have sanitary facilities for female personnel.

- Produce a tips sheet for the MGA to remedy this situation and support the Office of Civil Affairs plan with female CLAs

#### 4. **Scenario 4 - U5 Military planning**


- The population of Bangui in the Central African Republic expressed doubts about the United Nations engagement platoon.
- The population believes that the main objective of the platoon is to collect information, and people are afraid of becoming the target of armed groups if they interact with the platoon.
- The population believes the peloton can bring diseases such as COVID-19, cholera or Ebola.
- The population believes that the platoon cannot protect them because of the strong presence of female personnel within the platoon.
- These beliefs are initiated and maintained by armed groups against the presence of the UN.
- Produce a tips sheet for the MGA to remedy this situation and support the engagement platoon to build or restore trust with the local population.

**Ask** participants to produce a tips sheet for future MGAs


 **20 min**

- They need to explain how to create a safe environment conducive to collaboration with UN partners and other military offices.

### 3. **Group presentation**

 **15 min**

**Give** the floor to participants for them to present their tips

 **15 min**

- After receiving the presentations from the teams, give them these documents as references for their future MGA work
  - [UN Engagement Platoon Handbook First Edition 2022](#)
  - [UN Engagement Platoon Reinforcement training package](#) (accessible in the Annexe - USB key)
  - [IPI Female Engagement Teams to Engagement Platoons](#)

### **Notes**

- ✓ Take pictures of the flipchart and ask the course admin staff to transform it to handout for the participants.

# Engaging with UN partners

 15 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Design an engagement plan to optimise and identify talking points and topics to avoid.

### Material

- ✓ Handout: Active Listening & Powerful Questions
- ✓ Handout: IOM KLE – Interoffice memorandum
- ✓ Handout: IOM KLE Annexe 1 – Cyclical Process
- ✓ Handout: IOM KLE Annexe 2 – Engagement Matrix
- ✓ Handout: IOM KLE Annexe 3 – Engagement Card

### Step-by-step

#### 1. MGA & UN engagement

 15 min

**Explain** how to prepare an engagement with UN partners as an MGA

 10 min

- The success of an engagement with UN partners requires good preparation from the MGA.
- The UN engagement tool will help the MGA to create an environment enabling psychological safety and trust when meeting with the UN partners.
- It will also allow the MGA to optimise the interactions and make the possible exchange of information and perspectives, and hopefully build the foundation for a collaborative working relationship.

**Explain** the steps of the engagement preparation using the UN engagement tools.

- Step 1 – Identify the Key Leader. Who in the organisation do we want to create links with as influence and power?
- Step 2 – Analyse the intersectionality/identity factors of the person we are planning to meet and identify what shapes their motivation and behaviours.
- Step 3 – identify the desired effects we want to achieve during the meeting.
- Step 4 – Prepare the meeting by establishing how to work with the interpreter and create an enabling environment to build trust.
- Step 5 – Conduct the engagement.
- Step 6 – Conduct a debriefing and produce a report to the chain of command.

**Explain** that it is also essential to do some research regarding the people the MGAs will meet to find common interests and help with report building.

To create an environment conducive to trust and optimising the discussion with the UN Partners, the MGA must consider the following communication parameters and techniques.

**Explain** the following concepts

**Powerful question:**

- Powerful questions are **open-ended and empower the person responding to choose the direction they take**. They create possibilities and encourage discovery, deeper understanding, and new insights. They are curious and non-judgmental as they seek further learning and connection.

- How to design a powerful question:

→ The first question to ask in designing a question is: “What is the purpose of the conversation we plan to have?”

Conversations can have many purposes. The ones most likely to require an excellent question to trigger them are:

- > to make sense of something, especially a complex issue
- > to obtain different points of view or gain consensus
- > to generate ideas, surface and imagine possibilities
- > to connect with other people, to build relationships
- > to solve problems or figure out how best to respond to them
- > to reveal hidden issues or unintended consequences of our actions
- > to search for opportunities
- > to identify risks
- > to make decisions

A conversation should only ever have one purpose. If there is more than one, then convene two or more separate discussions, each with its unique trigger question.

→ The second thing about designing a powerful question is considering the following checklist.

- > The question is short and precise. It is easy to remember and easily understandable. But do not over-shorten it – the most important thing is that it is clear.
- > The question is a single one. A powerful question is usually a single question – not multiple questions wrapped up in a single sentence. Though often, two related questions wrapped into one works well.
- > The question is open-ended. Asking what, how and why.
- > The question is provocative or a little unsettling. It slightly annoys or enthuses people depending on their values or beliefs.
- > The question is slightly unclear or ambiguous. In some circumstances, it is helpful when a question is vague or ambiguous in some way as it provokes thought around the nature of the question itself.
- > The question does not contain any assumptions. Most questions we pose include assumptions to one degree or another. A powerful question does not usually have any embedded assumptions.
- > The question is not a leading one. A leading question is a question that subtly prompts someone to answer in a particular way. Bad example: What are the problems with the new system? Good example: What do you think of the new system?
- > The question focuses on action and personal behavioural change. Questions focusing on action and personal behavioural change rather than academic or theoretical issues are excellent as they help keep the conversations grounded in reality.
- > The question is a real issue that is important to the participants.

- Examples of powerful questions
  - “What is the best outcome you believe could come from this situation?”
  - “Can you explain...”
  - “Tell me more about...”
  - “How will you know if this implementation is on track?”
  - “What would success look like...?”
  
- Constructive feedback:
  - **Constructive feedback** is the type of feedback aimed at achieving a positive outcome by providing someone with comments, advice, or suggestions that are useful for their work or their future.
  - The outcome can be faster processes, improving behaviours, identifying weaknesses, or providing new perspectives.
  - Feedback can be given in different forms; **praise** and **criticism** can play a role in constructive feedback.
    - › Praise is where you show appreciation to your employees for the work they have done. Acknowledging their work and showing your appreciation can help reinforce these positive behaviours.
    - › Proper criticism should be sincere and caring whilst also containing a level of importance. Do not let your emotions get the better of you, as criticism levied while you are angry, disappointed, or frustrated may lose its message. Example of good criticism: “Thank you for your hard work on this project. Unfortunately, the deadline was missed, but I can see the solid effort you gave us. In the future, please come to me earlier if you feel a deadline will be missed. We can pull in support to ensure this doesn’t happen again.”
  - **Good constructive feedback should focus on the work rather than being a personal negative attack against an individual.**
  
- Active listening:
  - Active listening is the practice of preparing to listen, observing what verbal and non-verbal messages are being sent, and then providing appropriate feedback to show attentiveness to the message being presented. This form of listening conveys a mutual understanding between the speaker and listener.
  - They have three components in active listening:
    - › The first, internal listening, refers to the leader’s awareness of their own thoughts.
    - › The second, focused listening, integrates the ideas and concerns of others and the ability to anticipate innovations.
    - › The third, 360° listening, combines the two previous forms of listening and includes the influence of non-verbal factors such as tone of voice, mood, body expression, and atmosphere. This third form of listening is the most effective and ensures the long-term success of the visionary, according to Daimler.

## ☰ Notes

- ✓ There is a **10 min break** planned after this activity. Inform the participants of the break and when to return to the classroom.

# Roleplay: UNPOL & MGA

 90 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Design an engagement plan to optimise and identify talking points and topics to avoid.
- Demonstrate confidence in the interaction with the UN and other partners.
- Practice powerful questions to gather information during challenging MGA contexts.
- Interpret non-verbal communication to better understand the meaning of what is being said.
- Demonstrate skills using the BRAVING Inventory and the model of trust.

### Material

- ✓ IOM KLE Annexe 3 – Engagement Card (blank)

### Step-by-step

#### 1. Roleplay preparation

 35 min

**Divide** the class into four groups:

- MGA,
- UNPOL gender advisor,
- 2 other groups as observers

**Explain** the context/situation of the roleplay

 10 min

- Considering this morning's Case Study 1 – The participation of a military contingent in support of a UNPOL weapons search operation at a protection of civilians site.
- The UNMISS MGA organises a meeting with the UNPOL gender advisor to identify likely tasks for the engagement platoon to support the operation and assess the level of mistrust of UNPOL
- The meeting will last 25 minutes.
- The Military Gender Advisor has been with UNMISS for six months. The contingent participating in the operation comes from the same country as them. The MGA's mother is a police officer in their country, and the MGA has a lot of respect for the work of police officers.
- The UNPOL gender advisor is new to UNMISS but was previously deployed to Haiti. In Haiti, the MGA participated in many joint operations with the military. Some went well, and some went a little less well. The MGA has previously participated in patrols at the PoC sites and noted that armed groups sexually abused several civilian women before arriving at the site.

### Teams for the roleplay:

- Team 1: Represent UNMISS Gender Military Advisor. One person plays the role, and 2-3 people can be in support. The whole team helps with the preparation by completing the document for commitments to be given to the facilitators at the end of the simulation.
- Team 2: Represent UNPOL Gender Advisor. One person plays the role, and 2-3 people can be in support. The whole team helps with the preparation by completing the document for commitments to be given to the facilitators at the end of the simulation.
- Team 3 and 4: They are observant and will have to give feedback to teams 1 and 2 at the following points:
  - Type of questions asked and relevance of the questions
  - Observation at the level of active listening
  - Communication nonverbal
- Team 3 and 4 must develop an observation tool that you will give to the facilitators at the end of the simulation. You also need to identify your approach if you were the MGA in this simulation.

**Give** time to participants to get ready for the roleplay

 25 min

- 25 min preparation of the engagement.
- 25 min to roleplay.
- 30 min to debrief (5 min feedback from each team, 10 min feedback from facilitators).
- 10 min zoom call with UNPOL gender advisor.

## 2. Roleplay

 25 min

**Give** the floor to participants for the roleplay.

## 3. Debrief

 30 min

**Ask** participants of teams 3 and 4 to give feedback about each group roleplay

 10 min

**Ask** them to comment on the following elements:

- Type of questions asked and relevance of the questions.
- Observation at the level of active listening.
- Communication nonverbal.

**Give** feedback to participants

 10 min

**Meet** with a UNPOL gender advisor

 10 min

- Either via a zoom call or by visioning a video of someone from the UNPOL gender advisor explaining their role.

## Notes

- ✓ Make sure teams are well balanced in terms of strong/extrovert vs shy/discrete/introvert personalities.
- ✓ Can bring some accessories to help with the roleplay.
- ✓ Lunch break after this section.

# Roleplay: Women Protection Officer & MGA

 90 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Design an engagement plan for optimization and identification of talking points and topics to avoid.
- Demonstrate confidence in the interaction with the UN and other partners.
- Practice powerful questions to gather information during challenging MGA contexts.
- Interpret non-verbal communication to better understand the meaning of what is being really said.
- Demonstrate skills using the BRAVING Inventory and the model of trust.

### Material

- ✓ Handout: IOM KLE Annexe 3 – Engagement Card (blank)

### Step-by-step

#### 1. Roleplay preparation

 35 min

**Divide** the class into four groups:

- MGA,
- Women protection officer
- 2 other groups as observers

**Explain** the context/situation of the roleplay

 10 min

- Considering this morning's case study number 2 – The participation of representatives of the Office of Women's Protection in the protection of civilian operations of a MINUSMA military contingent.
- A meeting is organized by the MINUSMA MGA with the head of the women's protection office to identify the possible contribution of the office's representatives to the military operation and discuss the mistrust of the military contingent towards them.
- The meeting will last 25 minutes.
- The military gender advisor has been at MINUSMA for 6 months. The contingent that will participate in the operation has an engagement platoon in support of the operation.
- The representative of the women's protection office has been in Mali for 4 years. It has already participated in many military operations here in Mali, but also in Yemen, in the Democratic Republic of Congo. She would personally like to participate in the operation by being accompanied by a national employee of the office.

#### Teams for the roleplay:

- Team 3 – Represent the MINUSMA Military Gender Advisor. One person plays the role, and 2-3 people can be in support. The whole team helped with the preparation by completing the preparation documents for commitments to be given to the facilitators at the end of the simulation.



- Team 4 – Represents the Women’s protection officer. One person plays the role, and 2-3 people can be in support. The whole team helps with the preparation by completing the preparation document for commitments to be given to the facilitators at the end of the simulation.
- Team 1 – 2: You are observant and will have to give feedback to teams 1 and 2 at the following points:
  - Type of questions asked and relevance of the questions.
  - Observation at the level of active listening
  - Communication nonverbal
- Team 1 and 2 you must develop an observation tool that you will give to the facilitators at the end of the simulation. You also need to identify your approach if you were the MGA in this simulation.

**Give** time to participants to get ready for the roleplay

 **25 min**

- 25 min Preparation of the engagement.
- 25 min to role-play.
- 30 min to debrief (5 min feedback from each team, 10 min feedback from facilitators).
- 10 min zoom call with a Women protection officer.

## 2. Roleplay


 **25 min**

**Give** the floor to participants for the roleplay.

## 3. Debrief

 **30 min**

**Ask** participants of teams 1 and 3 to give feedback about each group roleplay

 **10 min**

**Ask** them to comment on the following elements:

- Type of questions asked and relevance of the questions.
- Observation at the level of active listening.
- Communication nonverbal.

**Give** feedback to participants

 **10 min**

**Meet** with a Women’s protection office representative

 **10 min**

- Either via a zoom call or by visioning a video of a Women’s protection office representative explaining their role.

## Notes

- ✓ Make sure teams are well balanced in terms of strong/extrovert vs shy/discrete/introverted personalities.
- ✓ Can bring some accessories to help with the roleplay.
- ✓ Followed by a 15 min break.

# Blind Spot

 25 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Analyse perspectives and agenda of collaborators focusing on context, culture, and environment indicators.

### Material

- ✓ Handout: Blind spot


### Step-by-step

**Introduce** the concepts of blind spot

 25 min

**Explain** the following concepts:

 05 min

-  5 min Blind spot
  - Provide the handout Leadership blind spots exercise.
  - Blind spots are things we don't know we don't know.
  - Blind spots can be about a situation or that could be also how others perceive us.
  - To create psychological safety and trust we need to identify how people perceive us. We need to become aware of our blind spots on how others perceive us.
  - First to identify these blind spots we can ask ourselves how we behave to pay more attention to the following:
    - > How do you behave with others?
    - > How do you make decisions?
    - > When and how do you share information?
    - > Are you someone who has an answer to everything (know-it-all), or do you believe there's more to learn?
    - > How connected do you feel to your people?
    - > Do people around you feel safe sharing information?
    - > Do you believe you are not biased?
    - > How do you delegate work?
    - > Are you a strategic thinker who plans and provides direction to your team? Between effectiveness and efficiency, which one do you prioritise?

**Ask** participants to complete the handout regarding Leadership and blind spots at their table

 15 min

**Ask** the participants what they would have done differently during their interview of this afternoon knowing some of their blind spots

 05 min

# Collaboration within the military component

 30 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Summarise findings in a concise and timely report.

### Material

- ✓ Access to PowerPoint by the participants.

### Step-by-step

#### 1. Group work preparation: Collaboration within military component

 15 min

**Divide** the classroom into the same 4 groups.

**Ask** groups 1 and 2 to summarise the meeting with the UNPOL gender adviser and groups 3 and 4 the meeting with the women's protection office.

**Ask** each group to prepare a PPT slide:

 15 min

- The PPT slide has to summarise the result of the two previous meetings with UNPOL and a Women's protection officer to a specific audience.
- Each group should summarise on a PowerPoint slide for the Force Commander the key takeaways from their meeting.
- The PPT should answer at the minimum the following questions:
  - What information have you obtained that could have an impact on the stability and security of the region?
  - What should the military contingent do to gain the trust of the military component and the women's protection office?
  - What are your recommendations for future commitments and support of the military component to the organization?
- Participants will have 90 sec to present their slides.

#### 2. Group presentation

 10 min


**Give** the floor to participants for their presentation

- Each group has 90 sec to present their slide.

### 3. Revision

 05 min

**Review** the main concept of the meeting report tailored to the target audience

 05 min

**Ask** the participants what is important for the Force Commander. He/she is probably looking for ways to improve security and stability.

- Which information is important at the level of the Force Commander? We are looking at information that has a macro impact.
- He/she is interested in information on events that could impact the security of the area of operation that contingent commanders might not be able to handle with their personnel and equipment.

# Conclusion: Revision and Self-reflection

 30 m

## Lesson 3.4 Engagement with UN Partners

### Objectives

- Review the main concept of the lesson
- Self-assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3.5

### Material

- ✓ IDG Self-assessment: Acting – Driving Change (individual)
- ✓ Personal Journal Questions: Lesson 3.4

### Step-by-step

#### 1. Revision

 10 min

**Review** the main concept related to skills and knowledge of the lesson

 10 min

- Ask them to reflect on their interactions during the roleplay today and the concepts of active listening, blind spots, powerful questions and trust.
- Ask them to respond at their table to the following questions to prepare for their next interaction with another organisation on lesson 3.5.
  - Preparation tool – how will you adapt them
  - Preparing your team before the meeting
  - Pre-meeting / contact with the organization (email, phone)
  - Welcome/introduction to representatives of the organisation
  - Topic of discussion
  - Monopolisation of the conversation
  - Use of humour

#### 2. Prepare lesson 3.5

 10 min

- Prepare participants for lesson 3.5

Ask participants to complete:

- Their personal learning journals
- The feedback google form for lesson 3.4
- The IDG handout the self-assessment “Acting (individual)”

#### Notes

- ✓ Remind participants of the time they have to be present to meet with facilitators for individual interviews.

#### Energizer activity - Thumb War (1-5 mins)

- Goal: to demonstrate the principle that if you collaborate, you get more accomplished.
- Note: only to use if culturally appropriate as it involves touching.
- Facilitator instructs the participants to pair up and then explains the rule of ‘thumb wars.’
- Participants lock hand-in-hand the fingers - leaving their thumbs up. They tap their thumbs from one side to the other as they both say: “one two three four, let’s have a thumb war’.
- Then, they ‘compete’ to see who can cover the other person’s thumb with theirs, like an arm wrestle, but for thumbs.
- Facilitator asks everyone to see how many they can do in two minutes.
- After the two minutes are up – the facilitator asks the group to raise their hands: “how many got 0 to 3 thumb wars completed?” “How many got between 4 and 10?” “How many got more than 10?” (etc).
- Facilitator debriefs by asking: “how did those of you get so many?” Or lead them: “what could you have done differently to get 30 times through the game?” (Answer - don’t fight - let someone win each time, and you get more done!).



## LESSON

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

### Overview

Lesson 3.5 allows participants to practice gender mainstreaming in the operational planning process (OPP) by taking into account the four pillars of UNSCR 1325 and developing a gender annex.

### Learning objectives

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

### Assessments

- Objectives 1, 4, 5, 6 and 8 will be assessed during the lesson as a team when completing in-class activities.

- Objectives 7 and 9 will be assessed during a presentation on lesson 3.5.
- Objectives 9 are part of the evaluation level 2 that the participants have completed upon arrival at the course location and will be completed on lesson 3.5 and lesson 3.9. Facilitators will be able to identify if the participants retain individually the information and are able to apply it to their MGA tasks.
- Objectives 2 et 3 will be self-assessed, and the participant will take notes of their progress in their personal journal. The facilitator will discuss each individually once during the week with each participant about their progress.

## Activities

- Group Exercise: Assembling an OPP Team and Developing an End State
- Group Exercise: Integrating Gender into an OPP
- Individual participant interview with facilitator

## Handouts

- Operational Planning Process - MGA Gender Estimate
- Operational Order Gender Annexe - Proposal Format
- Force Commander Morning Brief - Lesson 3.6 to Lesson 3.9
- File on NGOs
- UNW/2021/6 - United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) Strategic Plan 2022–2025
- Buddy System

## Schedule



Level 2 Assessment	45 min
Introduction to theme and learning objectives of day	60 min
Changemaker model exercise	30 min
Building a team for OPP	35 min
Mobilizing: end state & vision	65 min
OPP and the 4 pillars of UNSCR 1325	50 min
OPP group presentation	55 min
Gender estimate and the gender annexe	30 min
Conclusion: Revision and Self-reflection	25 min
Facilitators meeting: Lesson 3.6 preparation	45 min
Individual interview of participant	60 min



# Check-in and Level 2 Assessment

 45 m

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

## Objectives


- Assess the level of understanding of the training content
- Discuss with the participants' concepts that are still unclear

## Material

- ✓ Level 2 assessment

## Step-by-step

### 1. Level 2 Assessment

 30 min

**Introduce** the level 2 assessment

- Provide the link to the participants for them to complete the assessment form level 2.
- For the participants who don't have access to a phone or a computer provide a paper copy.
- Ask the participants to answer the questions. Inform them they have 25 minutes.

**Give** time to participants to complete the assessment

 25 min

### 2. Review the assessment

 15 min

**Offer** participants some time to ask questions

 15 min

- You could revise the questionnaire and the answers received by projecting the google form results. When the results are amalgamated by google form the identity of the responders isn't visible on the screen.

## Notes

- ✓ There is a [10 min break](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Introduction to theme and learning objectives of the day

 60 m

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

### Objectives

- Visualise a tangible gender-responsive environment during an operational planning process
- Explore brainstorming techniques

### Material

- ✓ Flipchart pre-prepared with rules to run an effective brainstorming.

### Step-by-step

#### 1. Review

 10 min

**Review** the content of day 4

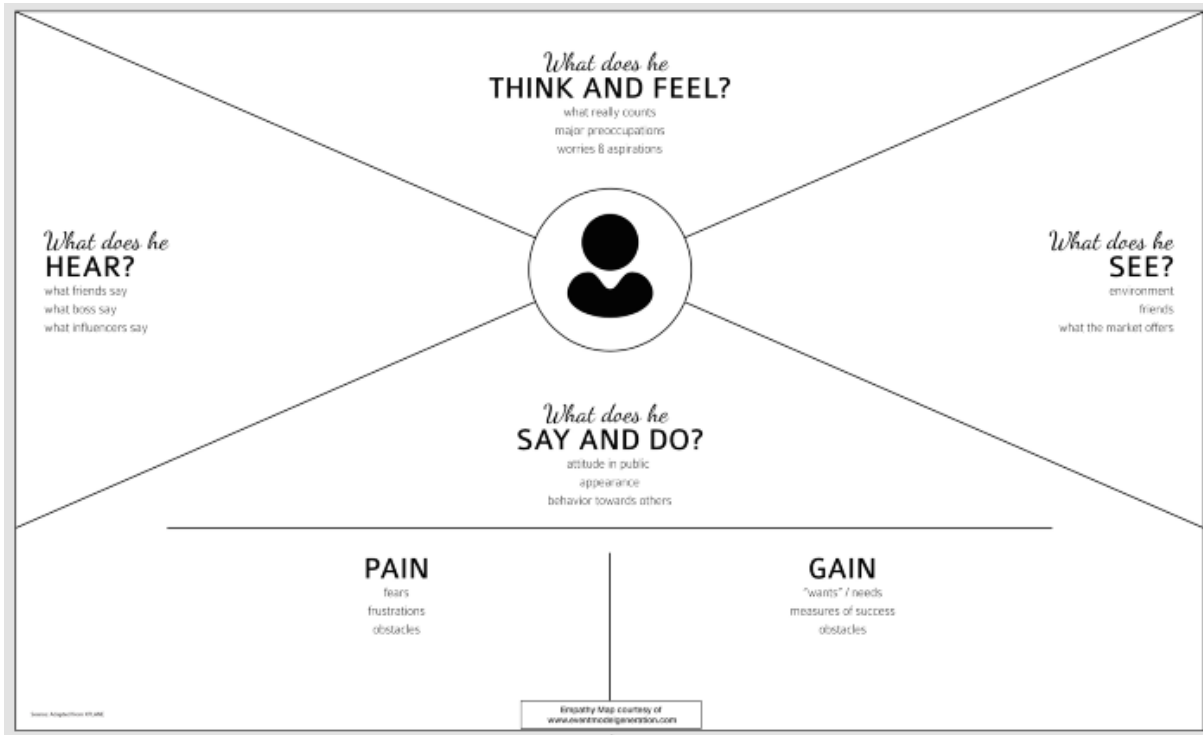
 05 min

- Emotion triggers a reaction and should be considered when planning a strategy to change attitude or behaviour.
- Ask the participants what their main takeaways are about including triggers to call for emotion in their course of action development.
- Review with them practical examples of how emotions trigger the following reactions:
  - perception,
  - attention,
  - inference,
  - learning,
  - memory,
  - goal selection,
  - motivational priorities,
  - physiological responses,
  - motor behaviours,
  - decision-making.
- If the strategy of change the MGA is trying to build is around the prevention of the CRSV perpetrated by the Armed Groups including the National Armed Forces, how they could trigger emotions for them to compile.
- If the strategy of change the MGA is trying to build is around providing a safe space and psychological safety for the survivors to speak up about what she/he should consider in terms of emotion.
- Use the Atlas of Heart handout of lesson 3.3 to identify emotions.

**Answer** questions of participants provided at the end of the lesson 3.4:

 **05 min**



- Ask them if they have additional questions and answer them.
- If the participants didn't identify any questions on the google form, review with them the empathy maps and ask them to consider the element of the maps when they will be interacting with their coworkers today to increase their ability to conduct active listening.




## 2. Introduction of today's subject

 **45 min**

**Introduce** the theme of the lesson : Acting and Creativity

-  **5 min** Watch the documentary Women & Girls: The Facts and Solutions
- Explain to them that this documentary needs to be in the back of their mind at least for the rest of the lesson as we will work to find a course of actions including the significant participation of women to the solution we are proposing.
-  **5 min** Brainstorming
- Explain that to find a creative and tangible Course of Action the teams need to run brainstorming that provides the opportunity for everyone to contribute.
- Provide the following rules to run an effective brainstorming session (Have a flip chart prepared in advance with the rules written down):
  - **DON'T CENSOR** : Fear of judgment from others is the sworn enemy of creativity. Wacky ideas, clichés, sassy flashes: anything is welcome. So we remove the filters of our thinking, we put conventions aside and we express whatever comes to mind. If you work as a team, it is important to welcome the ideas of others with kindness and to reserve the sorting at the very end of the session. **The idea is to open the valves and throw the ball spontaneously!** Much like a pass in hockey, every thought expressed can potentially lead us to the goal.

- **Rack your brain again and again.** The first ideas are sometimes the best. But, very often, they are also the most predictable. Do we think we have already found the best idea? It's really the best? **We note it and we continue to rack our brains.** Exploring several areas of ideas in depth not only generates a constant flow of exchanges but is also the best way to innovate and think outside the box.
  - **DON'T GIVE UP IN CASE OF INSPIRATION FAILURE:** If you feel like you're going in circles or stuck, you stimulate your brain by subjecting it to an intense marathon of ideas. There is nothing better to bring a breath of fresh air to a stagnant brainstorm. **The challenge: find 10 new ideas in 10 minutes, top time.** To each his own pencil, and let's go! Then, you communicate your ideas to others and, above all, you don't denigrate your work or that of others.
  - **CHOOSE AN INSPIRING AND RELAXED LOCATION:** A soulless conference room will be much less conducive to creativity than a park or cafe full of life. So we loosen the tie, we take off the high heels and we get out of our usual shackles. We can even forage from one place to another if we feel the need, and we do not hesitate to take breaks regularly. A walk, a shower, a chat... we relax to oxygenate the brain, and then we start again when we feel ready.
  - **STEP BACK:** At the time, you might think it's the idea of the century, but that's not always the case. Before declaring victory, we sleep on our ideas. With a clear head, we are always better able to assess the quality of the latter. If we judge that they are also excellent the next day, it means that we have something good. Conversely, an idea that seemed banal to us at the start can turn into a flash of genius after careful consideration.
- Tell them they are welcome to try these 5 rules during the rest of the course even to step out of the class to run their brainstorming as long as they are back in time to provide their briefing.
  - Make the link with the inference ladder. Tell them that what we are trying to do is to ask ourselves the following questions when we are conducting brainstorming: ActW<sup>3</sup> - What, so what, What now?
  - This exercise is to be done by a team of 4-6 people.
  -  **10 min** Provide them with the following case study and ask them to run a brainstorming using the ActW3 method.


#### Case study:





- Context
  - The UN Sustainable Development Goal for water and sanitation calls for universal and equitable access to safe and affordable drinking water by 2030.
  - The first step is to provide everyone with basic service within 30 minutes round trip.
- Situation
  - A single journey takes more than an hour in Mauritania, Somalia, Tunisia and Yemen.
  - In Malawi, the UN estimates that women fetching water spend an average of 54 minutes, while men only spend 6 minutes.
- Impact
  - Women have less time for their family, childcare, other household chores or leisure.
  - For both boys and girls, collecting water can take time away from their education and sometimes even prevent them from going to school altogether.
- Task: What could UNPKO do to improve the situation and try to achieve the goal of everyone having access to a basic service within 30 minutes round trip?

### Case study:


- Brainstorm ideas for 5 min. Then ask the following questions:
  - Ask “WHAT? What happened? What did you notice, what facts or observations stand out? »
  - Then, after all the salient observations have been collected, ask, “SO What?” Why is this important? What patterns or conclusions emerge? What assumptions can you make?
  - Then, once the search for meaning is complete, ask, “NOW WHAT?” What actions make sense? »

### Debrief the teams by following these steps

 15 min

- Group debriefing – tell them that at the moment the answer is not important, what we want is to reflect on the process.
  -  05 min First step: WHAT? – How did you think about defining the problem? How many reasons / sources of the problem did you find?
  -  05 min Second step: so what? – Have you considered the interference scale in your understanding of impacts? What assumptions did you make?
  -  05 min Third step: What kind of solutions did you propose? On a scale of 1 to 10, how would you rate your level of ingenuity and creativity in the proposed solutions? 10 being an out-of-the-ordinary idea. How could you do better next time?
  -  05 min Do you have ideas that you did not dare to express during the group discussion? For what? (During operational planning it will be even more difficult to express your opinions as the military environment at the planning level is competitive. You will have to be daring, and become comfortable with your ability to dare to express new ideas)

### Explain that creativity is important when finding solutions

 15 min

- Introduce them to the 2 following initiatives that could inspire them to find creative solutions:
  - Design for the other 90%: Of the world’s total population of 6.5 billion, close to 5.83 billion, or 90%, have little or no access to most of the products and services many of us take for granted; in fact, nearly half do not have regular access to food, clean water, or shelter. Design for the other 90% explores more than thirty projects which reflect the growing movement among designers, engineers, students and professors, architects, and social entrepreneurs to design low-cost solutions for this other 90%. Through partnerships, both local and global, individuals and organizations around the United States and throughout the world are inventing unique ways to provide better access to food, water, shelter, health, education, and energy to those who most need them.
  - Design with the 90%: “Design with the 90% highlighted 26 projects from across the globe that aims to improve life in some of the world’s most marginalized communities through design innovation. We designed this exhibition to reflect the spirit it embodies honest, accessible projects that aim to improve the lives they touch. A Design by You section employed everyday clipboards to make it easy for visitors to sketch and contribute their own ideas and share them online. The exhibit was made entirely of sustainable, recyclable materials. Display bases and seating were crafted from industrial cardboard sonotubes. Displays made of kraft panels were printed directly on the material, avoiding vinyl. Large banners were printed on Tyvek, a durable, non-tear construction material. When the exhibition came down, we retrieved the banners and reached out to the Refugee Artisan Initiative for a craft collaboration. The banners were repurposed into a series of large and small carrier bags.”

**Introduce** the daily learning objective

 **05 min**

- Visualize a tangible gender-responsive environment during an operational planning process.
- Define personal passions, strengths, and core values by examining the importance of their MGA role.
- Examine the power of the Changemaker Model as a practical tool for reflecting on activities, projects, and programmes.
- Creatively engage with sharing ideas and visions to support the team building for OPP.
- Identify similar interests, engaging tactics and shared visions for mobilization purposes.
- Develop argumentation tailored to their target audience to rally them to their ideas.
- Identify tangible options for a successful operational planning process considering the four pillars of UNSCR 1325.
- Construct creative and gender-responsive solutions for the operational planning process.
- Explain the content of the drafted gender annexe with a gender estimate in an OPP.

 **Notes**

- ✓ There is a [10 min break](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Changemaker Model exercise

 30 m

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

### Objectives

- Participants define their passions, strengths, and core values. (These are 3 out of the 4 areas of the Changemaker Model). They start reflecting on their intersection spot (i.e., where all four areas overlap).
- Participants understand the importance of finding out more about themselves in view of the new professional role they will be working on.
- Participants learn to use the Changemaker Model as a practical tool for reflecting on activities, projects, and programmes that they would like to get involved in beyond the training.

### Material

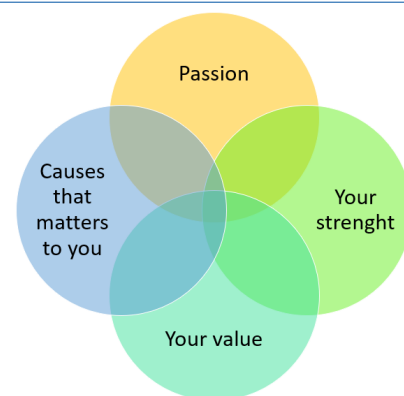
- ✓ Handout: Change Maker Model
- ✓ Post-its, and pens.
- ✓ Flipcharts and PPT slide:
  - To explain the Panorama of Changemaking you need to draw it either on a Flipchart (recommended) or have it on a PowerPoint presentation. In addition, you need to have a handout for each participant with the values, passion, and strength of brainstorming.
- ✓ Journal:
  - You can alternatively have the participants write their top 10 values, passions, and strengths on post-its and put a basket in the middle of the room where they can throw in the spare post-its in the selection process. However, in the end, it is important that the participants have it in their workbooks.
- ✓ Background music:
  - You might want to play some calm, reflective, inspiring music quietly in the background.

### Step-by-step

#### 1. Changemaker Model exercise

**Ask** the participants to individually draw the 4 circles on a sheet or give them a handout

- The pattern consists of four circles:
  - PASSIONS: the things you LOVE to do;
  - YOUR STRENGTHS: things you are good at;
  - VALUES: What is most important to you?
  - CAUSES YOU CARE FOR: the needs in the world that matter most to you or what (injustice) frustrates or saddens you the most.



**Give** them 5 minutes for each of the circles by guiding them every 5 minutes by asking them the following questions:

- Passions: “What do you like to do so much, do you forget the passage of time? What would you do if money wasn’t an issue?”
- Strengths: “Strengths are the things we are really good at. Important: Anything above the average counts. We’re not asking you to find things that you’re “the best in the world” at! »
- Values: When you have a choice to make or feel stuck, examining your values and sticking to them will help put you on the right path. Your values represent the qualities of life that matter most to you. »
- Causes close to your heart: “What issues in the world/in my community/my country really upset you, excite you, and make you want to do something about them?” »

**Explain** that the central part (intersection) is where projects should be located, at the centre of passions, strengths, values and issues. It is crucial to make the project sustainable because they are motivated by it and it meets real needs in the world!

**Make** a list of 5 projects/activities for which they would be the most motivated and competent as a MGA based on the analysis of themselves as an agent of change.

 05 min

**Explain** to them that as part of their MGA work, they will have the opportunity to engage in project initiatives with the office of civil-military cooperation or the office of civil affairs for the community violence reduction program. It is important for them to identify for which types of projects they would be the most effective agents of change based on the elements identified in the 4 circles.

**Ask** those they want to share

 05 min

## Notes

- ✓ This session kicks off the whole morning or afternoon (decide when to launch the activity, before or after lunch). Make it inspiring and energizing (bring participants back after the break).
- ✓ Make sure you understand the Changemaker Model properly & use personal practical and/or personal references to exemplify the different categories of the Changemaker Model (values, passions, strengths).
- ✓ Participants may not be used to self-reflection, so do not worry if they seem a bit unsure at first.



# Building a team for OPP

 35 m

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

### Objectives

- Identify similar interests, engaging tactics and shared visions for mobilization purposes.

### Material

- ✓ 8 flipcharts prepared with the 8 situations proposed for the OPP.
- ✓ Post-it

### Step-by-step

#### 1. Guidance on Operational Planning Process (OPP)


 05 min

**Share** 8 situations that people are invited to brainstorm on to find solutions

 05 min


- Write down each situation on a separate flipchart
  - **Situation 1: Protection of civilians – South Sudan.** In South Sudan, the population threatened by armed groups arrive in large numbers at the base barrier to receive the protection of blue helmets.
  - **Situation 2: Protection of civilians – Central African Republic.** In CAR, women and girls are often victims of sexual assault by criminal groups in the streets of Bangui.
  - **Situation 3: Protection of civilians – DRC.** In the Democratic Republic of Congo, thousands of young girls are unable to make the dangerous journey to school due to the enormous risk of physical or sexual assault.
  - **Situation 4: Participation in political life – DRC.** In the Democratic Republic of Congo, Congolese women can have enormous influence in their communities but are almost entirely excluded from political life.
  - **Situation 5: Protection of civilians – Mali.** In northern Mali, villages are forced to move regularly due to the violence of armed groups. They are moving in masse to the cities, where their arrival is causing tension. Young people are particularly the target of this violence.
  - **Situation 6: Tension in Lebanon between communities.** Gender, class, age and nationality continue to be points of division and tension between communities in Lebanon, often triggered by memories of the civil war.
  - **Situation 7: Tension in Lebanon near the IDP camps.** Xenophobia towards refugees, especially Syrians, has intensified as the Lebanese population increasingly protects the country's limited resources.
  - **Situation 8: Violence by government troops – Central African Republic.** Following clashes in the town of Bambari, national forces and their allies targeted a mosque, killing 14 people, including a woman and a child. A health facility was also targeted.

**Ask** participants to individually:

 **15 min**


- Choose the 4 of the 8 situations that interest them the most.
- Write on a post-it, for each of the 4-situation chosen:
  - Why should they be part of the planning team that will try to solve the situation?
  - What are the personnel strengths that would make them fit for this team?
  - How can they contribute?
- Remind participants to be creative if they want to be chosen for the teams.

## **2. Build a team**

 **15 min**

**Select** 6 themes and identify one leader per theme

**Ask** each leader to select 5 participants to be part of their team

 **15 min**

- Leaders have to select the participants based on the strength they wrote on the post-it and they have to explain why they select this participant to join their team.

### **Notes**

- ✓ There is a **10 min break** planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Mobilising: end-state & vision

 65 m

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

### Objectives

- Creatively engage with sharing ideas and visions to support the team building for OPP.
- Identify similar interests, engaging tactics and shared visions for mobilization purposes.

### Step-by-step

#### 1. End state/vision exercise

 20 min

**Inform** the 6 teams that at the end of this exercise, we will keep the 3 best teams and we will merge the 3 other teams.

**Ask** the participant to develop an end-state and a vision

 20 min

- They have to identify, for the scenario of their team, what is the desired end state after an intervention from a UNPKO.
- They need also to identify their vision, and how they are seeing the UNPKO engaging the population to be able to achieve their end state.
- That could be for example in the case of protection of civilian situation
  - End state: Increase the resilience of the population in order to reduce the risks.
  - Vision: Will engage the community using participatory rural appraisal techniques to identify local solutions to the problem and build up their capacity with training and equipment.

**Explain** that they have 90 sec to present their end state and vision. This 90-second is also to convince the members of the other team they should join their teams. The 3 teams that are getting the most interest from the other coworkers will be the winning team.

**Explain** to them to consider the mobilisation techniques studied on the previous lessons including the call for emotion to gather the other coworkers to their cause.

#### 2. Presentation: mobilisation tactic

 30 min

**Ask** each team to present their mobilisation tactic

 15 min


- Each team has 90 sec to present their tactic and convince other participants to endorse their proposal.

**Ask** participants to vote with their feet

 05 min

- Participants have to vote with their feet.
- After each presentation, they can decide to join the team that just presents or stay with their current team.
- At the end of all presentations, we will keep the teams that have the most participants and we will move the participants of the losing teams to the 3 teams of their choice.

### 3. Debrief

 15 min

**Discuss** with participants the following elements:

- Ask each team to identify which characteristic of a change agent they used to mobilize members of the other team.
- Ask them if they referred to any irrational behaviour from Day 1.
- What would he do differently next time?
- Take 5 minutes to think about it, and 10 minutes to share.

#### **Notes**

- ✓ Lunch break after this section.

# OPP and the 4 pillars of UNSCR 1325

 50 m

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

### Objectives

- Visualise a tangible gender-responsive environment during an operational planning process.
- Identify tangible options for a successful operational planning process considering the four pillars of UNSCR 1325.
- Construct creative and gender-responsive solutions for the operational planning process.

### Material

- ✓ Handout: Operational Planning Process - MGA Gender Estimate
- ✓ Video: [“I have the right” | Victims of Sexual Exploitation & Abuse | United Nations](#)

### Step-by-step

#### 1. Review the Gender Advisor Estimate

 10 min

**Ask** the participant to take the handout – Gender Estimate.

**Review** with the participants the 5 steps of the Military Operational Planning process and the input of the MGA for each step.

**Explain** to the participants they should consider the 5 steps of the Operational Planning Process when developing the course of action for their current scenario.

#### Step 1 – Analysis of the operational environment

- They should consider the 10 questions of the gender-sensitive conflict analysis to understand the challenges that each segment of the population is facing in their current scenario.
- The 10 questions are the following:

#### Understanding gender norms and behaviours

1. What roles do people of different genders play in a given community?
2. What are the prevailing gender norms in different social groups?
3. How do people’s actual behaviours compare with gender norms?

#### Gender analysis of conflicts

4. How does conflict shape and/or change norms about masculinities and femininity?
5. How does conflict affect men, women and sexual and gender minorities (SGM) and their gender roles?
6. What roles do men, women and SGM play in the conflict?
7. What roles do men, women and SGM play in achieving a peaceful resolution to the conflict?
8. How do gender norms and behaviours determine how violence is used? By whom? And against whom?

9. Do norms about masculinities and femininities fuel conflict and insecurity?
10. Are there norms of masculinities and femininities that (could) help build or facilitate peace?

### Step 2 – Mission Analysis

- They should review their end state and vision developed in the morning to consider the findings of their operational environment analysis. Their end state should consider the situation of each segment of the population.

### Step 3 – Developing course of Action

- When developing the Course of Action they need to consider the 4 pillars of the UNSCR 1325
  - Participation
  - Prevention
  - Protection
  - Relief and recovery

## 2. 4 pillars of the UNSCR 1325

 05 min

**Ask** the class in plenary what each pillar actually means for the military gender adviser? How they should consider these pillars during the operational planning process?

**Take** note of flip chart sheets because they will have to consider them during the development of their modes of action.

## 3. Concept of Survivor

 05 min

**Introduce** the concept of Survivor - people centered approach

 Watch the video: [“I have the right” | Victims of Sexual Exploitation & Abuse | United Nations](#) (2 min 40 sec)

- Warn the participants about the sensitivity of the subject.

**Explain** that they need to consider the concept of survivor when developing a course of action.

- This concept implies the following considerations:
  - Each project or intervention aiming to support survivors should seek to empower survivors by prioritising their rights, safety, well-being, needs and wishes.
  - Organisations such as PKO mission must ensure that survivors have access to appropriate, accessible and good quality services.
  - Following an incident (a traumatic experience, such as a sexual assault), a survivor-centred approach will give the survivor control of the decision-making process.
  - This allows the survivor to express their needs and to have space and time for the organisation to obtain the necessary support.
  - This approach also serves to recognise that the various coping mechanisms and healing processes are unique to each individual.

#### 4. Integrating the 4 pillars and the concept of the survivor to OPP

 30 min

**Instruct** each team to develop options to resolve or mitigate the situation in their scenario.

- They need to consider the UNSCR 1325 4 pillars and the survivor-centred approach concept.
- They must suggest courses of action **that have never been implemented before by a military component.**
- They will have 3 minutes to express why their solution is the one that will have the most impact and has the best chance of success.
- There are funds available through the Quick Impact Projects and the Community Violence Reduction Program.
- The Force Commander is ready to assign tasks to engineers and other military troops to support your solution.
- They have 30 min to develop their solutions.

#### **Notes**

- ✓ Followed by a 10 min break.

# OPP group presentation

 55 m

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

### Objectives

- Develop argumentation tailored to their target audience to rally them to their ideas.
- Identify tangible options for a successful operational planning process considering the four pillars of UNSCR 1325.

### Step-by-step

#### 1. Group presentation: Creative Course of Actions


 45 min

**Inform** participant of the way the presentation will take place and proceed:

 15 min

- Team 1: present (3 min),
- Team 2: give feedback: what could go wrong (2 min),
- Team 1: response to the comments they received (2 min),
- Team 2: share additional comments/concerns (1 min),
- Team 1: response to the comments they received (2 min),
- Team 3: observe and provide feedback (2 min)
- Facilitator: debrief 3 min link it with creativity (15 min each x 3 teams)

**Repeat** the presentation with the other groups (15 min for each group)

 30 min

- Second round: Team 2 replace Team 1, Team 3 replace Team 2
- Last round: Team 3 become Team 1, Team 1 become Team 2

#### 2. Red Teaming and Rock Drill

 10 min

**Explain** that what we just did is like the Red Teaming and Rock Drill processes that some nations and UN missions are running to improve their plan at the end of the Military Operational Planning Process.

- Red Teaming:
  - A way to test strategies, eliminate invisible threats and identify missed opportunities.
  - Helps to challenge their assumptions, reinforce their plans and overcome groupthink.
  - Often the Red Teaming is played by the U2 – intelligence that develops a plan and course of action as the opposing forces. They are challenging the UN plan at each step of the operational planning process by exposing how they would respond to the proposed UN solutions. That allows the UN mission to develop contingency planning.
  - It is important to include a gender perspective in the Red teaming to identify how the opponent forces are using gender identity to achieve their objectives. That could be for example to use Conflict-Related Sexual Violence as a tactic of war.



- If the UN mission has a Red Team, the MGA should ask to participate or should ask them to task the U2 MGFP as a team member of the Red team.
- Rock Drill:
  - Once the units are made aware of the Operation Orders, the units report back to the Commander in the form of a Rock Drill.
  - Each staff member or commander discusses their particular role and mission during the operation and indicates if they lack resources.
  - The U2 explains the likely intentions and actions of armed groups.
  - The U9 and MGA should explain the likely intentions and actions of local people considering intersectionality.
  - The MGA could run a mini Rock Drill with the MGFP and the engagement platoon to identify if the proposed plan is gender responsive and identify a shortfall.

## Notes

- ✓ Followed by a 10 min break.

# Gender annexe

 30 m

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

### Objectives

- Explain the content of the drafted gender annexe with a gender estimate in an OPP.

### Material

- ✓ Handout: Operational Order Gender Annexe - Proposal Format

### Step-by-step


#### 1. Review the concept of the gender annexe

 10 min

It is really important that the MGA understands that all tasks need to be in the core of the Ops Order not in the Gender Annexe.

- The MGA will provide the following input to the U2, U3 and U4 for the information to be included in the main document in their respective sections:
  - U3: Tasks of SHQ MGAs, MGFPs and Engagement platoons
  - U3: The tasks of military components to ensure the use of gender-sensitive approaches
  - U2: Request for information addressed to SHQ MGAs, MGFPs and Engagement platoons
  - U4: The resources needed for the military component to be gender-responsive.

#### 2. Develop the gender annexe

 10 min

**Ask** each team to prepare one poster explaining the content of their gender annexe and the content that will go directly into the operational order to implement their courses of action. (10 min)

Their poster should include the following information

- Their conflict-sensitive gender analysis
- Their advice to SHQ MGAs, MGFPs and Engagement platoons
- Explain what will go directly into the operational order:
  - Tasks to military elements
  - Needs in coordination with partners
  - Information needs
  - Logistical support need

#### 3. Presentation

 10 min

**Give** the floor to participants for their presentation

- Each group has 2 min to present and explain their poster.

# Conclusion: Revision and Self-reflection

 30 m

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

### Objectives

- Review the main concept of the lesson
- Self-assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3.6, the force commander morning brief and the meeting with the NGOs

### Material

- ✓ Handout: Force Commander Morning Brief - Lesson 3.6 to Lesson 3.9
- ✓ File on NGOs
- ✓ Handout: UNW/2021/6 - United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) Strategic Plan 2022–2025
- ✓ Handout: Buddy System
- ✓ IDG Self-assessment: Relating — Caring for Others and the World (organisation)
- ✓ Personal Journal Questions: Lesson 3.5

### Step-by-step

#### 1. Preparation Force Commander morning brief

 05 min

**Divide** the classroom into 4 teams for the Force Commander Briefings and give them their case study (same teams) – give them the scenarios of the Force Commander Briefings

**Review** with them the 4 scenarios and tasks

**Explain** that each team is responsible for one morning; team 1 on lesson 3.6, Team 2 on lesson 3.7, Team 3 on lesson 3.8 and team 4 on lesson 3.9.

- Each team need to have one person for each of these offices:
  - The U2 – Military Intelligence
  - The U3 – Operation
  - The U4 – Logistics
  - The U9 – Civil-Military Cooperation
  - Information Operations
  - The Military Gender Advisor
- Each office needs to present their gender-sensitive perspective for 90 sec in regard to the scenario. The U3 needs to present the proposed solution.

## 2. Prepare lesson 3.6

 05 min

**Explain** that the same 4 teams will go to meet a different NGO on lesson 3.6.

**Provide** each team with a description of the NGO they will be meeting with and their contact points (phone number and email)

## 3. Prepare the Military Gender Strategy Exercise

 05 min

**Divide** the classroom in 3 teams.

**Explain** that each team will have to develop a Military Gender Strategy for an existing UN mission:

- 1) Team 1 will develop a Military Gender Strategy for MONUSCO in the Democratic Republic of Congo.
  - 2) Team 2 for MINUSMA in Mali.
  - 3) Team 3 for MINUSCA in Central African Republic.
- It is their responsibility to research online information about the mission to be able to develop the Strategy.
  - They will present their Strategy to personnel in the mission via Zoom or MSTEAM on lesson 3.9.
  - They will be guided during lessons 3.7 and 3.8 to develop their Military Gender Strategy but they need to start the research before the beginning of the lesson 3.7 about the mission mandate and if possible develop a gender-sensitive conflict analysis.

## 4. Self-reflection - Personnel time

 05 min

**Ask** participants to take 10 min on their own personnel time to complete:

- Their personal learning journal
- The feedback google form for lesson 3.5
- The IDG handout the self-assessment for “Relating (organisation)”

## Notes

✓ Provide training material from UNITAR about self-care and buddy system.

✓ **Check-in (I would suggest a funny or not as serious question here, so they can get relaxed)**  10 min

→ One facilitator initiates a check-in question (chooses from below or suggests other Qs):

- › How are you participants feeling now in the middle of the week?
- › What am I excited about that is happening in my life?
- › What animal represents my mood today?
- › What song / movie / story represents my mood today?
- › One surprising thing that happened to me recently...
- › One thing you don't know about me is...

→ At the end of the round of answers, the facilitator thanks the group for sharing and gives positive feedback to all for contributions.

→ Note: facilitator should use not more than one check-in question if the group is larger than 16 persons.



## LESSON

# 3.6 Engagement with civil societies and local NGOs

### Overview

By the end of Lesson 3.6, participants will have mastered the development and implementation of an engagement plan for meetings with an NGO. Participants will have the opportunity to visit the offices of an NGO and interact with its staff.

### Learning objectives

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

## Assessments

- Objectives 2, 3, 6, 7 and 8 will be assessed during the lesson as a team when completing in-class activities.
- Objectives 1, 4, 5 and 9 will be assessed during a presentation on lesson.

## Activities

- Simulation: Force Commander's morning briefing
- Group exercise: Preparation of an engagement plan
- Field: Meeting with an NGO and meeting
- Individual participant interview with facilitators

## Handouts

- IOM KLE Annexe 3 – Engagement Card (vierge)
- UN Women Strategic Plan 2022-2025
- Military Briefing

## Schedule



Simulation: FC Morning Brief	30 min
Introduction to theme and learning objectives of day	30 min
Engagement plan	60 min
Meeting and lunch with local NGOs	160 min
MGAs relationship with NGOs: mission and challenges	45 min
Report preparation	75 min
Key Takeaways – Writing report	45 min
Conclusion: Revision and Self-reflection	30 min
Facilitators meeting: Lesson 3.7 preparation	45 min
Individual interview of participant	60 min

# Simulation: Force Commander Morning Brief

 30 m

Lesson 3.6 Engagement with civil societies and local NGOs

## Objectives

- Demonstrate confidence when briefing FC or military staff

## Material

- ✓ Classroom set up in 2 circles with chairs; the inner circle is a conference table for the Force Commander Morning Brief and an external circle for the rest of the class to observe.

## Step-by-step

### 1. Look back at the FCMB

 30 min

**Group 1 will have been provided with the following scenario on lesson 3.5: UNMISS scenario – cattle theft**

- In many areas of South Sudan, violence within and between certain communities is fueled by cattle rustling. In recent years, the proliferation of small arms has led to an increase in deaths related to cattle raiding, often leading to reprisals and cycles of violence that result in hundreds of injuries and deaths.
- Gender norms are closely linked to the practice of cattle rustling. Owning a gun or participating in cattle rustling operations is a rite of passage for adolescent males. For men, they are symbols of masculinity and virility that give them social status. A young man is expected to bring a number of animals to his bride's family before marriage. Young men are not truly considered “men” until they are married.
- In many areas of South Sudan, women sing songs intended to dishonour men who have not participated in cattle rustling operations or who have not brought back animals, as well as songs in honour of those who have achieved it. The notions of masculinity, weapons, cattle and marriage are therefore closely linked. Their association aims to create powerful incentives that push young men to participate in violence.
- **Tasks:** The Force Commander of the United Nations Mission in South Sudan (UNMISS) is asking you to suggest courses of action for the military contingent to reduce and prevent cattle rustling and related violence in a pastoral community in South Sudan.
- Consider answering the following questions
  - U2: What are the main causes of the problem you must try to solve?
  - Military Gender Advisor: Do you need to challenge gender attitudes and practices in this context?
  - U9: Are there systems, institutions, laws or policies, or other material factors, that should be considered because they reinforce certain harmful gender norms?
  - Information Operations: Within this community, with whom do you need to dialogue within the framework of the project?
  - U3: What actions can you recommend? How do you plan to change the situation?
  - U4: What are the logistical challenges you could possibly face?

**Explain** the course of the simulation:

- Group 1 is sitting around the table with their PowerPoint ready for the force commander's morning brief.
- The Force Commander sits at the end of the table with a direct view of the screen.
- Groups 4, 2 and 3 sit in the outside circle observing the simulation.

**Proceed** to the simulation

 30 min

- The Force Commander welcomes group 1 and asks them to proceed with the presentation.
- The Force Commander needs to ask questions to get clarification a couple of times during the presentation and express concern if he feels what is proposed isn't part of the military mandate or it requires a lot of resources.
- The Force Commander take notes about the following points to debrief the participants at the end of the simulation:
  - **Quality of analysis** – Does the argument include facts to support proposed courses of action?
  - **Accuracy** – Was the presentation concise and directly answering the Force Commander's question?
  - **Support material** – Was the support material appropriate and supporting the interest of the Force Commander?

## Notes

- ✓ It would be a good practice to record the Force Commander brief on a mobile phone and provide the recording to team 1 so they can observe their nonverbal while presenting.



# Introduction to theme and learning objectives of the day

 30 m

## Lesson 3.6 Engagement with civil societies and local NGOs

### Objectives

- Apply the concept of the survivor approach to the Force Commander Case Study.
- Discuss 2 irrational behaviours in relation to the Force Commander Case Study.
- Analyse the IDG relating in relation to being an ally to an organisation.

### Material

- ✓ Online: Mentimeter (polling exercise)

### Step-by-step

#### 1. Look back at the FCMB

 10 min

**Give** feedback on the FCMB

 10 min

**Ask** Group 1 the following questions regarding their analysis of the UNMISS situation:

- What are the behaviours you aim to reinforce and modify with your proposed modes of action.
- Have we considered the following:
  - Social norms that motivate the use of violence by young men.
  - Social norms that relegate women to a supporting role and impact their meaningful participation in community decisions and their own future.
  - The Guardians of Social Norms - Older Men motivating Younger Men to go out and fight.


**Ask** groups 4, 2 and 3 to provide one positive and one negative criticism (based on the definition of positive and negative criticisms of day 4) regarding the group 1 presentation to the Force Commander

**Review** the following 2 irrational behaviour and explore how they could have been considered in the development of the course of action for the force commander morning brief:

- The Environment where the people are living or working impacts the decision was taken by people.
  - Explain how living in a displaced location, hosted village or IDPs impacts the coping mechanisms of the population in South Sudan.
- Gender equity is not a zero-sum game.
  - Women's roles in South Sudan are changing to adapt to conflict, they are sharing power with men without taking any power from the men. They are filling gaps left by men fighting.

- The women of South Sudan are showing extraordinary resilience. Survivor networks and referral services enable women to support each other in their quest for safety and recovery from gender-based violence. In the business world, village savings and loan associations have enabled women to create profitable businesses that allow them to feed their families and send their children to school.
- And as the historic mediating role of chiefs and elders has been disrupted by intergenerational struggles for influence, women's groups play a vital role in establishing peace within and between communities by deterring their sons from doing violent.

## 2. 2. Review lesson 3.5

 10 min

**Review** the content of lesson 3.5

 05 min

- Ask the participants what they remember about the concept of the survivor approach.
- This concept implies the following considerations:
  - Each project or intervention aiming to support survivors should seek to empower survivors by prioritizing their rights, safety, well-being, needs and wishes.
  - Organisations such as PKO's mission must ensure that survivors have access to appropriate, accessible and good quality services.
  - Following an incident (a traumatic experience, such as a sexual assault), a survivor-centred approach will give the survivor control of the decision-making process.
  - This allows the survivor to express their needs and to have space and time for the organisation to obtain the necessary support.
  - This approach also serves to recognise that the various coping mechanisms and healing processes are unique to each individual.
- Ask them how the presentation of team 1 consider or not the survivor approach concept and what else could have been done

**Answer** questions of participants provided at the end of lesson 3.5

 05 min

- Ask them if they have additional questions and answer them.
- If the participants didn't identify any questions on the google form, review with them the content of the gender annexe and ask them which information from the team 1 presentation should be in the gender annexe and which one should be directly in the ops order document.
- What would be in the gender annexe?

## 3. Introduction of today's subject

 10 min

**Introduce the theme of the lesson: Relating**

 05 min

**Discuss** the definition of "an ally" and what is needed to build trust and build an enabling environment for trust.

- An ally is a person who is associated with another as a helper; a person or group that provides assistance and support in an ongoing effort, activity or struggle. In recent years, the term has been adopted specifically for a person supporting one or more marginalized groups.

**Ask** what is the difference between an ally, an advocate and an activist

- **Ally** is: “one that is associated with another as a helper: a person or group that provides assistance and support in an ongoing effort, activity or struggle.” It continues to elaborate that the term is “often now used specifically for a person who is not a member of a marginalized or mistreated group, but who expresses or gives support to that group.”
- **Advocate** is “one that supports or promotes the interests of a cause or group.” Advocates are relatively more impactful when they acknowledge and utilize their privilege to engage in controversial situations on behalf of marginalized people and groups who can’t afford to do so in order to make social and political change.
- **Activist** is “one who advocates or practices activism: a person who uses or supports strong actions (such as public protests) in support of or opposition to one side of a controversial issue.” Activism, to speak the truth, often has a less favourable reputation even though, by definition, it can be viewed as a form of advocacy. Activism is described as taking direct action to achieve a political or social goal. ‘Activism’ can be a negative concept based on how activism is perceived and how activists are depicted in the media.

**Explain** that today they will have to meet a local non-governmental organisation working in support of women and visible minorities. Their main objective is to become an ally of this organisation to promote social norms allowing the promotion of at least one pillar of the Women, Peace and Security agenda.

**Ask** the participant, individually, using Mentimeter to rank in order of importance the 4 skills of the inner development goal RELATING to achieving their objective to become an Ally to the organisation.

- **Appreciation.** Relating to others and to the world with a basic sense of appreciation, gratitude and joy.
- **Connectedness.** Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.
- **Humility.** Being able to act in accordance with the needs of the situation without concern for one’s own importance.
- **Empathy and Compassion.** Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.

**Discuss** the results with the participants.

**Ask** the participants how they will integrate the concept of RELATING into their engagement plan.

**Ask** them to reflect on how the nongovernmental organisation culturally perceives the important elements identified in the Connect inner development goal and in the trust model.

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

### Introduce the theme of the lesson: Relating

 05 min

- Demonstrate confidence when briefing FC or military staff.
- Outline an engagement plan that will optimize and identify talking points and sensitive topics.
- Practice powerful questions to gather information during interaction with local civil society organisations.
- Identify safe spaces for the active interaction of local women’s organisations.
- Practice using the BRAVING Inventory and the model of trust.
- Interpret the use of non-verbal communication during important engagements.

- Analyse the valued perspectives and tailored agenda of local civil society organisations.
- Examine how civil society and local NGOs are agents of change regarding social norms.
- Analyse findings by creating a concise and timely report.

### **Notes**

- ✓ There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Engagement plan

 60 m

## Lesson 3.6 Engagement with civil societies and local NGOs

### Objectives

- Outline an engagement plan that will optimize and identify talking points and sensitive topics.

### Material

- ✓ Handout: IOM KLE Annexe 3 – Engagement Card (blank)

### Step-by-step

#### 1. Prepare an engagement plan


 25 min

**Review** the engagement team of lesson 3.4

 05 min

- Step 1 – Identify the Key Leader. Who in the organisation do we want to develop a link with? Who has influence and power?
  - Ask the teams if they already did research on the organisation since the assignment on lesson 3.5. If not inform them it would be good if they know the organisation and some of their members prior to arriving there.
  - They could do open source research on the internet and look on LinkedIn and social media if members of the organisations are talking about the organisation.
  - If they were on a mission, they could discuss it with the U9 or the UN Office of Coordination of Humanitarian Affairs (OCHA).
- Step 2 – Conduct an analysis of the intersectionality / identity factors of the person we are planning to meet and identify what shapes his/her motivation and behaviours.
  - Ask them what the portrayals of the clients of the NGOs are. What are the intersectionality factors considered to become clients of NGOs?
  - That could be for example Ethnicity, gender, religion, income, or area of living.
- Step 3 – Identify the desired effects we want to achieve during the meeting.
  - Confirm with them that at the end of the meeting, the NGOs should perceive them as an Ally on whom they could count for support.
- Step 4 – Prepare the meeting by establishing how to work with the interpreter and how to create an enabling environment to build trust.
  - Ask the team what their plan is to build trust.
  - Ask about the role of each member of the team; who will talk, who will take notes, who will read the non-verbal, etc.

- Step 5 – Conduct the engagement
- Step 6 – Conduct a debriefing and produce a report to the chain of command.

**Ask** each team to prepare an engagement plan that includes:  **20 min**

- Powerful questions, Ask them to review the characteristics of powerful questions and ask them to craft powerful questions prior to arriving for the meeting.
- Concepts of psychological safety and safe space.
- Ally and agent of change.

**Inform** participants they need to present their concept in 90 sec following this format:

- Define the organisation you are going to meet.
- Explain how you plan to conduct the meeting.
- Explain how you plan to gain their trust or at least create an environment conducive to discussion.
- Identify the BRAVING elements you plan to use. (BRAVING: boundaries, reliability, accountability, the vault, integrity, non-judgment, and generosity.)
- Identify what you are going to avoid discussing or doing at all costs.

## 2. Presentation 20 min


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**Inform** the classroom that each team has to present their plan to another team:  **20 min**

- Team up team 1 with team 2 and team 3 with team 4.
- Ask them to present their plan to each other. (90 sec each)
- Ask them to provide constructive feedback to improve their plan.

## 3. Finalise your engagement plan 15 min

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**Inform** participants they have time to improve their plan  **10 min**

- Based on the comments received.

**Ask** participants to present their engagement plan  **05 min**

- Teams have 90 sec to present.

## Notes

- ✓ There is a **break of 10 min** planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Transportation

 **60 m**

## Lesson 3.6 Engagement with civil societies and local NGOs

### Objectives

- Reach the NGOs' locations

### Material

- ✓ Transport to the NGOs location (should be 4 transport if the 4 NGOs aren't at the same location)
- ✓ Handout: Observation Form (for facilitators)

### Notes

- ✓ Each team should be accompanied by one facilitator or host nation military that could report back about the skills of the team demonstrated during the meeting with the NGO.
- ✓ Each facilitator is responsible for the headcount of the group she/he is accompanying.
- ✓ At the location, the facilitator doesn't have the lead. He/she strictly observes. The team members are introducing themselves.

# Meeting and lunch with NGOs

🕒 100 m

## Lesson 3.6 Engagement with civil societies and local NGOs

### 📅 Objectives

- Practice powerful questions to gather information during interaction with local civil society organisations.
- Identify safe spaces for the active interaction of local women's organisations.
- Practice using the BRAVING Inventory and the model of trust.
- Interpret the use of non-verbal communication during important engagements.
- Analyse the valued perspectives and tailored agenda of local civil society organisations.
- Examine how civil society and local NGOs are agents of change regarding social norms.

### ✂️ Material

- ✓ Lunch provided by the course for the participants and the NGO members.
- ✓ Handout: Observation Form (for facilitators)

### 🌀 Step-by-step

#### 1. Lunch with the NGOs

🕒 40 min

- Facilitators need to observe the rapport building between the participants and the members of the NGOs. They will have to debrief the team upon their return to the base.





- The following elements should be considered.

### Observation form

Is the participant...	Remarks
<b>Attentive?</b>	
<b>Using powerful questions?</b>	
<b>Attentive to non-verbal communication?</b>	
<b>Using silence?</b>	
<b>Demonstrating active listening?</b>	
<b>Asking open-ended questions?</b>	
<b>Asking probing questions?</b>	
<b>Asking for clarification?</b>	
<b>Paraphrasing?</b> Paraphrase the other person's ideas to make sure you fully understand the conversation.	
<b>Attuning to and reflecting on feelings?</b>	
<b>Summarising?</b>	
<b>Interrupting the other person?</b> Let the other person finish their ideas without interruption.	
<b>Using "door openers"?</b> Door openers let the other person know they're interested in what they're saying (e.g., "Interesting! Go on," or "Tell me more").	
<b>Using the right body language?</b> Use their hands, eyes, and body in general to show the other person that they're actually listening.	
<b>Writing down important notes?</b> If appropriate, they take some notes during the conversation.	

## 2. Meeting with NGOs

 60 min

- Facilitators need to observe the conduct of the meeting between the participants and the members of the NGOs. They will have to debrief the team upon their return to the base.
- They should observe the following element:
  - Practice of powerful questions
  - Attention given to non-verbal communication

- Use of silence
- Use of active listening

### 3. Feedback from the NGOs to the participants

 45 min

- Ask the NGOs to provide their impression of how the meeting went.
- Ask them to provide recommendations to the team regarding improving their rapport-building skills. What the team could have done that would have made the NGOs more comfortable?
- Ask the NGOs if they would be interested in building a working relationship with the team. Ask them if they can explain their answer.

### 4. Transportation back to the base and debrief by facilitators

 60 min

- Each facilitator debriefs the group they accompanied about the observation for the rapport building during lunch and during the meeting.

### Notes

- ✓ The lunch should be provided by the course not the NGOs but the NGOs should be invited to the lunch.
- ✓ The number of people participating in the lunch needs to be coordinated on lesson 3.1.
- ✓ A **15 min break** once they get back to the base.

# Key Takeaways

 45 m

## Lesson 3.6 Engagement with civil societies and local NGOs

### Objectives


- Analyse findings by creating a concise and timely report

### Material

- ✓ Flipchart

### Step-by-step

#### 1. Summarise your meeting


 10 min

**Ask** each group to prepare a PPT slide

 10 min

- The PPT slide has to summarise the result of their meeting with the NGOs.
- Each group should summarise on a PowerPoint slide for the Force Commander the key takeaways from their meeting.
- The ppt should answer at the minimum the following questions:
  - What information have you obtained that could have an impact on the stability and security of the region?
  - How the non-governmental organisation could be an ally to the United Nations' mission for the achievement of its mandate?
  - What are your recommendations for future commitments and support of the military component to the organisation?


#### 2. Group presentation

 20 min

**Give** the floor to participants for their presentation

- Each group has 5 min to present their slide.

### 3. Revision

 15 min


**Review** the main concept of the meeting report tailored to the target audience

 05 min

**Ask** the participants what is important for the Force Commander. He/she is probably looking for ways to improve security and stability.

- Which information is important at the level of the Force Commander? We are looking at information that has a macro impact.
- He/she is interested in information on events that could impact the security of the area of operation that contingent commanders might not be able to handle with their effectiveness and equipment.

**Ask** the participants what they would do differently next time they are conducting a meeting with an NGO

 10 min

- Ask them to reflect on the following points:
  - Preparation tool – how will you adapt them
  - Preparation of your team before the match
  - Pre-meeting / contact with the organisation (email, telephone)
  - Welcome / introduction to representatives of the organisation
  - Subject of discussion
  - Conversation Monopolisation versus active listening
  - Use of humour

# Conclusion: Revision and Self-reflection 30 m

## Lesson 3.6 Engagement with civil societies and local NGOs

### Objectives

- Review the main concept of the lesson
- Self-assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3.7

### Material

- ✓ UN Women Strategy 2022-2025
- ✓ IDG Self-assessment: Thinking — Cognitive Skills (organisation)
- ✓ Personal Journal Questions: Lesson 3.6

### Step-by-step

#### 1. Revision

 10 min

**Review** the main concept of active listening and location for a meeting

 05 min

- Explain the story of Ernesto Sirolli – his motto is If you want to help; shut up and listen
- His story is the following:
  - I was working for an Italian NGO, and all the projects we set up in Africa failed. And I was distraught. I thought, at 21, that we Italians were good people and that we were doing a good job in Africa
  - Instead, everything we touched, we killed. Our first project, the one that inspired my first book, Ripples from the Zambezi, was a project where we Italians decided to teach Zambians how to grow food.
  - So we came down there with Italian seeds in southern Zambia in this absolutely beautiful valley that runs down to the Zambezi River, and we taught the local people how to grow Italian tomatoes and zucchini and... And of course, the local population had absolutely no interest in doing so.
  - So we paid them to come to work, and sometimes they showed up. And we were surprised that the local population, in such a fertile valley, had no agriculture.
  - But instead of asking them why they weren't growing anything, we just said, "Thank God we're here. Just in time to save the people of Zambia from starvation.
  - And of course, everything in Africa has grown beautifully. We had these gorgeous tomatoes. In Italy, a tomato would reach this size. In Zambia, at this size. And we couldn't believe it, and we were saying to the Zambians, "Look how easy farming is. »
  - When the tomatoes were nice, ripe and red, overnight some 200 hippos came out of the river and ate it all. And we said to the Zambians, "My God, the hippos! »
  - And the Zambians said, "Yeah, that's why we don't have agriculture here. »

- “Why didn’t you tell us? »
  - “You never asked. »
  - I thought it was only us Italians making blunders in Africa, but then I saw what the Americans were doing, what the English were doing, what the French were doing. And after seeing what they were doing, I became very proud of our project in Zambia.
- The main takeaway of the story is the following:
    - The first principle of aid is respect.
    - If people don’t want to be helped, leave them alone. This should be the second principle of help.
    - The most important thing is passion.
    - Entrepreneurs don’t go to community meetings, you have to meet them on their land.

**Review** the concept of active listening 🕒 05 min

- Ask the participants how the concept of active listening relates to the story of Ernesto Sirroli.
- Ask the participants, considering the story of Ernesto Sirroli, if they would adapt their meeting with the NGO.

## 2. Prepare lesson 3.7 🕒 10 min

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**Provide** the UN Women Strategy 2022-2025: 🕒 10 min

**Invite** participants to familiarise themselves with the UN Women strategic plan during the evening. This plan should serve as a model and inspiration for them to develop their military gender strategy.

**Explain** that what we will do first is identify a vision for the strategic plan as illustrated in this graphic and identify clear impacts we wish to have just as the prescriptive effects-based operations approach discusses on lesson 3.1.

## 3. Self-reflection 🕒 10 min

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**Ask** participants to complete: 🕒 10 min

- Their personal learning journal
- The feedback google form for lesson 3.6
- The IDG handout the self-assessment for “Thinking (organisation)”

## ☰ Notes

### Energizer activity - Fortunately, unfortunately

- In three-to-four-person sub-groups, have them tell a story, where each person says one sentence at a time.
- Here’s the catch: each sentence has to alternate starting with “fortunately” or “unfortunately.”
- Once the whole group is assembled again, debrief, or ask people to share the best moments from their stories.



## LESSON

# 3.7 Military Gender Strategy - Meaningful Participation and an Enabling Environment

### Overview

Lesson 3.7 covers understanding and integrating actions for meaningful participation and creating an enabling environment for women's participation when preparing a military gender strategy.

### Learning objectives

- Demonstrate confidence when briefing FC or military personnel.
- Develop a narrative illustrating the military gender strategy with a clear purpose.
- Reflect on their own individual approach to develop convincing strategies.
- Examine powerful ways to build trust and commitment.
- Practice negotiation techniques to reach a consensus on different opinions and arguments.
- Create a working environment that facilitates dialogue and collaboration.
- Develop definitions of meaningful participation and the enabling environment for the MGA strategy.
- Compare tools and techniques to facilitate the development of a gender-inclusive military strategy.
- Practice SWOT with a UN Military component.
- Develop tasks and coordination mechanisms in a gender-sensitive military strategy.

## Assessments

- Objectives 2, 4, 5, 6, and 8 will be assessed during the lesson as a team when completing in-class activities.
- Objectives 1, 7, 9, and 10 will be assessed during a presentation on lesson 3.7 and 3.9.
- Objective 3 will be self-assessed, and the participant will take notes of their progress in their personal journal. The facilitator will discuss individually once during the week with each participant about their progress.

## Activities

- Simulation: Force Commander's Morning Briefing
- Group Exercise: U.S. Strategy in Japan after World War II
- Group Exercise: Meaningful Participation and Supportive Environment
- Individual participant interview with the facilitator.

## Handouts

- Positive thoughts
- Example of a Military Gender Strategy
- American Military Strategy in Japan post World War II
- What's your personality type?
- Spectrum of Collaboration
- Definition of meaningful participation and enabling environment
- UN Women Strategic Plan 2022-2025
- Proposed Format for a Military Gender Strategy
- Spectrum of reasons for failure
- Strategies for Learning from Failure

## Schedule



Simulation: FC Morning Brief	30 min
Introduction to theme and learning objectives of day	30 min
Gender strategy: creating a narrative	45 min
Strategising	35 min
Collaborating	30 min
Social norms	30 min
Meaningful participation and enabling environment	55 min
Military Gender Strategy	60 min
SWOT Method and Military Gender Strategy	50 min
Conclusion: Revision and Self-reflection	30 min
Facilitators meeting: Lesson 3.8 preparation	45 min
Individual interview of participants	60 min



# Simulation: Force Commander Morning Brief 30 m

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

### Objectives

- Demonstrate confidence when briefing FC or military staff

### Material

- ✓ Classroom set up in 2 circles with chairs; the inner circle is a conference table for the Force Commander Morning Brief and the outer circle for the rest of the class to observe.

### Step-by-step

#### 1. Simulation of the Force Commander Morning Brief (FCMB)

 30 min

**Proceed** to the simulation with Group 2 who will have been provided with the following scenario on lesson 3.5  
-> Scenario MONUSCO – DDR / Mai-Mai:

- Actors responsible for implementing disarmament, demobilisation, and reintegration (DDR) programs for former combatants have found that, in some cases, perceptions of masculinity have significant effects on the success of their programs.
- Research with ex-combatants, their communities and staff responsible for implementing DDR programs in the Democratic Republic of Congo (DRC) found that while male combatants were taught to “be tough and inscrutable, both emotionally and physically” as a result of their training and combat experiences, these forms of hyper-masculinity have not served them well when reintegrating into civilian communities. A “good man” within a paramilitary organisation or a guerrilla must participate in the armed struggle. On the other hand, in a civilian context, he must guarantee the economic survival of his family. In fact, many veterans have struggled to readapt to this civilian male ideal.
- Staff implementing DDR programs in the DRC have observed a high level of domestic violence perpetrated by male ex-combatants. This phenomenon is a consequence of the traumas experienced, as well as the militarization of masculinity among combatants. While a high percentage of armed group combatants are women, few choose to participate in DDR programs. For women, participating in armed violence is often experienced as a transgression of gendered social models/roles traditionally attributed to women. Female ex-combatants are therefore stigmatized, which complicates their reintegration into communities.
- **Tasks:** The Commander of the Military Force of the United Nations Mission in the Democratic Republic of the Congo (MONUSCO) asks you to suggest courses of action for the military contingent aimed at setting up courses of action for the DDR of Mai-Mai groups.
- Consider answering the following questions:
  - U2: What are the main causes of the problem you need to try to solve?
  - Military Gender Advisor: Do you need to challenge gender attitudes and practices in this context?
  - U9: Are there systems, institutions, laws or policies, or other material factors, that should be considered because they reinforce certain harmful gender norms?

- Information Operations: Within this community, with whom do you need to dialogue within the framework of the project?
- U3: What actions can you recommend? How do you plan to change the situation?
- U4: What are the logistical challenges you could possibly face?

**Explain** the course of the simulation:

- Group 2 is sitting around the table with their PowerPoint ready for the Force Commander's morning brief.
- The Force Commander sit at the end of the table with a direct view of the screen.
- Groups 1, 4 and 3 are sitting in the outside circle observing the simulation.

**Proceed** to the simulation

- The Force Commander welcomes group 2 and asks them to proceed with the presentation.
- The Force Commander needs to ask questions to get clarification a couple of times during the presentation and express concern if he feels what is proposed isn't part of the military mandate or it requires a lot of resources.
- The Force Commander take notes about the following points to debrief the participants at the end of the simulation:
  - > **Quality of the speech** – Use clear language, free of jargon, adapted to that of the audience and devoid of prejudice.
  - > **Logic** – is the argument presented in a sequence that makes it possible to understand the problem and the solutions in a tangible way.
  - > **Confidence** – Do presenters understand their presentation well and demonstrate confidence in explaining their points?

## ☰ Notes

- ✓ It would be a good practice to record the Force Commander brief on a mobile phone and provide the recording to team 4 so they can observe their nonverbal while presenting.

# Introduction to theme and learning objectives of the day

 30 m

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

### Objectives

- Discuss the concept of an ally to apply to the Military Gender Strategy
- Develop team tactics to practice active listening and reduce blind spots

### Material

- ✓ Handout: Positive thoughts

### Step-by-step

#### 1. Look back at the FCMB

 10 min

**Ask** Group 2 the following questions regarding their analysis of the MONUSCO situation:

- • What are the behaviours you aim to reinforce and modify with your proposed modes of action.
- • Have we considered the following:
  - The Mai-Mai identity is linked to hyper-masculinity and hyper-virility.
  - The role of the Merida (Mai-Mai women) in modifying behaviour and the use of violence within Mai-Mai groups.
  - Guardians of social norms within the Mai-Mai.

**Ask** groups 1, 4 and 3 to provide one positive and one negative criticism (based on the definition of positive and negative criticisms of lesson 3.4) regarding the group 2 presentation to the Force Commander

**Ask** participants how the irrational behaviours studied on lesson 3.1 impact the courses of action proposed during the Force Commander's morning briefing?

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

**Explain** the following regarding the importance of rituals to regain control:

- In the DRC, it is important for reintegration into communities to break spiritual ties with Mai-Mai groups (community self-defence) through purifying magic rituals. It could be: "take a white-coloured animal (e.g. a rooster or a sheep), sacrifice it at a crossroads and throw it into the river to purify the ex-combatant from evil spirits"!
- Explain Christelle's story.
  - Christelle is calm and thoughtful. She couldn't find a job when she left school, and when her family owed a local Mai-Mai commander a favour, she insisted on enlisting. They needed a woman to cook

for the troops, and she ended up staying and fighting with the group for four years. The group put magic charms on her to make her invincible, but this involved several conditions. When she was on her period, for example, she was forbidden to talk to or approach other soldiers for fear of interfering with their magical protection.

- The day she decided she had taken the wrong path in life and wanted to leave the band came as she was holding a roadblock. To pass the roadblock, pedestrians had to pay a bribe to the Mai-Mai. A very poor man tried to cross over to go to the market, she said, and he had nothing to give. A child soldier who was also manning the barricade got angry and started beating the man, eventually killing him. The injustice of this caused her to surrender to the ongoing joint Rwandan-Congolese military operations, and she was subjected to the official government demobilization process. They offered her a place in the national army, but she decided against it and started a small business selling food in the local market.
- She gave her magical amulets to a priest, who forgave her for what she had done. She's enjoying civilian life and her business is doing well - although she doesn't have soldier status, she says she would never go back to fighting in the bush.

## 2. Review lesson 3.6

🕒 10 min

**Review** the content of lesson 3.6

🕒 05 min

- Review the concept of active listening and blind spots.
- Ask participants what is their main takeaway on practising active listening as a team during a meeting.



**Ask** participants how they can mitigate each other blind spots as a team during the team debriefing after a meeting to write the report.

**Answer** questions of participants provided at the end of lesson 3.6

🕒 05 min


- Ask them if they have additional questions and answer them.


- If the participants didn't identify any questions on the google form review with them the concept of Ally. Ask them how they are planning to integrate the interaction with the NGOs in each phase of the concept of the Military Gender Strategy:
  - During the planning process. What have they understood during their meeting with the NGOs on lesson 3.6 regarding their planning process? How they think they could provide input or inform the military planning process to develop the Military Gender Strategy or operations impacting their communities.
  - During the implementation phase. What have they understood about the willingness of the NGOs to work alongside military organisations? How will this need to be considered during the implementation of the Military Gender Strategy?

### 3. Introduction of today's subject

 10 min

**Introduce** the theme of the lesson: Thinking, Strategy and FAIL

 08 min

- Explain the acronym FAIL: First Attempt In Learning.
-  02 min Give two cards per table of positive thinking in the face of failure and ask them how they will apply it when planning and implementing their strategy.
- Ask each table to answer in 1 min each.
- Here are some examples of tactics that you could suggest as a facilitator if the teams cannot find solutions. You can also give it to them as a Handout at the end of the lesson in conclusion.
  - **You can learn from your mistakes to improve.**
    - › Put in place a plan for monitoring results and be ready to adjust the plan if you do not obtain the expected results.
    - › Put together a list of lessons learned and share it with your MGA and MGFP colleagues.
  - **It is by trying again and again that skill is acquired, and intelligence develops.**
    - › Do not consider your first failure as a result, try again, maybe the parameters necessary to achieve your results were not present. Wrong time or wrong place.
    - › Take note of the result and try again.
    - › Be sure to notify the Force Commander and staff officers that you are working at the level of human behaviour change and that you may not achieve the desired results the first time.
  - **You don't understand yet and you have the power to do everything to understand soon.**
    - › If you don't get the expected results to revisit the problem by consulting different people, double-check if you forgot to include intersectionalities and parameters that model 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 not happen to the level of losses?
    - › Preserving the trust level of the population is probably the loss you cannot play.
  - **It takes courage to accept being imperfect.**
    - › In your impact evaluation plan do not expect a 100% result.
    - › Communicate from the beginning with the staff officers and the force commander a % of success for which you would all be satisfied, aim for perfection but live with imperfection.

- **You failed so you need to find another way.**
  - › If that doesn't work, revise the courses of action you rejected or ask another team to suggest courses of action.
  - › Consult the civilian population.
- **Thinking is at least as much about asking questions as providing answers.**
  - › For questions you don't have the answers to, make assumptions and identify markers for tracking results to know whether or not you were correct in your assumptions to adjust your plan.
  - › Pay more attention to what you are uncertain about in your impact analysis plan.

**Introduce** the daily learning objective

- Demonstrate confidence when briefing FC or military staff.
- Develop a narrative illustrating the military gender strategy with a clear purpose.
- Reflect on their own individual approach to strategizing.
- Examine the powerful ways to create trusting relationships and build engagement.
- Practice negotiation techniques for reaching a consensus on different opinions and arguments.
- Implement a conducive work environment for dialogue facilitation and collaboration.
- Develop definitions of meaningful participation and enabling environment for the MGA strategy.
- Compare tools and techniques to facilitate the development of an inclusive military gender strategy.
- Practice SWOT with a UN Military component.
- Develop the tasks and coordination mechanisms in a military gender strategy.

## **Notes**

- There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Gender strategy: creating a narrative

 45 m

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

### Objectives

- Develop a narrative illustrating the military gender strategy with a clear purpose.

### Material

- ✓ Handout: American Military Strategy in Japan post World War II
- ✓ Flipchart

### Step-by-step

#### 1. Storytelling: American Military Strategy in Japan

 10 min

**Introduce** the American Military Strategy in Japan after World War II

 10 min

- Explain that this Strategy could be compared to the attempt they will do during the next 3 lessons at developing a Gender Military Strategy.
- The exercise is to study first what was done before in terms of strategy to extract considerations when they will build their strategy.

**Divide** the classroom into 4 teams.

**Ask** each team to write their understanding of the American Strategy

 05 min

- They need to extract what type of strategy was used, what they believe was effective and what could have been improved.

#### 2. Compelling arguments exercise

 35 min

**Inform** the teams they must develop compelling arguments regarding the American Strategy.



 05 min

- Teams 1 and 2 must convince themselves that this strategy was the right approach.
- Teams 3 and 4 must convince themselves that this strategy was the wrong approach.
- Each team will have 1 min to rally the members of the other team to their argumentation.
- Remind the teams to design their argumentation considering the behaviour models of lesson 3.2 about what moves people and try to appeal to emotion in their argumentation.


**Proceed** to the argument exercise

 20 min

- Ask the teams supporting the American strategy narrative in Japan to go to one side of the classroom and the teams opposed to standing on the opposite side of the classroom.
- Each team has 1 min to convince the opposite side about their scheme of thought.

-  **05 min** After listening to the first round of argumentation, each participant can individually change sides by moving partially or completely in the direction towards the other position.
-  **10 min** For the second round of opinion, participants from each team raise their hands if they want to express an argument that could convince members of the opposite teams to join them

**Conclude** the exercise:

 **10 min**

- Ask participants which arguments were most convincing and why.
- Ask participants what the challenges were to appeal for emotion in their argumentation.
- Ask the participants what they would do differently next time.

### **Notes**

- There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.



## Objectives

- Reflect on their own individual approach to strategising.

## Material

- ✓ Handout: What's your personality type?
- ✓ Blank Name Tag

## Step-by-step

### 1. Which type of Strategist are you?

35 min

Provide the MBTI handout to the participants

05 min

- Inform the participants that while there are many versions of the MBTI available online, it should be noted that any of the informal questionnaires that you may find on the Internet are only approximations of the real thing.
- Ask participants to complete the 4 questions of the handout to define which type of strategist there is:

# 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:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer  
**E**  
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer  
**I**  
Introversion

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

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer  
**S**  
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer  
**N**  
Intuition

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

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer  
**T**  
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer  
**F**  
Feeling

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

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer  
**J**  
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer  
**P**  
Perceiving

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

**Build** 3 balanced strategist teams based on the results of the self-reflection test:

 **30 min**

- Ask each participant to write down on a nametag their 4 letters and to introduce themselves in 30 sec about which type of strategist they are.
- Ask the participants to elect 3 team leaders.
- Ask each team leader to build 3 teams of strategists by selecting, in turn, one member at a time for their team until everyone in the class has been selected.
- These 3 teams will be the teams to develop the Military Gender Strategy.

### **Notes**

- Followed by a 15 min break.

# Collaborating

🕒 45 m

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

### 📅 Objectives

- Examine the powerful ways to create trusting relationships and build engagement.

### ✂️ Material

- ✓ Flipchart
- ✓ Handout: Spectrum of Collaboration

### 🌀 Step-by-step

#### 1. The spectrum of collaboration

🕒 20 min

**Explain** the Spectrum of collaboration to the participants

🕒 05 min



- The spectrum shows seven levels of collaboration, ranging from competition to integration.
- Trust becomes more important as the level of collaboration increases.

**Ask** the participants to reproduce the graph on a flip chart sheet

🕒 05 min

**Ask** them to identify on individual post-its all the actors with whom they will have to collaborate for the planning and implementation of their Military Gender Strategy (don't forget the staff officers of the different U). (10 min)

**Ask** them to identify where the level of collaboration that they will have with these organisations is likely to be for:

- the exchange of information;
- joint planning; and
- 🕒 **05 min** joint conduct of activities

## 2. The strategy of collaboration

🕒 **25 min**

**Ask** each team to identify with which organisations you would like to improve your level of collaboration, such as being able to coordinate with the gender adviser of the police component instead of cooperating.

**Ask** them what strategy/skill of collaborative inner development goal they could use to get there. 🕒 **10 min**

**Ask** each team to share in 3 minutes the collaborative strategies they will consider in implementing their Military Gender Strategy.

🕒 **15 min**

**Write** down all strategies and post them prominently in the classroom for participants to refer to during the lesson.

### ☰ Notes

- Specify that cooperation and coordination include cooperation with civilian gender advisors and gender units in peacekeeping missions. This cooperation promotes common results but also facilitates the implementation of joint responsibilities (e.g. reporting requiring input from military and civilian gender advisors).



# Social norms

 30 m

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

### Objectives



- Practice negotiation techniques for reaching a consensus on different opinions and arguments.
- Implement a conducive work environment for dialogue facilitation and collaboration.

### Material

- ✓ Flipchart

### Step-by-step

#### 1. Social norm and political participation of women 05 min


-  02 min Each participant identifies a social norm that supports women's participation in political activities in their own country and a social norm or prejudice that disrupts it (barrier).
-  03 min Ask each table to compile in a list the social norm and barrier identified by each participant at their table.

#### 2. Catalysts and obstacles 20 min

**Ask** participants at each table to identify, based on their list, strategies to:  05 min

- Amplify supporting social norms.
- Counter barrier norms.

**Ask** each table to select 3 catalysts and 3 obstacles  05 min

**Ask** each table to send 2 people to another table for:  10 min

- Understand the point of view of the other table
- Convince the other table to adopt their enablers/barriers
- Repeat the exercise 2 times (5 min each time)

#### 3. Presentation 05 min

**Ask** participants to present their flipchart in 1 min

### Notes

- ✓ Alternative task will be to provide them with a list of social norms and make them assess and propose how to modify it.
- ✓ Lunch break after this section.

# Meaningful participation and enabling environment

 55 m

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

### Objectives

- Develop definitions of meaningful participation and enabling environment for the MGA strategy.

### Material

- ✓ Flipchart
- ✓ Handout: Definition of meaningful participation and enabling environment

### Step-by-step

#### 1. Meaningful participation and enabling environment for women

 10 min

**Review** in 5 minutes the UN definitions of meaningful participation and an enabling environment:

- **Meaningful participation.** Meaningful participation implies that “women are not only present but that their concerns are heard and taken into account, that they have the opportunity to assert their contributions and their expertise, that gender perspectives and analyses inform and shape peace processes and that the results benefit the whole of the society.
- Explain that for some countries meaningful is about the number of women, %, in other countries are about women allowed in all trade, for others are women in leadership positions.
- Explain that Elsie’s initiative aims to increase the meaningful participation of women in Peacekeeping Operations. The Elsie definition of Meaningful participation is manifested by the presence and leadership of women in United Nations peace operations, regardless of their ranks and functions. Women can also demonstrate meaningful participation when they are included and engaged in all aspects of mission operational planning and decision-making processes; when they have leadership positions and control of operations, as well as non-traditional and non-stereotypical roles; when they have access to the same training, promotions and career advancement opportunities as their male colleagues; when they have positions commensurate with their training, rank and area of expertise; and when they have a workplace free from harassment and bullying.
- **Enabling environment.** Enabling environment for the UN is defined 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 and acts of hatred against women across all contingents, as well as incidents of sexual exploitation and abuse.

**Ask** the “Strategist teams” developed in the morning session to do the following:

 05 min

1. One group works on meaningful participation and enabling environment for UN uniformed women and gender minorities to the daily operation of the Infantry battalion.

2. Another group works on meaningful participation and enabling environment for women and gender minorities within the Host Nation Security Forces to join UN operations (consider hypermasculinization within Armed Forces during and after Armed Conflict).
3. The other group works on meaningful participation and enabling an environment for Host Nation women and gender minorities to participate in the public decision-making process during UN engagement with the population.
  - We want the team to examine what works in terms of meaningful participation and what is required in terms of enabling the environment.
  - Asks them to consider SEA and sexual assault on peacekeepers by peacekeepers when they define enabling environment

## 2. Poster and presentation


 35 min

### Produce a poster

 15 min

- Asks each team to produce a poster on a flip chart defining what is a “meaningful participation and enabling environment” for their group.

### Inform participants they will present their poster in a world cafe format

 20 min

- 2 people stay with their poster and the rest of the team consult the poster of the other teams to provide them feedback. (2x 5 min)

## 3. Review

 10 min

Ask each team to review their definition and present the definitions

 10 min

## Notes

- ✓ This new definition will become the end state for the 3 Lines of effort of the Military Gender Strategy.

# Military Gender Strategy

🕒 60 m

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

### 📅 Objectives

- Compare tools and techniques to facilitate the development of an inclusive military gender strategy.

### 📄 Material

- ✓ Handout: UN Women Strategic Plan 2022-2025
- ✓ Handout: Proposed Format for a Military Gender Strategy

### 🔄 Step-by-step

#### 1. Revision of main concept

🕒 15 min

**Review** the following concepts:

🕒 15 min

- Strategy, vision, end state and line of efforts
- Military Gender Strategy
- Military Gender Strategy best practices
- Start by asking the participants what they learned from the UN Women strategic plan that can guide them in their MGA work to develop the Military Gender Strategy
  - Discuss the Strategy, vision, end state and line of effort of this strategy.

**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





- Then review with them in slides 29-33 the suggested content for a gender military strategy (5 min)
- Ask them if they identify elements that could be added to operationalise the women, peace and security agenda in the military gender strategy (5 min)

## 2. Develop a Military Gender Strategy

 45 min

**Inform** the team that from now until the end of lesson 3.9 they will work on a specific mission

- Team 1 will develop the Military Gender Strategy for MONUSCO (DRC)
- Team 2 for MINUSMA (Mali)
- Team 3 for MINUSCA (CAR)

**Ask** participants to develop in a team a Military Gender Strategy

- Their strategy needs to take into account the previous definitions of meaningful participation and enabling environment.
- Their strategy must include the following elements:
  - Vision
  - End state
  - Strategy
  - Line of efforts

### Notes

- ✓ Teams will present the result of their work on lesson 3.9.
- ✓ Followed by a 15 min break.

# SWOT Method and Military Gender Strategy

50 m

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

### Objectives

- Practice SWOT with a UN Military component

### Material

- ✓ Post-it of 4 different colours, ideally: yellow, orange, green and pink

### Step-by-step

#### 1. SWOT analysis of UN peace operation military component

35 min

**Review** the concept of SWOT and provide an example:

05 min

- SWOT: Strengths, Weaknesses, Opportunities, Threats

## SWOT ANALYSIS



**Ask** each team to identify:

20 min

1. What are the internal strengths of the UN Military component to implement the strategy? (**Orange Post-it**)
2. What are the internal weaknesses of the UN Military component to implement the strategy? (**Yellow Post-it**)
3. What are the external opportunities (within the mission and the host nation) for the strategy to succeed? (**Green Post-it**)
4. What are the external threats (within the mission and the host nation) for the strategy to fail? (**Pink Post-it**)

**Ask** the teams to identify if:

 **20 min**

- Opportunities could address weakness of the UN military component;
- Strength of the UN Military component could mitigate the threats.

## **2. SWOT findings in their Military Gender Strategy**

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**Ask** participants to incorporate their SWOT analysis finding in their Strategy

15 min

- Add the findings in the “tasks and coordination mechanisms” section under each line of effort.

# Conclusion: Revision and Self-reflection

 30 m

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

### Objectives

- Review the main concept of the lesson
- Self- assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3. 8

### Material

- ✓ Handout: Spectrum of reason for failure
- ✓ IDG Self-assessment: Collaborating – Social Skills (organisation)
- ✓ Personal Journal Questions: Lesson 3.7

### Step-by-step

#### 1. Revision 10 min

**Review** the main concept related to skills and knowledge of the lesson  10 min

- Strategy – choosing to learn from failure
- What could also happen During the implementation of the strategy
- Review the different strategies on the slide
- Reference: <https://hbr.org/2011/04/strategies-for-learning-from-failure>

#### 2. Prepare lesson 3.8 10 min

**Prepare** participants for lesson 3.8

#### 3. Self-reflection 10 min

**Ask** participants to complete:  10 min

- Their personal learning journal.
- The feedback google form for lesson 3.7.
- The IDG handout the self-assessment for “Collaborating (organisation)”.

## ☰ Notes

- ✓ Remind participants of the time they have to be present to meet with facilitators for individual interviews.
- ✓ **Energizer activity:** This is a 3-minute jolt activity that enables the participants to explore what makes a task highly motivating.
  - Ask (number depends on the word chosen) for X people to come to the front of the room and stand in a straight line facing the audience. Distribute the letter cards, one to each participant. Ask each person to hold their letter card above their head, so the audience can read it easily.
  - Explain that the letters spell an X-letter French word. Ask members of the audience to call out directions to the letter holders to rearrange them in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D moves to the end.)
  - Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.
  - When the word is correctly formed, ask everyone to read it aloud at the count of three.
  - Thank the letter holders, collect the cards, and send them back to their seats.
  - Lead a round of applause for the entire group for rapidly solving the anagram.
  - Debrief by asking the group if they were really excited about the activity. Ask participants to identify reasons that made this an exciting activity. Use appropriate probing questions to elicit these causes:
    - > The activity was brief.
    - > The activity was unexpected.
    - > Everybody was invited to participate in the activity, but nobody was forced to participate.
    - > The activity was intellectually stimulating.
    - > People were yelling out their directions in a playfully chaotic fashion. They were not taking turns and behaving politely.
    - > It was a group challenge rather than an individual challenge.
    - > It was a cooperative activity.
    - > The feedback was immediate.
    - > The letter holders enjoyed being the centre of attention.
    - > Members of the audience enjoyed their power to push people around.
    - > There was a sense of urgency, even though there was no time limit.
  - Ask participants to brainstorm how these ideas can be applied to increase the excitement level of everyday activities.



## LESSON

# 3.8 Military Gender Strategy – Preparation

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### Overview

Lesson 3.8 examines the enablers and barriers to implementing military strategy as well as the preparation of a presentation customised to target audience needs.

### Learning objectives

- Demonstrate confidence when briefing FC or military personnel.
- Identify enabling factors and barriers for the implementation of their strategy.
- Conduct a tailored analysis of the target audience.
- Formalise the approach for strategy implementation based on audience assessment.
- Prepare an effective presentation and concise concept of the strategy.
- Use constructive feedback in the modification of presentations.

### Assessments

- Objectives 2, 3, 4, and 6 will be assessed during the lesson as a team when completing in-class activities.
- Objectives 1 and 5 will be assessed during a presentation on lesson 3.8 and 3.9.

## Activities

- Simulation: Force Commander’s Morning Briefing
- Group exercise: Target audience
- Individual interview of the participants with the facilitator.

## Handouts

- IOM KLE Annexe 3 – Engagement Card (blank)

## Schedule



Simulation: FC Morning Brief	30 min
Introduction to theme and learning objectives of the lesson	30 min
Enablers and obstacles	60 min
Presentation preparation: Target audience	50 min
Target audience analysis presentation	50 min
Presentation preparation	90 min
Presentation preparation: Feedback session	75 min
Conclusion: Revision and Self-reflection	30 min
Facilitators meeting: Lesson 3.9 preparation	45 min
Individual interview of participants	60 min

# Simulation: Force Commander Morning Brief 30 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives

- Demonstrate confidence when briefing FC or military staff.

### Material

- ✓ Classroom is set up in 2 circles with chairs; the inner circle is a conference table for the Force Commander Morning Brief and an external circle for the rest of the class to observe.

### Step-by-step

#### 1. Simulation of the Force Commander Morning Brief (FCMB)

 30 min

**Explains** the course of the simulation:

- Group 3 will have been provided with the following scenario on lesson 3.5 - MINUSCA: Arrest or disarmament of criminal groups in Bangui.
- Residents of PK5 have repeatedly called on MINUSCA to intervene and put an end to the predatory activities of criminal gangs in the area. These gangs are responsible for massive abuses against the local population, including extorting merchants and attacking civilians, while blocking the return of state authorities.
- Prior to the operation, these criminal groups were allowed to voluntarily disarm, which would have allowed some of their members to benefit from socio-economic programs with the wider community. Unfortunately, the group leaders refused this option, despite mediation organised by the community leaders.
- During previous military operations, government forces and MINUSCA attacked the bases of several criminal groups, resulting in arrests and the seizure of weapons, ammunition and drugs. The individuals arrested were referred to the Central African judicial authorities.
- This joint operation will continue until the PK5 criminal groups are dismantled or otherwise disappear.
- MINUSCA calls on the population not to resort to mob justice against members of these criminal groups, regardless of the seriousness of the crimes they have committed. MINUSCA instead urges the population to inform MINUSCA representatives or government authorities of the whereabouts of these criminals to allow for arrests and appropriate legal action.
- **Tasks:** The Commander of the Military Force of the United Nations Mission in the Central African Republic (MINUSCA) asks you to suggest courses of action to improve joint disarmament and arrest operations targeting criminal groups in the PK5 district of Bangui which are carried out jointly with the Central African Defense Forces (FACA), the Internal Security Forces (ISF) and MINUSCA.
- Consider answering the following questions
  - U2: What are the main causes of the problem you must try to solve?
  - Military Gender Advisor: Do you need to challenge gender attitudes and practices in this context?



- U9: Are there systems, institutions, laws or policies, or other material factors, that should be taken into account because they reinforce certain harmful gender norms?
- Information Operations; Within this community, with whom do you need to dialogue within the framework of the project?
- U3: What actions can you recommend? How do you plan to change the situation?
- U4: What are the logistical challenges you could possibly face?

**Explain** the course of the simulation:

- Group 3 is sitting around the table with their PowerPoint ready for the force commander's morning brief.
- The Force Commander sits at the end of the table with a direct view of the screen.
- Groups 1, 2 and 4 are sitting in the outside circle observing the simulation.

**Proceed** to the simulation

 **30 min**

- The Force Commander welcomes group 3 and asks them to proceed with the presentation.
- The Force Commander needs to ask questions to get clarification a couple of times during the presentation and express concern if he feels what is proposed isn't part of the military mandate or it requires a lot of resources.
- The Force Commander take notes about the following points to debrief the participants at the end of the simulation:
  - Concise: The briefing respected the time allocated by the Force Commander.
  - Good knowledge of the subject: The team answers the questions exhaustively and in detail.
  - Effective conclusion: The team drives a strong conclusion in which they recap the presentation and reinforce the key message(s).

## **Notes**

- ✓ It would be a good practice to record the Force Commander brief on a mobile phone and provide the recording to team 4 so they can observe their nonverbal while presenting.

# Introduction to theme and learning objectives of today

 30 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives

- Discuss 2 irrational behaviours in relation to the Force Commander Case Study.
- Analyse the IDG relating in relation to being an ally to an organisation.

### Material

- ✓ Video: [Queen Njinga Mbande - African Women You Need to Know](#)
- ✓ Online: [The Fogo Process](#)

### Step-by-step

#### 1. Look back at the FCMB

 10 min

Give feedback on the FCMB

 10 min

Ask Group 3 the following questions regarding their analysis of the MINUSCA situation:

- What are the behaviours you aim to reinforce and modify with your proposed modes of action?
- Have we considered the following:
  - How do social norms drive men to join criminal groups?
  - Groups that can influence changes in social norms: Community and religious leaders, women leaders, youth leaders and traditional chiefs.
  - The gatekeepers who are the religious leaders.
  - The use of common public places to promote peace such as hospitals and schools.
- Ask groups 1, 2 and 4 to provide one positive and one negative criticism (based on the definition of positive and negative criticisms of lesson 3.4) regarding the group 3 presentation to the Force Commander.
- Review the 2 following irrational behaviour
  - Change your point of view by hearing an extremist point of view
  - People are looking for short-term income and results
- For the first irrational behaviour – changing your point of view by hearing an extremist point of view explain the program challenge for change in Fogo Canada (<https://fogoislandinn.ca/our-island/the-fogo-process/>)
  - “Challenge for Change” was a program that enabled communities to use cinema as a catalyst for social change.
  - Fogo Island has a long history with cinema. The island was the location of a legendary community cinema project in the late 1960s, known worldwide as The Fogo Process. The Fogo Process grew out

of the National Film Board's "Challenge for Change" program, which used film to promote community collaboration and social change. The National Film Board of Canada (NFB) and Memorial University of Newfoundland's Outreach Service travelled to Fogo Island to bring light and a voice to individual communities on Fogo Island who were grappling with the collapse of the coastal fishery. 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, in order to overcome the loss of traditional fishing and retain their House.

→ Filmmaker Colin Low, community worker Fred Earle and Memorial University outreach 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 residents of the island. For the first time, residents of Fogo Island saw that all communities on the island faced similar issues and challenges. Seeing their fellow Islanders speak on film has helped 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 cooperative, which is owned by local fishers and factory workers, spearheaded the adaptation to mid-shore fishing and continues to exist as a mainstay of the economy to this day.

## 2. Review Lesson 3.7

 10 min

**Review** the content of Lesson 3.7

 05 min


- Review with the participant the meaning of Meaningful participation of women in Peacekeeping Operations.
- Discuss with them the different challenges that exist regarding meaningful participation depending on the definition we are giving for meaningful participation.
- When we speak about representativity in terms of percentage. Studies have identified the minimum number of 35% for the representativity to be substantial enough to have an impact. That means to have 35% of peacekeepers deployed are women.
- When we speak about representativity in terms of the position of decision the challenge is the number of women qualified to fulfil the task. With time the pool of qualified women will increase if the Troop Contributing Countries give them the opportunity to complete prerequisite courses such as War College, driving weapon manipulation and English language.
- When we speak about representativity in all types of operations including combat operations the challenge is often the national regulation of the Troop Contributing Countries.
- Discuss with them what the MGA could do and what are the other challenges that the MGA could impact.

**Answer** questions of participants provided at the end of lesson 3.7

 05 min

- Ask them if they have additional questions and answer them.
- If the participants didn't identify any questions on the google form, review with them the meaning of enabling environment. Ask them how much the following contribute to an enabling environment:
  - Infrastructure
  - Leadership
  - Women in positions of leadership
  - Co-workers
  - Training pre-deployment

### 3. Introduction of today's subject


 10 min

**Introduce** the theme of the Lesson: Storytelling

 08 min

- Ask the participant to watch the following video: [Queen Njinga Mbande - African Women You Need to Know](#)
- Ask participants what are the key messages of this legend and how that could inform meaningful women participation to women in peacekeeping operations and the definition of enabling environment. Could be per example,
  - Women have already been famous warriors in the past history everywhere around the world.
  - Women need to claim their space and be recognised as equal partners in peacekeeping operations.
- Ask participants if there are other legends in their country that still impact beliefs today.
- Ask them if there are any of these legends who have the role of being the guardians of social norms related to gender.
- Tell them that today they must keep in mind that the legends speak to people, If they can be considered to include them in their Military Gender Strategy to mobilise people, to motivate them to act in the way desired by your plan, such as allowing women to participate in decision-making in communities. Also, consider using these stories with your military teammates to spark and maintain their interest.

**Introduce** the daily learning objective

 02 min

- Demonstrate confidence when briefing FC or military personnel.
- Identify enabling factors and barriers for the implementation of their strategy.
- Conduct a tailored target audience analysis.
- Formalise the approach for strategy implementation based on audience assessment.
- Prepare an effective presentation and concise concept of the strategy.
- Use constructive feedback in the modification of presentations.

### Notes

- ✓ There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Enablers and obstacles

 60 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives

- Identify enablers and obstacles for the implementation of their strategy.

### Material

- ✓ Post it for each teams

### Step-by-step

#### 1. Reflection on enablers and obstacles

 50 min

**Remind** the participants that on lesson 3.7, we have developed the following part of the Military Gender Strategy

- Vision
- End state / impact
- Strategy/approach
- Line of action
- Tasks and coordination mechanisms related to SWOT analysis


**Explain** that in the next hour, they will identify:

- Additional tasks.
- Risk reduction mechanisms.
- Additional coordination mechanisms.
- Requests for the Office of Information Operations to support the implementation of the Strategy

**Ask** each team to identify each line of operation of their strategy:

 20 min

- Who could be agents for change or catalysts for the success of this line of operation / line of action?
- Who could be obstacles, gatekeepers of social norms or invest to keep the military mission as it is without considering any change that could hinder your line of operation?
- Are there any legends or stories that could be used to support your lines of operation?
- Remind them to consider irrational behaviour. For example, we learned that people don't like to be last so think about the marginalised group that will become more marginalized than women if you implement the strategy. This group might become an obstacle.

**Ask** each team to present less than 5 minutes their lines of operation  **30 min**

- After each presentation ask the other two teams to take 5 minutes to identify at least 2 enablers, 2 obstacles and maybe 2 legends for the presenting team to consider.

---

## **2. Tasks and partnerships** **10 min**

**Ask** each team to identify additional tasks and partnerships to implement their Strategy  **10 min**

- Considering actors (enablers and obstacles) and legends, they need to identify:
  - The tasks they can give to catalysts and agents for change who are in the military chain of command.
  - Coordination mechanisms that they can put in place with catalysts and agents for changes that are not in the military chain of command.
  - Mechanisms for reducing the impact of obstacles
  - Their suggestions for the Information Operations Office regarding narrative to support their campaigns such as the use of legends and stories.

### **Notes**

- ✓ Followed by a 10 min break.

# Presentation preparation: Target audience

 50 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives

- Conduct a tailored target audience analysis.

### Material

- ✓ Handout: IOM KLE Annexe 3 – Engagement Card (blank)

### Step-by-step

#### 1. Identification of formal and informal approval of the Strategy

 20 min

**Ask** teams to identify the following elements:

 10 min

- Who in the military component will approve the military gender strategy?
- Who will have an impact on the success of the military gender strategy?

**Ask** each team to present their list

 10 min

- They should first identify the staff U2, U3, U4, U5, U6, U9 and the office of information operations because these staff must:
  - Help them in the development of 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.
  - Are crucial for the implementation of the strategy.
- The Military Deputy Chiefs of Staff (Ops and Logistics – depending on the structure of the mission) because they are the intermediary between the staff officers and the Force Commander. If he believes in the strategy, he will support them to present the strategy to the force commander and ensure that the staff officers (U2-U3-U4-U5-U6-U9 and information operations) will implement the strategy.
- The Force Commander and the Deputy Force Commander because they have to approve the strategy. This 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 office of information operations works to change or amplify social norms, it is crucial for the implementation of information campaigns aimed at the civilian population.
- The U9 office is already in contact with NGOs and civil organizations. It is essential to help them to identify agents of change.

**Review** with the participants Military engagement card

 **05 min**

- The engagement card is used to understand the target audience when meeting with NGOs and mission partners. It can be also used to prepare meetings with the Force Commander or other influential military personnel before presenting the Military Gender Strategy for approval.
- This engagement card is to help to win the interest of your target audience by knowing their interests in sports, for example, to draw parallels with the strategy and/or start the conversation.
- Remind the participant that time is very important for a military leader. They need to keep in mind when they will present their Strategy to
  - Be concise and focus on the information that is important for their target audience.
  - Demonstrate how the Military Gender Strategy will increase the operational capacity of the military component and support the completion of the force's mandate.
- They should consider making their presentation accessible with a brief summary to their target audience a few days before the presentation so that the target audience already has an idea of what you are going to talk to them about.

## **2. Target Audience Analysis**

 **25 min**

**Ask** each team to conduct a target audience analysis using the engagement card:

 **25 min**

**Inform** the teams that they will need to present the strategy to the following mission personnel on lesson 3.9:

- Team 1 – Deputy Military Chief of Staff - Operations (MONUSCO)
- Team 2 - Head 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 considering the interest of their target audiences.

### **Notes**

- ✓ Followed by a 10 min break.



# Target audience analysis presentation

 50 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives

- Formalise the approach for strategy implementation based on audience assessment.

### Step-by-step

#### 1. Presentation of their target audience

 50 min

**Ask** each team to present in 10 min:

 30 min

- Their assessment of their target audience
- The approach they are considering to present their Strategy

**Give** feedback:

 20 min

- After each presentation, the 2 other teams and the facilitators provide feedback and additional considerations.

**Here are some elements to consider:**

#### Team 1 – MONUSCO

- The MONUSCO Chief of Military Ops Staff is usually a Canadian Colonel who speaks French and English.
- You have access to the description of the MONUSCO chain of command by going to the mission page <https://monusco.unmissions.org/leadership>.
- DCOS Ops – its 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

- At MINUSMA, the Military Gender Advisor works within the Information Operations Cell. They are your everyday co-workers.
- Information operations aim to understand the behaviour of the local population in the face of the use of violence. The staff of this office will be interested in your analysis of social norms and what could be done as an information campaign and commitment plan to change behaviour.

#### Team 3 – MINUSCA

- Staff officers (U2, U3 and U5) are interested in anything that could help them accomplish their mission. Their spots are as follows:
  - Protection of civilians as a top priority;
  - Facilitate humanitarian assistance; the promotion and protection of human rights;
  - Facilitate disarmament, demobilization, reintegration and repatriation processes.
  - You should explain how your strategy will support these three main tasks of the military component of MINUSCA.

## **Notes**

- ✓ Lunch break after this section.

# Presentation preparation

 90 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives


- Formalise the approach for strategy implementation based on audience assessment.
- Prepare an effective presentation and concise concept of the strategy.
- Use constructive feedback in the modification of presentations.

### Material

- ✓ Access to a computer to produce PPT and Word document.

### Step-by-step

#### 1. Presentation preparation

 90 min

**Inform** the class they have time to work as a team on the preparation of:

 90 min

- A presentation document of the gender military strategy with at least: the vision, the desired end state, the objectives, the lines of operations and the concept of operation (of implementation).
- A PowerPoint presentation of a maximum of 5 slides (excluding the cover slide, the slide to introduce your team and the introductory slide).
- A summary of a maximum of one page that they will send at the end of the lesson today to their target audience to introduce your presentation.
- Pass through the team to assist/guide them when needed.

### Notes

- ✓ Followed by a 15 min break.

# Presentation preparation: Feedback session 75 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives

- Prepare an effective presentation and concise concept of strategy.
- Use constructive feedback in the modification of presentations.

### Step-by-step

#### 1. Presentation and feedback


 45 min

**Inform** the group that each team has to:

- Ask each team to make their presentation and give a copy of the introductory note to send to the target audience.
- Give feedback to the other team who presented.
- Record each presentation with a cell phone and provide the recording to each team for them to consider improving their presentation after viewing it.
- Explain to the teams that they should optimize this presentation practice to improve. When they are deployed, it is important to practice the presentation at least 1-2 times before making it to the chain of command and to obtain feedback from co-workers so that their presentation is optimal at the time of the presentation.

**15 min for each team.**

#### 2. Revise your presentation and introduction note

 30 min

**Instruct** participants to revise/modify their presentation and introduction note

 30 min

- Modification based on the feedback they received.
- Ask the participant to send the final version to their target audience (give them the email addresses).

# Conclusion: Revision and Self-reflection

 30 m

## Lesson 3.8 Military Gender Strategy – Preparation

### Objectives


- Review the main concept of the lesson
- Self-assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3.9

### Material

- ✓ IDG Self-assessment: Being — Relationship to Self (organisation)
- ✓ Personal Journal Questions

### Step-by-step

#### 1. Revision

 10 min

**Review** the main concept related to skills and knowledge of the lesson

 10 min

- Ask each team what strategies they will be using for their presentation on lesson 3.9 to gain and maintain the interest of their target audience.
- Review with them the concept of military briefing they have reviewed during the Force Commander Morning Briefs of lesson 3.6 to lesson 3.9.

**Review** the main concept related to the IDG and world vision discussed during the lesson.

**Ask** teams to take 10 minutes with their team to identify how they will do during the presentation to listen actively and adjust their presentation accordingly to the signals received from the target audience and how to be aware of their blind spots.

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

#### 2. Prepare lesson 3.9

 10 min

**Ask** the teams if they have additional questions regarding their presentations on lesson 3.9 and their presentation on the IDGs on lesson 3.10.

Ask participants to complete:


- Their personal learning journal.
- The feedback google form for the lesson 3.8.
- The self-assessment on IDG “Being (organisation)”.

#### ☰ Notes

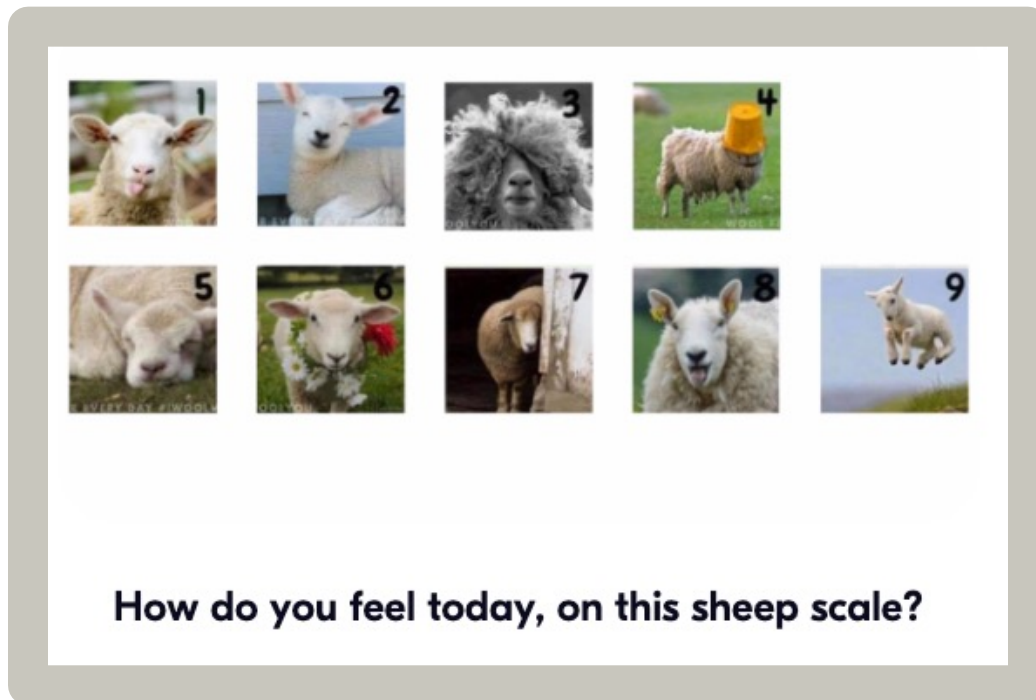
- ✓ Send the PowerPoint and the introductory note of the 3 missions if the participants don't have the capacity to do so.
- ✓ Remind participants of the time they have to be present to meet with facilitators for individual interviews.
- ✓ Do a Zoom or Team connection test with the mission representatives that will listen in and provide feedback to the team presentations of lesson 3.9. If possible, have military personnel from the rank of Lieutenant-Colonel or higher with UN operational experience on standby to play this role and have as third backup the person playing the role of Force Commander during the morning brief.
- ✓ Provide the following information to the mission representatives;
  - MONUSCO Military DCOS Ops will provide feedback to team 1. We would like him to provide 10 minutes of feedback regarding the following points:
    - > Does the Strategy correspond to MONUSCO's current concept of operations?
    - > What do you find interesting in the Strategy that you would like to implement and why?
    - > What do you think is impossible and why?
  - MINUSMA Chief info ops will provide feedback to team 2. We could like him to provide 10 minutes of feedback regarding the following points:
    - > Does the Strategy correspond to the current concept of operations of the information operations cell of MINUSMA?
    - > What do you find interesting in the Strategy that you would like to implement and why?
    - > What do you think is impossible and why?
  - MINUSCA Military Staff (U2, U3, U5) will provide feedback to team 3. We would like them to provide 10 minutes of feedback regarding the following points:
    - > Have you already implemented the elements proposed in the Strategy?
    - > What do you find interesting in the Strategy that you would like to implement and why?
    - > What do you think is impossible and why?
- ✓ Set up a mentimeter for the teams to be able to provide feedback regarding the teams' presentations on lesson 3.9. If mentimeter isn't available use a pooling application. That could be also done on a prepared flipchart where the teams are going to add their inputs. The teams should be able to reflect on the performance from a rating of 1 to 10, 10 is great for the following points:
  - Clear identification of THE STRATEGY.
  - Establishment of 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.
  - Establishment of processes to allow meaningful participation of women from the host country in operations and activities organized by military contingents.

- Establishment of an environment in the area of operation of military battalions to support the establishment of the 4 pillars of 1325.
- Identification of social norms to consider for the success of the military strategy.
- Identification of the mobilization plan to implement the strategy.
- Identification of gatekeepers (people who may be resistant to the strategy) and agents of change.

**Energizer activity - Sheep Scale Check-in**

 **05 - 10 min**

- Have the photo on a PPP so everyone can see it.



- Participants stamp themselves on the sheep that represents their current mood. Then, invite a few people to share why they chose their sheep.
- This cute check-in is perfect for creating energy in large groups at the start of a session or when you come back from a break. It's also a great way to gauge participants' energy levels.



## LESSON

# 3.9 Military Gender Strategy – Presentation

### Overview

Lesson 3.9 offers the opportunity to participants to practice their presentation skills and receive feedback to improve their presentation techniques.

### Learning objectives

- Demonstrate confidence when briefing FC or military personnel.
- Demonstrate the ability to request and assimilate constructive feedback received from colleagues.
- Develop a mobilising plan aimed at the contingents' leadership and personnel to implement gender military strategy (per group).
- Estimate the probable impact of strategy implementation (per group).

### Assessments

- Objective 2 will be assessed during the lesson as a team when completing in-class activities.
- Objectives 1, 3 and 4 will be assessed during a presentation on lesson 3.9.

### Activities

- Simulation: Force Commander's Morning Briefing



- Group Presentation: Military Strategy
- Individual interview of the participants with the facilitator.

## Handouts

- Participatory Rural Appraisal Handbook
- IOM KLE Annexe 3 – Engagement Card (blank)

## Schedule



Simulation: FC Morning Brief	30 min
Introduction to theme and learning objectives of the lesson	30 min
Assessment Level 2 & Check-in	50 min
Presentation Group 1: MONUSCO DCOS OPS	45 min
Military Staff Support to Military Gender Strategy	30 min
IDG: Collaboration	30 min
Presentation Group 2: Info Ops MINUSMA	45 min
Estimating impact	30 min
Presentation Group 3: MINUSCA military staff	45 min
Review of the Military Gender Strategy	20 min
Conclusion: Revision and Self-reflection	35 min
Facilitators meeting: Lesson 3.10 preparation	45 min
Facilitator course evaluation	60 min

# Simulation: Force Commander Morning Brief 30 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Demonstrate confidence when briefing FC or military staff

### Material

- ✓ Classroom set up in 2 circles with chairs; the inner circle is a conference table for the Force Commander Morning Brief and an external circle for the rest of the class to observe

### Step-by-step

#### 1. Simulation of the Force Commander Morning Brief (FCMB): Explanation

 05 min

**Group 4 will have been provided with the following scenario on Lesson 3.5: MINUSMA Scenario - Community Violence Reduction**

- In Mali, due to the protracted conflict and resulting economic hardship, it has become difficult for many men to assume the gender role traditionally attributed to men, which is to provide economic well-being and physical security of their families. Upon returning home, many refugees and internally displaced men have found that women are now playing the roles that were reserved for them in the past.
- According to the Malian tribal system, virility is associated with growing old, while power and status traditionally belong to a small number of male elders. Young men can become elders, including through respectable personal conduct, and through such socially valued things as marriage, children, and employment. However, in a context where unemployment and insecurity are widespread, young men are less likely to obtain this status.
- For some young men, joining an armed group offers the prospect of economic survival, as well as social status and power, which is an alternative route to masculinity. It has also been suggested that the will to defend one's masculinity is an issue of conflict between communities: unemployed men compete for status and acceptance within the community. Malian women also played a role in all of this, as they encouraged this perception of masculinity by cooking militia meals and dishonouring beaten men in clashes.
- **Task:** The Commander of the Military Forces of the Stabilization Mission in Mali (MINUSMA) asks you to suggest courses of action aimed at preventing conflicts between tribes and communities and the recruitment of young men by armed groups in Mali.
- Consider answering the following questions
  - U2: What are the main causes of the problem you need to try to solve?
  - Military Gender Advisor: Do you need to challenge gender attitudes and practices in this context?
  - U9- Are there systems, institutions, laws or policies, or other material factors, that need to be considered because they reinforce certain harmful gender norms?
  - Information Operations: Within this community, with whom do you need to dialogue within the framework of the project?

- U3: What actions can you recommend? How do you plan to change the situation?
- U4: What are the logistical challenges you could possibly face?

**Explain** the course of the simulation:

- Group 4 is sitting around the table with their PowerPoint ready for the force commander's morning brief.
- The Force Commander sits at the end of the table with a direct view of the screen.
- Groups 1, 2 and 3 sit in the outside circle observing the simulation.

## 2. Simulation of the Force Commander Morning Brief (FCMB)

 25 min

**Proceed** to the simulation

- The Force Commander welcomes group 4 and asks them to proceed with the presentation.
- The Force Commander needs to ask questions to get clarification a couple of times during the presentation and express concern if he feels what is proposed isn't part of the military mandate or it requires a lot of resources.
- The Force Commander take notes about the following points to debrief the participants at the end of the simulation:
  - Active Listening – The team listens actively and adjusts their presentation based on verbal and non-verbal feedback from the Force Commander;
  - Focus on facts – The team is honest and open-minded; they ensure that the facts are accurate and up-to-date and they assess and meet the needs of different audiences;
  - Audience-Friendly Language – Use language that is clear, jargon-free, audience-friendly, and free from bias.

### Notes

- ✓ It would be a good practice to record the Force Commander brief on a mobile phone and provide the recording to team 4 so they can observe their nonverbal while presenting.

# Introduction to theme and learning objectives of today

 30 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Provide retroaction regarding gender conflict analysis and the Force Commander morning brief
- Discuss their role as an agent for change when presenting to Military Staff

### Step-by-step

#### 1. Look back at the FCMB

 10 min

**Give** feedback on the FCMB

 10 min

**Ask** Group 4 the following questions regarding their analysis of the MINUSMA situation:

- What are the behaviours you aim to reinforce and modify with your proposed modes of action.
- Have we considered the following:
  - What are women's roles that maintain norms of masculinity that can fuel violence?
  - The roles of women, children and the elderly who provide the organisational logistics needed by militias.
  - About the fact that women are often the guardians of social norms of hyper-masculinity.
- How could the following irrational behaviours study on lesson 3.1 impact the courses of action proposed during the Force Commander's morning briefing?
  - Offenders feel powerful
  - Build trust for cooperation
- Ask groups 1, 2 and 3 to provide one positive and one negative criticism (based on the definition of positive and negative criticisms of lesson 3.4) regarding the group 4 presentation to the Force Commander.

#### 2. Review lesson 3.8

 10 min

**Review** the content of lesson 3.8

 05 min

- Ask the participants what they retain from yesterday regarding the feedback they received from their co-workers regarding the presentations they are planning today.
- Ask them if they made changes over the night thinking back on this feedback.
- Ask them how they selected the team members that would do the presentation today.
- Ask them how their selection is linked with the characteristic of an agent for change identified on lesson 3.1:
  - Enthusiastic, passionate, and inspiring (IDG Acting)
  - Strong, engaging, and dynamic communicator (IDG Collaborating)


- Effective networker and facilitator (IDG Collaborating)
- Capable of engaging in self-assessment, self-reflection, and analysis (IDG Being)
- Committed to the lifelong learning of themselves and others (IDG Thinking)
- Understanding of environment, social and economic connections (IDG Thinking)
- Ability to act as a responsible citizen (IDG Relating)
- Critical and system thinker with the ability to solve problems creatively (IDG Thinking)
- Work in cooperation with others (IDG Collaborating)
- Proactive and not reactive (IDG Acting)

**Answer** questions of participants provided at the end of lesson 3.8

 **05 min**

- Ask participants if they have additional questions and answer them.
- If the participants didn't identify any questions on the google form at the end of lesson 3.8 and don't have any questions in the class, ask them the following question:
  - Ask the participant what they remembered about the impact of storytelling to mobilise or get support to a strategy of change.
  - Ask them if they could share one story they found that could support their Military Gender Strategy. Ask them how they are planning to spread this story.

### 3. Introduction of today's subject

 **10 min**

**Introduces** the theme of the lesson: Acting - driving change

 **05 min**

- Explain that today is the sum-up of everything they learned and discussed during the previous 8 lessons.
- It is a team effort, and it is all about acting and driving change.
- Review the sub-components of acting and ask them how they believe they will apply these skills during their presentation today (as a team and individually)
  - Courage
  - Creativity
  - Optimism
  - Perseverance

**Introduce** the daily learning objective

 **05 min**

- Explain that today is an opportunity to practice interacting with the chain of command and confirm or change their perception regarding the views of different military actors regarding the integration of gender mainstreaming and the conduct of military operations.
- The learning objectives of lesson 3.9 are the following:
  - Demonstrate confidence when briefing FC or military personnel.
  - Demonstrate the ability to request and assimilate constructive feedback received from colleagues.
  - Develop a mobilising plan aimed at the contingents' leadership and personnel to implement gender military strategy (per group).
  - Estimate the probable impact of strategy implementation (per group).

## ☰ Notes

- ✓ There is a [break of 10 min](#) planned after this activity. Inform the participants of the break and the time to return to the classroom.

# Assessment & Check-in

 40 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Assess the level of understanding of the training content.
- Discuss with participants concepts that are still unclear.

### Material

- ✓ Level 2 assessment on google form

### Step-by-step

#### 1. Level 2 Assessment 30 min

**Introduce** the level 2 assessment  05 min

- Provide the link to the participants for them to complete the assessment form level 2.
- For the participants who don't have access to a phone or a computer provide a paper copy.
- Ask the participants to answer the questions. Inform them they have 25 minutes.

**Give** time to participants to complete the assessment  25 min

#### 2. Review the assessment 10 min

**Offer** participants some time to ask questions:  10 min

- You could revise the questionnaire and the answers received by projecting the google form results. When the results are amalgamated by google form the identity of the responders isn't visible on the screen.

### Notes

- ✓ Followed by a **10 min break**.

# Presentation Group 1: MONUSCO COS OPS 45 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Demonstrate confidence when briefing FC or military staff
- Ability to request and assimilate feedback received from colleagues

### Material

- ✓ Access to WIFI
- ✓ Projection screen
- ✓ Camera

### Step-by-step

#### 1. Presentation team 1

 20 min

**Set** up the classroom for the team presenting to be seen by the military personnel on zoom with their presentation being shared on the screen. The team needs to be able to see their interlocutor too as part of their active listening is to pay attention to the nonverbal of the people they are doing the presentation for.

**Connect** with the MONUSCO Military DCOS OPS ([monusco-hq-dcosopscoord@un.org](mailto:monusco-hq-dcosopscoord@un.org) and [monusco-hq-dcosops@un.org](mailto:monusco-hq-dcosops@un.org)). As specified in the note of lesson 3.8, this role can be played by the person playing the Force Commander during the morning brief or military personnel from the Host Nation where the course is being held with the rank of Lieutenant Colonel or higher with Operational UN experience. It is preferable to have the MONUSCO Military DCOS Ops as he can better reflect on the pertinence of what is being offered by the team.

**Inform** group 1 they have 20 min to present:

- Let participants introduce themselves to the guests.

#### 2. Feedback MONUSCO Military DCOS OPS

 10 min


**Give** 10 min to the MONUSCO Military DCOS OPS to proceed to a Q&A session

 10 min

- The MONUSCO DCOPS OPS need to reflect on the following points:
  - Does the Strategy correspond to MONUSCO's current concept of operations?
  - What do you find interesting in the Strategy that you would like to implement and why?
  - What do you think is impossible and why?



### 3. Feedback teams 2 and 3 and facilitators

 15 min

**Using** Mentimeter, Ask group 2 and group 3 to give feedback to the group that presented. 5 min

- Set up a mentimeter for the teams to be able to provide feedback regarding the teams' presentations on lesson 3.9. If the mentimeter isn't available, use a pooling application. That could be also done on a prepared flipchart where the teams are going to add their inputs. The teams should be able to reflect on the performance from a rating of 1 to 10, 10 being great for the following points:
  - Clear identification of THE STRATEGY.
  - Establishment of 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.
  - Establishment of processes to allow meaningful participation of women from the host country in operations and activities organized by military contingents.
  - Establishment of an environment in the area of operation of military battalions to support the establishment of the 4 pillars of 1325.
  - Identification of social norms to consider for the success of the military strategy.
  - Identification of the mobilization plan to implement the strategy.
  - Identification of gatekeepers (people who may be resistant to the strategy) and agents of change.

**Facilitate** the retroaction regarding the result of the assessment from the teams

 10 min

### Notes

- ✓ Followed by a [15 min break](#).

# Military Staff Support to Gender Military Strategy

 30 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Identify how to gain support from the military staff to implement the Gender Military Strategy.

### Material

- ✓ Flipchart

### Step-by-step

#### 1. Mobilising plan

 30 min

**Inform** participants they have to develop a plan to gain support for the team 1 strategy

 15 min

- Each need to:
  - Consider the feedback from MONUSCO Chief of Staff and Teams 2 and 3.
  - Identify how to gain support from the chain of command for the implementation of Team 1 Gender Military Strategy.
  - They have 15 minutes to prepare their plan and 5 minutes to present their ideas.
  - Tell them they need to:
    - > Identify agents for change;
    - > Gatekeepers, people against change;
    - > Be creative;
    - > Do an assessment of their target audience, identify what motivates them and how to talk to them.

**Give** the floor to participants for their presentation:

 15 min

- Each group has 5 min to present their mobilising plan.
- Pay attention to how they consider their target audience.
- Ask them what their understanding is of what could motivate the military staff to support the strategy.
- Ask them how much of their assessments are facts and how much is based on their opinion.
- They should have considered different means to reach the military staff:
  - Launching events
  - Official presentation to each branch (U offices)
  - Twitter
  - Snapchat, Instagram, etc.

Ask them how much of these channels of communication from MONUSCO they think reach the military staff:

<https://twitter.com/MONUSCO>



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# IDG: Collaboration

 30 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Identify how collaboration, trust and psychological safety are interrelated
- Identify approaches to consider for key actors to be interested to support the Military Gender strategy.

### Material

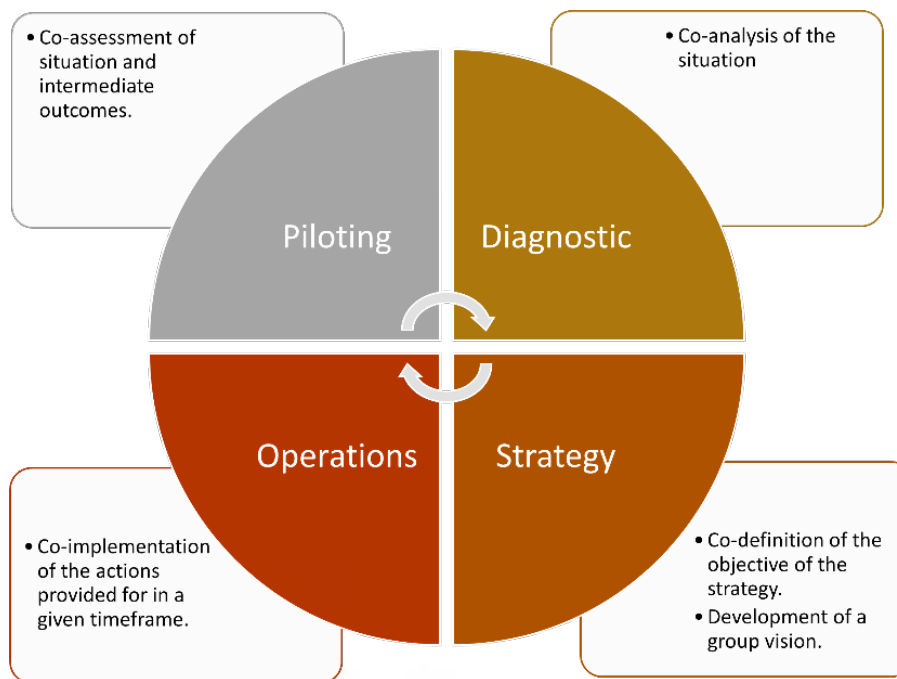
- ✓ Flipchart

### Step-by-step

#### 1. IDG: Collaboration

 30 min


Ask the participant to reproduce the collaboration cycle on a flip chart



Ask them to take 15 minutes to identify the key actors within the military, police and civilian components who should participate in each part of the cycle of collaboration for the creation and implementation of their military gender strategy. (15 min)

Ask them to indicate which of the 4 circles was the least considered in your current strategy and why.

**Give** the floor to each team to present for 3-4 minutes.

 **15 min**

**Ask** the team, after each presentation, the following questions:

- What makes them trust one organisation more than another?
- Which of the 4 collaboration circle components makes them more vulnerable to collaboration?
- What do they need to do to create psychological safety for the other key actors to want to collaborate with them?

## **Notes**

- ✓ Lunch break after this section.

# Presentation Group 2: Info Ops MINUSMA

 45 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Demonstrate confidence when briefing FC or military staff
- Ability to request and assimilate feedback received from colleagues

### Step-by-step

#### 1. Presentation team 2

 20 min

**Set** up the classroom for the team presenting to be seen by the military personnel on zoom with their presentation being shared on the screen. The team needs to be able to see their interlocutor too as part of their active listening is to pay attention to the nonverbal of the people they are doing the presentation for.

**Connect** with the MINUSMA Chief info ops ([Minusma-fhq-u3-infoops-chief@un.org](mailto:Minusma-fhq-u3-infoops-chief@un.org)). As specified in the note of lesson 3.8, this role can be played by the person playing the Force Commander during the morning brief or military personnel from the Host Nation where the course is being held with the rank of Lieutenant Colonel or higher with Operational UN experience. It is preferable to have the MINUSMA chief info ops as he can better reflect on the pertinence of what is being offered by the team.

**Inform** group 2 they have 20 min to present and let them introduce themselves to the guests.

 20 min

#### 2. Feedback MINUSMA chief info ops


 10 min

**Give** 10 min to the MINUSMA Chief info ops to proceed to a Q&A session

 10 min

- The MINUSMA Chief Info ops need to reflect on the following points:
  - Does the Strategy correspond to the current concept of operations of the information operations cell of MINUSMA?
  - What do you find interesting in the Strategy that you would like to implement and why?
  - What do you think is impossible and why?

#### 3. Feedback from teams 1 and 3 and the facilitators

 15 min


**Using** Mentimeter, Ask group 1 and group 3 to give feedback to the group that presented.

 05 min

- Set up a mentimeter for the teams to be able to provide feedback regarding the teams' presentations on lesson 3.9. If mentimeter isn't available, use a pooling application. That could be also done on a prepared flipchart where the teams are going to add their inputs. The teams should be able to reflect on the performance from a rating of 1 to 10, 10 being great for the following points:
  - Clear identification of THE STRATEGY.
  - Establishment of 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.

- Establishment of processes to allow meaningful participation of women from the host country in operations and activities organized by military contingents.
- Establishment of an environment in the area of operation of military battalions to support the establishment of the 4 pillars of 1325.
- Identification of social norms to consider for the success of the military strategy.
- Identification of the mobilization plan to implement the strategy.
- Identification of gatekeepers (people who may be resistant to the strategy) and agents of change.

**Facilitate** the retroaction regarding the result of the assessment from the teams

 **10 min**

### **Notes**

- ✓ Followed by a 15 min break.

# Estimating impact

 30 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Conduct Gender Impact assessment

### Material

- ✓ Flipchart

### Step-by-step

#### 1. Estimating impact

 25 min

**Review** with participants the concept of monitoring and evaluation of the online course

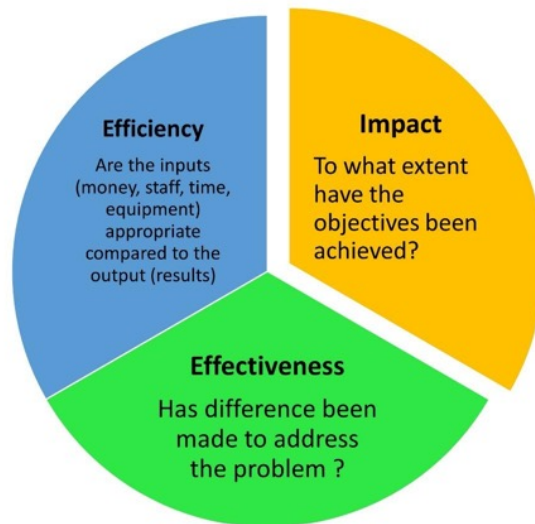
 05 min

- Every time the Military Component is developing a plan or an operation, a monitoring and evaluation plan should be part of the Operations orders.
- The monitoring and evaluation plan will allow us to:
  - Assess if the operations or the activities achieved the intended objectives. This is what we call measuring the impact.
  - Assess if the military assets and resources tasked for the operations or the activities were appropriate in relation to the results that were achieved. This is what we call measuring efficiency.
  - This is what we call measuring effectiveness.
- Being gender responsive conducting monitoring and evaluation means:
  - Include all gender in the collection of data (uniformed men and women involved in the collection of data).
  - Interview all genders when assessing the perception of the intended target audience (including the intersectionality factors such as (but not limited to) different groups of age, ethnicity, education and religion).
  - Assess the impact on all genders (positive and negative impacts).

**Inform** participants to reproduce the following graphic on flipchart

 05 min





**Ask** them to answer the following questions, considering team 2 Strategy:

10 min

- Identify what could limit the impact and how the MINUSMA team could slightly modify their strategy to increase the impact.
- They need to inform their answer by looking at the possible impact, efficiency and effectiveness of the proposed Gender Military Strategy.
- The feedback for the MINUSMA chief info ops should provide them with some insides.

**Give** the floor to participants for their presentation (2 min per team)

10 min

- Each group has 5 min to present their mobilising plan.

### Notes

- ✓ Followed by a 15 min break.

# Presentation Group 3: MINUSCA military staff 45 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Demonstrate confidence when briefing FC or military staff
- Ability to request and assimilate feedback received from colleagues

### Material

- ✓ Access to WIFI, projection screen and camera

### Step-by-step

#### 1. Presentation team 3 20 min

**Set** up the classroom for the team presenting to be seen by the military personnel on zoom with their presentation being shared on the screen. The team needs to be able to see their interlocutor too as part of their active listening is to pay attention to the nonverbal of the people they are doing the presentation for.

**Connect** with the MINUSCA Military Staff (U2, U3, U5). As specified in the note of lesson 3.8, this role can be played by the person playing the Force Commander during the morning brief or military personnel from the Host Nation where the course is being held with the rank of Lieutenant Colonel or higher with Operational UN experience. It is preferable to have the MINUSMA chief info ops as he can better reflect on the pertinence of what is being offered by the team.

**Inform** group 3 they have 20 min to present and let them introduce themselves to the guests.  20 min

#### 2. Feedback MINUSCA military Staffs (U2, U3, U5) 10 min

**Give** 10 min to the MINUSCA Military Staff to proceed to a Q&A session

- The MINUSCA Chief Info ops need to reflect on the following points:
  - Have you already implemented the elements proposed in the Strategy?
  - What do you find interesting in the Strategy that you would like to implement and why?
  - What do you think is impossible and why?

### 3. Feedback from teams 1 and 2 and the facilitators

 15 min

**Using** Mentimeter, Ask group 1 and group 3 to give feedback to the group that presented.

 05 min

- Set up a mentimeter for the teams to be able to provide feedback regarding the teams' presentations on lesson 3.9. If mentimeter isn't available, use a pooling application. That could be also done on a prepared flipchart where the teams are going to add their inputs. The teams should be able to reflect on the performance from a rating of 1 to 10, 10 being great for the following points:
  - Clear identification of THE STRATEGY.
  - Establishment of 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.
  - Establishment of processes to allow meaningful participation of women from the host country in operations and activities organized by military contingents.
  - Establishment of an environment in the area of operation of military battalions to support the establishment of the 4 pillars of 1325.
  - Identification of social norms to consider for the success of the military strategy.
  - Identification of the mobilization plan to implement the strategy.
  - Identification of gatekeepers (people who may be resistant to the strategy) and agents of change.

**Facilitate** the retroaction regarding the result of the assessment from the teams

 10 min

#### Notes

- ✓ Followed by a [10 min break](#).

# Review of the Military Gender Strategy

 20 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives

- Analyse different participatory techniques to inform the Military Gender Strategy

### Material

- ✓ Handout: Participatory Rural Appraisal Handbook

### Step-by-step

#### 1. Collecting sensitive information

 05 min

**Ask** participants to identify which sensitive information is required for them to develop and monitor the impact of their Military Gender Strategy.

- Write their information on a whiteboard.

**Introduce** them to the concept of Participatory Rural Appraisal (PRA)

- Participatory rural appraisal is a citizen-centred method of development, which aims to empower communities by engaging the target audience in the processes of identifying issues, implementing solutions, and monitoring evaluation.
- The success of each process of PRA largely depends on the tools and methods used as well as the organizers' commitment to the 'participatory' aspect of the practice.
- The success depends also on the level of psychological safety that will authorize the participant to provide freely input during the process.

**Provide** the Venn diagram on Institutions as one example of the PRA

- The Venn Diagram on Institutions shows institutions, organisations, groups and important individuals found in the village, as well as the villagers, view of their importance in the community. Additionally, the Diagram explains who participates in these groups in terms of gender and wealth. The Institutional Relationship Diagram also indicates how close the contact and cooperation between those organisations and groups is.
- How to proceed:
  - If time allows it will be good to form separate focus groups for women and men. Make sure that also the poorest and most disadvantaged join the group.
  - Ask the participants which organisations/institutions/groups are found in the village and which other ones from elsewhere are working with them. Make sure that they also think of the small, not formal groups like e.g. neighbourhood committees.
  - These questions will be useful to ask:
    - > What kind of ways of assisting each other do exist among people?

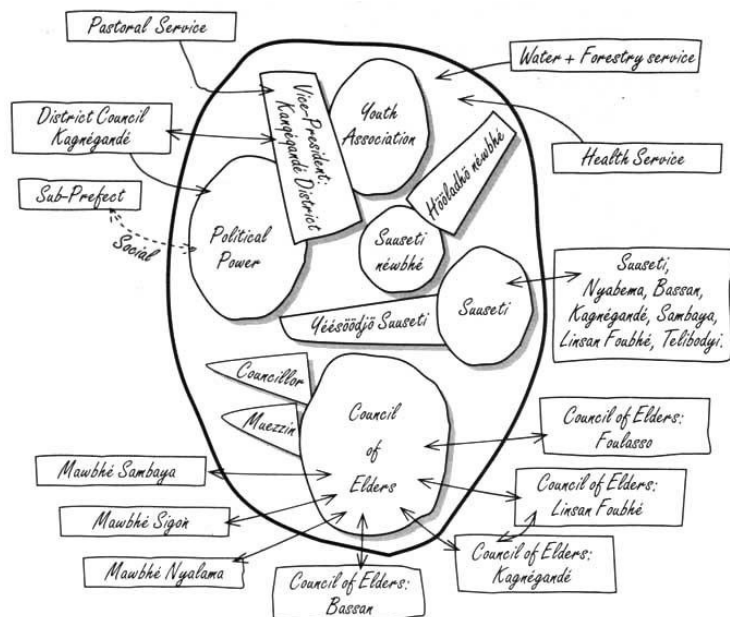
- › Which local groups are organised along environmental issues (water, grazing, arable land), economic issues (saving, credit, agriculture, livestock), and social issues (health, literacy, religion, tradition, education, sport)?
- › Are their political groups?
- › Who makes important decisions in the Village?

**Ask** one of the villagers to write down all the institutions that are mentioned and to give each organisation a symbol which everybody can understand.

- Ask the participants to draw a big circle in the centre of the paper or on the ground that represents themselves.
- Ask them to discuss for each organisation how important it is for them. The most important ones are then drawn as big circles and the less important ones as smaller circles. Ask the participants to compare the sizes of the circles and to adjust them so that the sizes of the circles represent the importance of the institution, organisation or group.
- Every organisation/group should be marked with a name or symbol.
- Ask them to discuss in which way they benefit from the different organisations.
- Ask them to show the degree of contact/cooperation between themselves and those institutions by the distance between the circles. Institutions in which they do not have much contact should be far away from their own big circle. Institutions that are in close contact with the participants and with whom they cooperate most, should be inside their own circle. The contact between all other institutions should also be shown by the distance between the circles on the map: largely distanced circles: no or little contact or cooperation circles close to each other: only loose contacts exist touching circles; some co-operation overlapping circles: close co-operation.
- Ask them which institutions are only accepting women or men as members. Are there any institutions or groups that provide services either only for men or only for women? Show the answers by marking the circles with a common symbol for men or women.
- Ask them to discuss which organisations poor people do not participate in and why. Ask if there are any services of certain organisations from which the poorer people are usually excluded. Mark these institutions on the map by using a symbol for the poor. You might also ask if there are other groups of people that usually are excluded from some of these institutions or services.
- Ask the participants which institutions/ groups are addressing household food security and nutrition issues. Ask them to discuss in which way they address these issues. Mark the mentioned institutions with a common symbol.
- Invite them to make more research regarding the PRA by consulting different PRA handouts.

### Notes

- Participants can easily find only different handbooks on PRA. Here is a good one: [https://liberiafti.files.wordpress.com/2013/08/cavestro\\_participatory-rural-appraisal-concepts-methodologies-techniques.pdf](https://liberiafti.files.wordpress.com/2013/08/cavestro_participatory-rural-appraisal-concepts-methodologies-techniques.pdf)



# Conclusion: Revision and Self-reflection

 35 m

## Lesson 3.9 Military Gender Strategy – Presentation

### Objectives


- Review the main concept of the lesson
- Self-assess their IDGs
- Complete their journal for the lesson
- Prepare lesson 3.10

### Material

- ✓ IDG Self-assessment: Acting – Driving Change (organisation)
- ✓ Personal Journal Questions: Lesson 3.9

### Step-by-step

#### 1. Revision

 20 min

**Provide** and receive positive feedback as a team

 05 min

- Ask each participant Individually to take 5 minutes to write a post-it for each of the teams (other than yours) who presented today. They need to explain what they admire in each team regarding the level of creativity and objectivity they project when presenting their Military Gender Strategy.
- Place the post-its on the flip chart sheet of the corresponding team.

**Take** 5 minutes to review the feedback received for your team.

 05 min

**Provide** and receive positive feedback as coworkers

 05 min

- Ask each participant Individually to take 5 minutes to write a post-it for each member of his/her team. They need to explain what they particularly appreciated in terms of his/her contribution to the team during the last three lessons. Explain why.
- Give the post-its to each member of his/her team.

**Take** 5 minutes to review the feedback received for your team.

 05 min


#### 2. Prepare lesson 3.10

 05 min


**Prepare** participants for lesson 3.10:

- Explain they will have to provide a presentation regarding the Inner Development Goals. They receive the instruction for this presentation on lesson 3.2.
- Explain what is the plan for the closing ceremony and the dress code.

### 3. Self-reflection

 10 min


Ask participants to complete:

 10 min

- Their personal learning journal.
- The feedback google form for lesson 3.9.
- The IDG handout the self-assessment for “Acting (organisation)”.

### Notes

#### Energizer activity - I'm packing my suitcase

 10-15 min

This activity is based on a memory game for kids. Each team member has to share an item they want to pack into the group's imaginary suitcase. With each new item, you have to repeat everything that's already been added to the suitcase, including the person's name.

- The first participant starts by saying, “In our suitcase, I'm packing a banana.” The next participant would then say, “In our suitcase, Jan is packing a banana and I'm packing an umbrella.” And so on.
- To make it more interesting, instead of using random objects, use one of these prompts (or create your own!):
  - Objects you would take on a deserted island
  - Objects you bought that made a difference in your life
  - Objects you regret buying
  - Objects you have on your desk
- This helps you learn everyone's names and some interesting facts about each other.



## LESSON

# 3.10 Becoming a MGA

### Overview

Lesson 3.10 will require from participants to develop a MGA's monthly agenda by considering MGAs' tasks and the actors with whom they will be working. Participants will also receive and share feedback with their colleagues.

### Learning objectives

- Demonstrate successful application of the IDGs learned during the week.
- Prioritise tasks through their preparation plan in becoming a better-equipped MGA.
- Reflect on their personal journey using the constructive feedback received from peers.

### Assessments

- Objectives 1 and 2 will be assessed during a presentation on lesson 3.10.
- Objective 3 will be self-assessed, and the participant will take notes of their progress in their personal journal. The facilitator will discuss each individually once during the week with each participant about their progress.

### Activities

- Group Exercise: Developing a Weekly CMG Agenda
- Group Assessment: Margolis Wheel



## Handouts

- MGA's Weekly Schedule
- Instructions for the conduct of the Margolis Wheel

## Schedule



Review the implementation of the IDGs	100 min
Development of a MGA's Agenda	70 min
Margolis Wheel: Individual Feedback	80 min
Course evaluation and AAR	60 min
Closing ceremony	120 min

# Review the implementation of the IDGs

 100 m

## Lesson 3.10 Becoming a MGA

### Objectives

- Demonstrate successful application of the IDGs learned during the week.

### Material

- ✓ PPT: Provided by the participants for their own presentation

### Step-by-step

#### 1. Group presentation: IDGs

 100 min

**Ask** participants to regroup in their IDGs groups assigned on Lesson 3.2

- Group 1: Critical thinking
- Group 2: Complexity awareness
- Group 3: Perspective skills
- Group 4: Sense making
- Group 5: Long-term orientation and visioning
- Group 6: Active listening

The groups have been briefed on lesson 3.1 and 3.2 about this presentation. They had to gather information during the 10 days to complete this presentation

**Give** the floor to participants for their presentation about:

- What they learned regarding the group's IDG during the training?
- What did they observe during the training regarding this IDG? (specific examples observed regarding shortcomings and good in applications)
- How will this IDG help them in their future MGA work?
- Which tools would they suggest to improve/deepen their skills in this IDG?

**Each** group has 10 min to present followed by a 5 min feedback session.

- Facilitators should consider the following feedback:
- Comment on their creativity and the visual tools they used to do their presentation.
- Comment regarding how they consider themselves and the class as a specific target audience and how they keep you engaged during their 10 min presentation.
- Comment on how they operationalise their IDG / SMART skill and link it with MGA Terms of reference.
- Comment on their capacity to have found or not other tools to better apply or learn about the IDGs.
- Explain that a big part of their tasks as MGAs is to do research and operationalise new concepts.

## ☰ Notes

- Followed by a **10 min break**.

# Development of a MGA's Agenda

 70 m

## Lesson 3.10 Becoming a MGA

### Objectives

- Prioritise tasks through their plan of preparation to becoming a MGA.

### Material

- ✓ Handout: MGA's Weekly Schedule – one copy per table

### Step-by-step

#### 1. MGA Agenda

 05 min

**Review** the agenda of MGA of the online course

 05 min

- Explain that it is crucial that they participate in the Force Commander morning brief:
  - To understand the priority of the Force Commander;
  - To identify the challenges faced by the military contingents in the area of operation; and
  - To engage the chief of each branch/office (Us) regarding gender mainstreaming.
- Explain that they need to identify agents of change within the UN mission and partners and engage them. Make a place in their agenda to have regular meetings, joint planning and exchange of information.
- Explain that they need to keep in mind that they could engage partners and build relationships in multiple ways; through working groups, social events, regular phone calls, online platforms, reading clubs... They need to find common interests and the best way to communicate with them.

#### 2. Develop a MGA agenda

 25 min

**Divide** the classroom into 4 working groups

**Ask** each group to create a one-month agenda/work plan for a MGA

 25 min

- Use Miro or SessionLab.
- Ask them to:
  - First identify their priority tasks as a MGA.
  - Identify key partners they need to exchange information and conduct joint planning or joint activities.
  - Identify the type of engagement they can have; phone call, meeting...
- Explain to them that they need to consider their target audience (what are their interests and time to be in contact with the MGA) and the limited time that the MGA has.

### 3. Feedback

 40 min

**Ask** participants to present their MGA monthly agenda answering:

 20 min

- How do they prioritise their tasks?
- Why do they value specific organizations or types of engagement?
- 5 min to present.

**Give** feedback after each presentation:

 20 min

- Group discussion after each presentation (5 min/presentation)

### Notes

- Participants complete at the same time their personal journal about their plan of preparation to become a MGA.
- Participants should receive a PDF version of their work after the course.
- Followed by a 10 min break.

# Margolis wheel: Individual feedback

 80 m

## Lesson 3.10 Becoming a MGA

### Objectives


- Reflect on their personal journey through the received peer feedback.

### Material

- ✓ Handout: Instructions for the conduct of the Margolis Wheel

### Step-by-step

#### 1. Margolis Wheel

 70 min

**Inform** participants on the procedure for the Margolis Wheel exercise:


 05 min

- For 90 sec the outer circle give feedback to the person of the inner circle regarding:
  - The strength they observed during the week regarding the inner circle: a sense of responsibility, openness, integrity, authenticity and presence.
  - One skill they think they could improve to be more efficient as a MGA.
  - THE quality they value the most about him/her/they and explain why.
- After one tour of the wheel the participants switch between the outer and inner circles.
- The inner circle participants take notes in their personnel journal about the feedback and the proposed plan of action expressed by the outer circle.

**Proceed** to the Margolis Wheel exercise

 65 min

#### 2. Self-reflection

 10 min

**Give** time to participants to reflect on the feedback they've received

 10 min

- At the end of the exercise, each participant takes 10 min to reflect in their personal journal about the feedback they received and identify three courses of actions they intend to adopt to grow their skills as a MGA.

# Course Evaluation and AAR

 60 m

## Lesson 3.10 Becoming a MGA

### Objectives

- Reflect on their personal journey using the constructive feedback received from peers.

### Material

- ✓ Evaluation

### Step-by-step

#### 1. Level 2 Assessment

 30 min

**Introduce** the level 2 assessment

- Provide the link to the participants for them to complete the assessment form level 2.
- For the participants who don't have access to a phone or a computer provide a paper copy.
- Ask the participants to answer the questions. Inform them they have 25 minutes.

**Give** time to participants to complete the assessment

 25 min

### Notes

- Followed by a 1h lunch break and a closing ceremony with the distribution of certificate of completion for the MGAs training.

# Glossary terminology guidelines

**Androgynous** Androgynous refers to someone who is presenting as neither distinguishably masculine nor feminine.

**Asexual or Ace** People that experience only romantic attraction, but not sexual, might identify as 'asexual' or 'ace'.

**Cisgender** Cisgender refers to people whose biological sex aligns with how that person identifies. For example, a person who is born with male reproductive organs and genitalia, is raised as a boy, identifies as a man and expresses himself masculinely will be "cisgender". The same is true of a person who is born with female reproductive organs, is raised as a girl, identifies as a woman and expresses herself femininely. Being cisgender grants many privileges. Cisgender people do not face the social consequences commonly associated with not being cisgender, such as discrimination and a greater risk of violence.

**Civil Affairs Unit** The Civil Affairs Unit is an indispensable player in the realization of the community protection mission mandate. The unit's role is to liaise, monitor and facilitate relationships between mission components at the local level. In addition, the unit is tasked to build confidence through quick-impact projects, conflict management efforts and encouraging reconciliation. The unit also supports the restoration and extension of state authority.

**Civilian Gender Unit (Gender Advisor)** The aim of this Unit is to: 1) promote gender equality by integrating a gender perspective into all UN mission operations; 2) protect women and girls from violence; and 3) support and actively engage the economic, social and political empowerment of women in the host nation.

**Community Violence Reduction (CVR)** Community Violence Reduction (CVR) programmes are important activities in restoring and maintaining security and stabilization in any area of operation. These programs are a Disarmament, Demobilisation, and Reintegration (DDR) related tool that directly responds to the presence of active and/or former members of armed groups in a community and is designed to promote security and stability. The main goal is to foster social cohesion and provide former combatants and other at-risk individuals with alternatives to joining armed groups. These programs also play a key role in reducing tensions at the grassroots level to increase opportunities for social cohesion and conflict resolution

**Conflict-related sexual violence (CRSV)** Sexual violence, when used or commissioned as a tactic of war in order to deliberately target civilians or as a part of a widespread or systematic attack against civilian populations, can significantly exacerbate situations of armed conflict and may impede the restoration of international peace and security. Under international law, there are eight different forms of conflict-related sexual violence: rape; sexual slavery; prostitution; forced pregnancy; forced abortion; enforced sterilisation; forced marriage; any other form of sexual violence of comparable gravity. United Nations Security Council Resolution 1820 (2008) on Women, Peace and Security highlighted that sexual violence may threaten international security when used or commissioned as a tactic of war in order to deliberately target civilians, or as part of a widespread or systematic attack against civilian populations.

**Coordination mechanisms** Coordination can be understood as the effort of different organizations working towards a common goal to ensure that they share information, deconflict each other's activities to avoid duplication



of effort and enable each other's activity. Coordination can be achieved using different coordination mechanisms, for example, by virtual means such as email exchange and shared access to documents and reports. It can also be achieved in large collaborative groups or by direct communication between two organizations or individuals.

**Disarmament, Demobilization and Reintegration (DDR)** Through a process of removing weapons from the hands of members of armed groups, taking these combatants out of their groups and helping them to reintegrate as civilians into society, disarmament, demobilization and reintegration seeks to support ex-combatants and those associated with armed groups, so that they can become active participants in the peace process. As an alternative path, allowing some ex-combatants to integrate formal uniformed services of the State allows their status to be regularised and ensures a close link between DDR and Security Sector Reform.

**Disaggregated data** Disaggregated data are cross-referenced data providing separate essential information. Disaggregated data are broken down by age and sex as a minimum but can also include gender, ethnicity, income, education and other identity factors relevant to the location of the operation. Disaggregated data is essential when planning operations to consider the particular needs of the population. They are also needed to support the early warning and identify a change in situation.

**Discrimination** Discrimination is defined as 'any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field'. Discrimination can stem from both law (*de jure*) or from practice (*de facto*). The CEDAW Convention recognises and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice:

- 'De jure discrimination', for example, in some countries, a woman is not allowed to leave the country or hold a job without the consent of her husband.
- 'De facto discrimination', for example, a man and woman may hold the same job position and perform the same duties, but their respective benefits may differ.

**Discrimination against girls and women** Discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights. Discrimination can be direct or indirect. Direct discrimination against girls and women is generally easier to recognize as the discrimination is quite obvious. Indirect discrimination against girls and women can be difficult to recognize. It refers to situations that may appear to be unbiased but result in unequal treatment of girls and women. Discrimination means unfair treatment of a person or group for any reason such as being a girl or boy, belonging to a particular race or religion or sexual orientation, and so on.

**Emotional Attraction** Emotional attraction refers to the desire to engage in emotionally intimate behaviour with another person, like sharing, trusting, and confiding.

**Empowerment of women and girls** The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).

In addition, UNESCO explains, “No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including international cooperation agencies can support processes that can nurture the self-empowerment of individuals or groups”.

Inputs to promote the empowerment of women should facilitate women’s articulation of their needs and priorities and a more active role in promoting these interests and needs. Empowerment of women cannot be achieved in a vacuum; men must be brought along in the process of change. Empowerment should not be seen as a zero-sum game where gains for women automatically imply losses for men. Increasing women’s power in empowerment strategies does not refer to power over, or controlling forms of power, but rather to alternative forms of power: power to; power with and power from within which focus on utilizing individual and collective strengths to work towards common goals without coercion or domination.

**Equal Approach** The equal approach is when we are treating everyone equally since we are giving everyone the same treatment/tools. However, as everyone has a different need, this does not guarantee equality.

**Equity Approach** Equality can be reached by using the equity approach, which implies treating people differently depending on needs. Gender equality by equity involves fairness of treatment for all genders according to their respective needs. This may involve equal treatment or differential treatment but is considered equivalent in terms of rights, benefits, obligations and opportunities.

**Female Engagement Teams (FETs)** Female Engagement Teams, were introduced initially by the International Security Assistance Forces (ISAF) to engage with women in Afghanistan. FETs were comprised of volunteer female members of appropriate rank, experience and maturity to develop trust-based and enduring relationships with the Afghan women they encountered on patrols. The theory was premised on better engagement with the Afghan population to access information and build trust within the local community.

**Femininity** The terms ‘feminine’ and ‘femininity’ are related to a set of attributes, behaviours, and roles generally associated with girls and women. The concept of femininity is partially socially constructed, being made up of both socially-defined and biologically-created factors. While the defining characteristics of femininity are not universally identical, some patterns exist, for example, the traits of nurturing, gentleness, empathy, sensitivity, and caring are often identified as predominantly feminine traits.

**Formed Police Units (FPUs)** Formed police units (FPUs) are trained and specialized in policing and in the protection of civilians, UN personnel and facilities. FPU structure is similar to the military structure. It is divided into sections, platoons and companies and FPUs have specialized crowd control equipment. They also have all-women platoons and their role in civilian protection is primarily to respond to threats to public order, conduct high-visibility patrols and provide protection for unarmed patrols or convoy escorts.

**Gender** Gender refers to the roles, behaviours, activities and attributes that a given society considers appropriate for males and female at a given time, for men and women. In addition to the characteristics and opportunities socially associated with male and female persons and the relationships between women and men and girls and boys, gender also refers to the relationships between women and men. These attributes, possibilities and relationships are socially constructed and result from socialisation. They are specific to a particular context or period and are subject to change. Thus, gender defines power relations in society and determines what is expected, permitted and valued about a woman or a man in a given context.

**Gender analysis** Gender analysis is carried out to understand the qualitative differences relating to women and men in any context. Gender analysis looks at the different roles and responsibilities of women and men, the assets available to them, and their control over these (economic power). Gender analysis requires examining how an issue is affected by sex, gender and other intersecting identity factors (age, ethnicity, marital status, etc.). This should include the examination of disaggregated data as well as social, economic and cultural conditions and

norms. It identifies, for example, the extent to which gender and power relations, including structural causes and other forms of the causes, give rise to inequalities, discrimination and inequitable power relations.

**Gender awareness in operations** Practical Action identified that all programmes and operations can be rated on a continuum from gender unaware to gender transformative based on the extent to which they identify and acknowledge gender roles and power imbalance and implement strategies accordingly.

**Gender-Based Violence (GBV)** Gender-Based violence (GBV) Is an umbrella term for any harmful act that is perpetrated against a person's will and based on gender differences (i.e., differences socially associated with being a woman or a man). It is the ultimate expression of gendered power imbalance. The nature and extent of specific types of GBV vary across cultures, countries, and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance. There are different kinds of violence, including (but not limited to) physical, verbal, sexual, psychological and socio-economic violence.

**Gender bias** Gender bias is the inclination to favour/support or prefer one gender over another. Gender bias can be unconscious and unintentional, but it still may result in discrimination, if not acknowledged and addressed proactively. Gender bias can take the form of a preference for recruiting men or women for specific types of jobs. Stereotypes can play into the unconscious acceptance of women and men's aptitude for certain functions, for example, women make up higher numbers of teachers, healthcare professionals and administrative staff and men as leaders in politics, business and military spheres. This is often attributed to gender bias in recruitment.

**Gender-differentiated analysis** Gender-differentiated analysis, also called Gender-Based Analysis Plus (GBA+), is an analytical process created to analyse how the different gender roles and gender norms (experiences of women, men, and non-binary people) impact and will be impacted by the military operations or activities.

This should include examining disaggregated data as well as the intersectionality of other identity factors (like race, ethnicity, religion, age, education, sexual orientation, culture, income, language, and mental or physical disability).

**Gender-disaggregated data** Gender-disaggregated data is data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Gender-disaggregated data reflect roles, real situations, and general conditions of women and men, girls and boys in every aspect of society. For instance, the literacy rate, education levels, business ownership, employment, wage differences, dependants, house and land ownership, loans and credit, debts, etc. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Gender-disaggregated data is necessary for effective gender analysis.

**Gender diversity** Is a term that recognizes that many peoples' preferences and self-expression fall outside commonly understood gender norms.

**Gendered power structures** This concept refers to the structures that shape the power distributions of women and men at all levels of society. In terms of physical power, women are often perceived as being powerless (quiet, obedient, accommodating). A 'real man', by contrast, is often perceived as a powerful and strong individual (outspoken, in control, able to impose his will), particularly in relation to women. In terms of social power, when women are socially assigned roles like those of wife and mother, often fulfil a supportive role, as they are seen as having a strong ability to foster the capacity of others rather than dominate them. They are expected to be patient, to be able to manage different agendas at the same time and to be able to conduct smooth negotiations within their social circles.

**Gender equality** Women and men have equal conditions, treatment, and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefiting from), economic, social, cultural, and political development. Gender equality is, therefore, the equal valuing by society of the similarities and differences

between men and women, and the roles they play. It is based on women and men being full partners in the home, community, and society. Equality does not mean that men and women must become “the same”. Equality means giving equal weight to the different perceptions, interests, needs and priorities of women and men, girls and boys in planning and decision-making.

**Gender equity** Gender equity is the process of being fair. To ensure fairness, special temporary measures may need to be taken to compensate for historical or systemic bias or discrimination. Gender equity is a means of achieving gender equality. The preferred terminology within the United Nations, according to CEDAW General Recommendation 28, is gender equality, rather than gender equity.

**Gender expression** Gender expression refers to how a person presents and expresses their gender through their actions, clothing and behaviour. It refers to the external self and how others interpret it according to gender norms. The three expressions of gender are masculine, feminine, and androgynous (presenting as neither masculine nor feminine, usually expressed through clothing and hairstyles).

**Gender-fluid** Gender-fluid refers to people whose gender identity moves between male and female (and vice versa) over time. Gender-fluid people may feel that both gender identities make up who they are as a person. They may also switch pronouns according to how they present their gender at that time.

**Gender gap** The term gender gap refers to any disparity between women’s and men’s condition or position in society. It is often used to refer to a difference in average earnings between women and men, e.g. “gender pay gap.” However, gender gaps can be found in many areas, such as the four pillars that the World Economic Forum uses to calculate its Gender Gap Index, namely: economic participation and opportunity, educational attainment, health and survival and political empowerment.

**Gender identity** Gender identity refers to how individuals identify themselves and experience their own gender. Your gender identity is what you know yourself to be, based on how you align (or not) with the gender choices in your society. Most societies recognize only two genders - either male or female. This belief is called the gender binary. Gender identity is about how you experience your own gender, despite what society expects. Your gender can be shown through labels, pronouns, your body appearance, and your gender expression.

**Gender impact assessment** A gender impact assessment evaluates the differential impact of military operations and activities on all genders. It enables policymakers and practitioners to picture the effects (positive, negative, or neutral) of a given policy or action more accurately and to compare and assess a current situation and trends with the expected results of the proposed policy or action.

**Gender mainstreaming / Gender perspective** Gender perspective, which is also called gender mainstreaming, is the process of assessing the implications for all sectors of the population and all genders during any planned action, operation or activity, in all areas and at all levels. It is a strategy for making the concerns and experiences of all genders an integral dimension of the design, implementation and evaluation of activities and programmes. A gender perspective is an approach that exposes gender-based differences in status and power and considers how such differences shape the immediate needs, as well as the long-term interests, of all genders.

**Gender norms** Are ideas about how men and women should be and act. We internalize and learn these “rules” early in life. This sets up a life cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture, and community at that point in time.

**Gender (or sexual) division of labour** This is an important concept in basic gender analysis that helps deepen understanding of social relations as an entry point to sustainable change through development. The division of

labour refers to the way each society divides work among men and women, boys and girls, according to socially established gender roles or what is considered suitable and valuable for each sex. Anyone planning a community intervention needs to know and understand the division of labour and allocation of assets on a sex-and-age disaggregated basis for every community affected by development interventions. Within the division of labour, there are several types of roles:

- **Productive roles:** Activities carried out by men and women in order to produce goods and services either for sale, exchange or to meet the subsistence needs of the family.
- **Reproductive roles:** Activities needed to ensure the reproduction of society's labour force. This includes housework like cleaning, cooking, childbearing, rearing, and caring for family members. These tasks are done mostly by women.
- **Community managing role:** Activities are undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work performed during "free" time.
- **Community politics role:** Activities are undertaken primarily by men at the community level, often within the framework of national politics. This officially recognized leadership role may be paid directly or result in increased power or status.
- **Triple role:** This refers to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different roles: reproductive, productive and community work.

**Gender parity** Gender parity is another term for equal representation of women and men in a given area, for example, gender parity in organizational leadership or higher education. Working toward gender parity (equal representation) is a key part of achieving gender equality, and one of the twin strategies, alongside gender mainstreaming.

**Gender-responsive conflict analysis** This type of analysis allows the MGA to integrate a gender perspective into conflict analysis. In addition to exploring the actors, causes, and dynamics of a conflict, a gender-responsive conflict analysis also considers how gender shapes, and is shaped by conflict. It explores gender roles, gender norms, power dynamics, and different Gender-Based Violence.

**Gender responsive governance** The management of public affairs in a manner that addresses the social relations that undermine women's capacity to participate in public decisions and responds to gender bases and patterns of exclusion. Women's inclusion in oversight processes and advancing women's human rights is a key standard against which the performance of officials should be assessed.

**Gender-responsive mission** A successfully gender-responsive mission implies that there has been an effort to encourage equal participation and fair distribution of benefits. Gender-responsive mission refers to equitable participation and influence by military women and men during the planning and conduct of military operations.

**Gender responsiveness** Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities in a mission.

**Gender roles** Gender roles refer to social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals. These often determine the traditional responsibilities and tasks assigned to all genders. Like gender itself, gender roles evolve over time. It is possible for gender roles to evolve towards the empowerment of women and the transformation of masculinities, leading to a re-examination of the traditional responsibilities and tasks of all genders and providing all genders with access to non-traditional livelihoods.

**Gender-specific perspective** Assessment of the differences between women, men and children in their social roles and interactions, in the distribution of power and access to resources.

**Gender stereotypes** Are simplistic generalizations about the gender attributes, differences and roles of women and men. Stereotypical characteristics of men are that they are competitive, acquisitive, autonomous, independent, confrontational, and concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented, and concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws, and institutional practices. Messages reinforcing gender stereotypes and the idea that women are inferior come in a variety of “packages”- from songs and advertising to traditional proverbs.

**Heteronormativity** Heteronormativity is an expression used to describe or identify a social norm relating to standardized heterosexual behaviour, whereby this standard is considered to be the only socially valid form of behaviour and anyone who does not follow this social and cultural posture is placed at a disadvantage in relation to the rest of society. This concept is the basis of discriminatory and prejudiced arguments against LGBTQ+, principally those relating to the formation of families and public expression.

**Homosexuality** An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of the same gender. People who are homosexual often identify as “gay” or “lesbian.”

**Hypermasculinity** Hypermasculinity is a term used to describe an increase in aggressive and misogynistic male traits. It is a psychological term for the exaggeration of stereotypical male behaviours, such as the emphasis on physical strength, aggressivity, and sexuality.

In times of conflict, hypermasculinity becomes associated with warrior status. It is also used to explain why Gender-Based Violence is considered to be a common component of war. In a given social context, men may be motivated to use violence in conflict or at home to express their manhood and masculinity.

Furthermore, in wartime, men often have to prove their masculinity and sometimes “ritualize” their virility and dominance over women. Participating in war can, in some contexts, become the initiation rite into the “real man” community for adolescents, and this can also motivate adolescents to join armed groups.

**Individual Police Officers (IPO)** Individual police officers (IPOs are individual police reinforcements within the UN mission. IPOs can act at the Police HQ level to manage both Formed Police Units (FPU) and tasks to support the host nation’s national police (if mandated). Depending on the mission, they may be deployed under an executive mandate and perform public order policing. If they are deployed under a non-executive mandate, they work at the level of specialized police support, such as intelligence support, and participate in the development and training of the local police.

**Intersectionality** The way in which different types of discrimination (unfair treatment because of a person’s sex, race, etc.) are linked to and affect each other. The theory of intersectionality highlights the multiple avenues through which racial and gender oppression are experienced.

**Intersex** An umbrella term that refers to a variety of chromosomal, hormonal, and anatomical conditions in which a person does not seem to fit the typical definitions of female or male.

**LGBTQ+** LGBT is an acronym for lesbian, gay, bisexual, and transgender. However, this acronym may refer to anyone who is non-heterosexual or non-cisgender, and not just to people who are lesbian, gay, bisexual, or transgender. A popular variant, LGBTQ+, adds the letter ‘Q’ for those who identify as queer or are questioning their sexual or gender identity. A “+” symbol is usually added at the end to include all those that are not represented by the groups cited.

**Male ally** Engaging men as allies and partners to support women's empowerment is a prerequisite in order to achieve gender equality. Women's progress can often be challenged by male peers, family members, community members and leaders, who often adhere to patriarchal attitudes and norms.

**Masculinity** A gender perspective, or way of analysing the impact of gender on people's opportunities, social roles, and interactions, allows us to see that there is pressure on men and boys to perform and conform to specific roles. Thus, the term masculinity refers to the social meaning of manhood, which is constructed and defined socially, historically, and politically, rather than being biologically driven. There are many socially constructed definitions for being a man and these can change over time and from place to place. The term relates to perceived notions and ideals about how men should or are expected to behave in a given setting. Masculinities are not just about men; women perform and produce the meaning and practices of the masculine as well.

**Men, Peace and Security** While support to women and girls in conflict and post-conflict settings is crucial, there is growing recognition of the need to look at the impact of masculine identities on gender inequality, conflict and violence. Evidence suggests that violent notions of masculinity not only perpetuate gender-based violence but can also fuel armed conflict, while more positive notions of masculinity can be instrumental in promoting peace. Furthermore, while women and girls are the main targets for perpetrators of conflict-related sexual violence, men and boys are also exposed to sexual violence in war. Despite this, relatively little programming and policy work has been carried out in this area. Sida is a central partner to global and regional organizations working on men and boys for gender equality. The work of these organizations began in contexts of peace but is now expanding to conflict and post-conflict contexts.

**Monitoring, analysis and reporting arrangements (MARA)** The purpose of monitoring, analysis and reporting arrangements (MARA) is to ensure the systematic collection of timely, accurate, reliable and objective information on a specific subject. MARA draws on information gathered from a variety of sources, including local government authorities and institutions; health and psychosocial service providers; UN civilian, police and military peacekeeping components; UN country team actors; local and international non-governmental organizations (NGOs); civil society organizations; and religious institutions and faith-based networks. MARA should consider the specificity of each country and ensure a coherent and coordinated approach at the field level.

**Military Gender Advisor (MGA)** Military Gender Advisor (MGA) has the main responsibility to advise the Force Commander and military personnel on gender issues. They must support the military component in planning and implementing gender-sensitive and gender-mainstreaming operations. MGAs have five main responsibilities: advising on gender issues; conducting gender-specific analysis; monitoring and reporting on gender aspects of the mission; collaborating with different stakeholders; and ensuring the creation of basic gender-related operational documents.

**Military Gender Focal Point (MGFP)** MGFPs are military personnel appointed by the chain of command to be the main point of contact for the MGA in all units, all military observer team sites and across all U-branches at Force headquarter (HQ) level and G-branches at Sector HQ level. MGFPs support MGAs in mainstreaming gender throughout the military component. MGFPs are responsible for integrating a gender perspective into their function or unit and supporting the implementation of WPS mandates in all operational- and tactical-level activities of the military component.

**National Action Plans (NAP)** National Action Plans for the implementation of UNSCR 1325 are national-level strategy documents that outline a government's approach and course of action for localizing action on the Women, Peace and Security Agenda. These documents outline objectives and activities that countries take, both on a domestic and international level, to secure the human rights of women and girls in conflict settings; prevent armed conflict and violence, including against women and girls; and ensure the meaningful participation of women in peace and security.

**Non-binary** People whose gender is not male, or female use many different terms to describe themselves, with non-binary being one of the most common. Other terms include genderqueer, agender, bigender, and more. None of these terms means exactly the same thing – but all speak to an experience of gender that is not simply male or female.

Note that being non-binary is not the same thing as being intersex. Intersex people have anatomy or genes that don't fit typical definitions of male and female. Most intersex people identify as either men or women. Non-binary people are usually not intersex: they're usually born with bodies that may fit typical definitions of male and female, but their innate gender identity is something other than male or female.

**Pansexual** People that define and experience attraction without gender as a factor might identify as “pansexual.”

**Patriarchy** This refers to a traditional form of organizing a society in such a way that property, residence, descent, as well as decision-making regarding most areas of life, have been the domain of men. This is often based on appeals to biological reasoning (the idea that women are more naturally suited to be caregivers, for example), and continues to underlie many kinds of gender discrimination.

Patriarchy is a systemic organization of power of the male/masculine over the female/feminine. It refers to a system created to sustain and recreate male domination and female subordination. It gives men power in all important institutions of society and deprives women of access to such power. Patriarchal beliefs hold that men are superior, and women are inferior.

In a patriarchal society, it is believed that there are only two sexes and two genders- male and female, masculine and feminine. This is considered natural.

**Peacebuilding** Involves a transformation towards more manageable, peaceful relationships and governance structures in the long-term process of addressing root causes and effects, reconciling differences, normalizing relations, and building institutions that can manage conflict without resorting to violence.

**Peacekeeping** Refers to the deployment of a United Nations or regional presence in the field of conflict, with the consent of all parties concerned, normally involving military and/or police personnel and civilians. Peacekeeping is a technique that expands the possibilities for both the prevention of conflict and the making of peace.

**Physical Power** In terms of physical power, women are often perceived as being powerless (quiet, obedient, accommodating, etc.). A “real man”, by contrast, is often perceived as a powerful and strong individual (outspoken, in control, able to impose his will, etc.), particularly in relation to women.

**Physical Violence** Physical violence is an act that has the purpose or effect of causing pain and/or physical injury. It includes beating, burning, kicking, punching, biting, dismembering, using objects or weapons, or pulling hair. In extreme cases, physical violence can lead to femicide, or the gender-based murder of a woman because of her gender.

Some classifications also include trafficking and slavery in the category of physical violence because of the constraints often suffered by its victims in the first instance and because young people, women, and men, who submit to it end up being subjected to other acts of violence due to their enslavement.

**Power** Power can be defined as the ability to make someone do something that he or she would not otherwise do. It can be exercised through the use of physical force - e.g. coercion - or social power - e.g. influencing others and facilitating access to resources. Physical force and social power are found in the laws, rules and social norms of a country.

Power also involves the ability, skill, or capacity to make decisions and take action, physical force or strength. The exercise of power is an important aspect of relationships. The more power a person has, the more choices are available to that person. People who have less power have fewer choices and are therefore more vulnerable to



abuse. When women's movements, feminist groups, and development organizations help people acquire "power" individually and collectively, they do not necessarily understand the power in its traditional sense of domination or "power over". Instead, they have agreed that there are several kinds of power involved in the empowerment process. These four dimensions are called: power over, power to, power with, and power from within.

**Protection of civilians (PoC)** Protection of civilians is defined in UN policy as the integrated and coordinated activities of all uniformed and civilian components of a mission to prevent, deter and respond to threats of physical violence to civilians by all available means, including lethal force.

**Psychological Violence** Psychological abuse can include, for example, threatening behaviour that does not necessarily result in physical or verbal abuse. It can also include actions that relate to past acts of violence, indifference or wilful abandonment of the other.

Psychological violence can also be perpetrated by seclusion or detention, withholding of information, disinformation, etc.

**Queer** Queer is an umbrella term used to describe a broad spectrum of non-normative sexual and gender identities. Some of these identities are sexual identities: bisexual, lesbian, gay, pansexual, etc. Some of these identities are gender identities: transgender, cisgender, non-binary, femme, gender flexible, etc. This term is sometimes used as a sexual orientation label or gender identity label used to denote a non-heterosexual or cisgender identity without having to define specifics. "Queer" is a reclaimed word that was formerly used solely as a slur but has been reclaimed by some folks in the LGBTQIA community. Nevertheless, a sizable percentage of people to whom this term might apply still hold 'queer' to be a hateful insult, and its use by heterosexual people is often considered offensive.

**Quick Impact Projects (QIPs)** Quick Impact Projects (QIPs) are small-scale, low-cost projects, funded by our missions, that are planned and implemented within a short timeframe. QIPs respond to the needs expressed by local communities. As a result, they cover a wide range of programmatic activities from refurbishing a school to providing women with safe water access points. QIPs are mainly implemented through local actors including local authorities, and non-governmental and grassroots organisations. As such, the implementation of QIPs projects helps build their management capacities while broadening the mission's outreach at the local level.

**Quotas** Quota systems have been viewed as one of the most effective special measures or affirmative actions for increasing women's political participation. There are now 77 countries with constitutional, electoral or political party quotas for women. In countries where women's issues had always been relegated to the lowest priority, increases in the number of women in decision-making positions help move women's agendas up to a higher priority level.

**Reconciliation** The long-term process by which the parties to a dispute build trust, learn to live cooperatively, and create a stable peace. It can happen at the individual level, the community level, and/or the national level.

**Security** Traditionally, security has meant freedom from military attack and has been synonymous with national security. More recently, the concept has expanded to include environmental and economic concerns; and the term "human security" is now used to emphasize the need to focus on the needs and protect the rights of the individual, including the rights to life and physical integrity and freedom from fear and want, as well as specific needs such as food security and access to justice.

**Security Sector** The security sector is defined as those who are, or should be, responsible for protecting the state, its citizens, and other communities within the state. It includes military, paramilitary, intelligence, border control, and police services, as well as those civilian structures responsible for observation, oversight and control of the security forces and for the administration of justice.

**Security Sector Reform (SSR)** This refers to the transformation of the security sector/system (which includes all actors, their roles, responsibilities and actions) as a means of managing and operating the system in a manner that is more consistent with democratic norms and sound principles of good governance in order to contribute to an effective security framework.

**Sex (biological sex)** The term sex refers to the physical and biological characteristics that distinguish males and females. These characteristics are congenital, and their differences are limited to the physiological functions of reproduction.

**Sexual attraction** Sexual attraction refers to the desire to engage in physically intimate activities with a person, including kissing and intercourse.

**Sexual Exploitation and Abuse (SEA)** The term “sexual exploitation” refers to the act of abusing or attempting to abuse a state of vulnerability, an unequal balance of power or a relationship of trust for sexual purposes, including, but not exclusively, for the purpose of obtaining a monetary, social or political advantage. The term “sexual abuse” means actual harm of a sexual nature committed by force or under unequal or coercive conditions, or the threat of such harm. It includes sexual slavery, pornography, child abuse and sexual assault.

**Sexual harassment** Sexual harassment is a form of sexual violence. The term refers to unwanted and unwelcome behaviour where sexuality and/or varied cultural constructions of sexuality are used as the means to oppress and position people and to produce or maintain vulnerability among them. Sexual harassment is often divided into two types: quid pro quo harassment and hostile environment harassment. The difference between these two types of harassment is that in quid pro quo harassment, sex is provided in exchange for things such as employment or educational benefit, job promotion or good grades. Hostile environment harassment refers to sexual harassment that creates an intimidating, hostile or offensive environment generally for a whole group of people including women, young women, some ethnic groupings of women or some groups of men, for example. Sexual harassment can range from acts of unsolicited physical contact to actual assaults.

**Sexual orientation** Sexual orientation refers to whom you are attracted to physically, spiritually and emotionally. Sexual orientation labels tend to describe the relationships between your gender and the gender types you’re attracted to. Thus, sexual orientation refers to each person’s capacity for profound emotional, affectional, and sexual attraction to, and intimate and sexual relations with, individuals of a different sex/gender or the same sex/gender or more than one sex/gender. Basically, there are three predominant sexual orientations: towards the same sex/gender (homosexuality), towards the opposite sex/gender (heterosexuality) or towards both sexes/gender (bisexuality).

**Sexual rights** Sexual rights embrace human rights that are already recognized in national laws, international human rights documents and other consensus documents. These include the right of all persons, free of coercion, discrimination and violence, to: the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive health care services; seek, receive and impart information in relation to sexuality; sexuality education; respect for bodily integrity; choice of partner; decide to be sexually active or not; consensual sexual relations; consensual marriage; decide whether or not, and when to have children; and pursue a satisfying, safe and pleasurable sexual life.

**Sexual violence** Sexual violence includes many harmful acts that can be carried out in public or in private. Examples include rape, i.e., sexual violence accompanied by some form of penetration of the victim’s body, marital rape and attempted rape.

Other types of sexual violence include forcing a person to watch acts of masturbation or to masturbate in public, forced unprotected sex, sexual harassment and, in the case of women, violence linked to procreation (e.g., forced pregnancy, forced abortion and forced sterilization).

**Skoliosexuals** People who are attracted to androgynous or transgender people may identify as “skoliosexuals”. This is a sexual identity characterized by an attraction to people regardless of their sex or gender.

**Social Power** Women, when their socially assigned roles are those of wife and mother, often fulfil a supportive role because they are considered to have a strong ability to foster other people’s potential rather than dominate them. They are expected to be patient and to be able to manage different activities at the same time as well as conduct smooth negotiations within their social circles. Men, on the other hand, occupy roles related to leadership and are usually expected to be dominant, independent, competitive and aggressive in their social behaviour.

**Socioeconomic Violence** Socioeconomic violence is a cause and an effect of the dominant power relations between men and women in societies. Some traditional manifestations of socio-economic violence consist in seizing the victim’s income, not allowing him/her to have separate income (e.g., forced “housewife” status or unpaid work in the family sphere), or making the victim unfit for employment through targeted physical violence. In public, socio-economic violence can manifest itself in the denial of access to education or work (paid equally, especially for women), access to services, exclusion from certain jobs, and the refusal to allow the exercise of their civil, cultural, social, or political rights.

**Sustainable Development Goals (SDGs)** The Sustainable Development Goals are a universal call to action to eradicate poverty, protect the planet and improve the lives of all people while creating opportunities for the future.

**Systemic discrimination** Systemic discrimination is widespread, but often subtle, discrimination that can take various forms: differentiations, exclusions or restrictions based on specific identity factors (e.g. gender, disability status, religion, age or ethnicity). Systemic discrimination is often a combination of intentional and unintentional acts that affect one population more severely (or disproportionately) than others.

**Trans** An abbreviation that is used to refer to a transgender/genderqueer/gender non-conforming person. This use allows a person to state a gender variant identity without having to disclose hormonal or surgical status/intentions. This term is sometimes used to refer to the whole gender non-conforming community that might include (but is not limited to) transgender, genderqueer, genderfluid, non-binary, gender\*ck, transsexual, agender, third gender, two-spirit, bigender, trans man, trans woman, gender non-conforming, masculine of centre, and gender questioning.

**Transgender** Transgender (sometimes shortened to “trans”) is an umbrella term used to describe people with a wide range of identities and includes transsexual people, cross-dressers (sometimes referred to as “transvestites”), people who identify as the third gender and people whose appearance and characteristics are seen as gender-atypical and whose sense of their own gender is different to the sex that they were assigned at birth.

Trans women identify as women but were classified as male when they were born. Trans men identify as men but were classified as female when they were born, while other trans people don’t identify with the gender binary at all. Some transgender people seek surgery or take hormones to bring their bodies into alignment with their gender identity; others do not.

When conducting gender analyses and if data is available, you should identify whether transgender people are specifically targeted in your area of operation and whether they face more challenges accessing specific services and how these challenges can stigmatize them.

**Transitioning** This term is primarily used to refer to the process a gender variant person undergoes when changing their bodily appearance either to be more congruent with the gender/sex with which they identify and/or to be in harmony with their preferred gender expression.

**Transitional justice** This is a response to systematic or widespread violations of human rights. It seeks recognition for victims and promotes possibilities for peace, reconciliation, and democracy. Transitional justice is not a special form of justice, but justice adapted to societies transforming themselves after a period of pervasive human rights abuse. In some cases, these transformations happen suddenly; in others, they may take place over many decades.

**U1 – Personnel branch** This is the personnel office that deals with the management of military personnel and local civilian staff.

**U2 – Intelligence branch** This is the intelligence office that conducts threat analysis as well as analysis of the civilian environment.

**U3 – Operations branch** This is the operations office that coordinates all operations and activities of military contingents.

**U4 – Logistics branch** This is the logistics office that coordinates logistics and medical support for military contingents.

**U5 – Planning branch** This is the planning office that plans military operations.

**U6 – Communication branch** This is the communications office that coordinates support for communications equipment for military contingents such as communications radios for troops.

**U7 – Training branch** This is the training office that coordinates training for troops and sometimes for military personnel of the host country.

**U8 – Engineering branch** This is the engineering office that coordinates engineering support (construction and roads) for military operations.

**U9 – CIMIC branch** This is the Office of Military Cooperation which coordinates efforts with civilian organizations and supports the U-2 in analysing the civilian environment.

**United Nations Security Council Resolutions on Women on Peace and Security** United Nations Security Council Resolution 1325 (UNSCR 1325), on Women, Peace, and Security, was adopted unanimously by the UN Security Council on 31 October 2000. This ground-breaking Resolution acknowledged the disproportionate and unique impact of armed conflict on women and girls. The Resolution reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations, peacebuilding, peacekeeping, humanitarian response and post-conflict reconstruction and stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security. UNSCR 1325 urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts. It also calls on all parties to conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, in situations of armed conflict.

Collectively, the nine resolutions make up the WPS agenda. The Security Council Resolutions on WPS include:

- UNSCR 1325 (2000): Stresses the importance of women's equal and full participation as active agents in preventing and resolving conflicts, peacebuilding and peacekeeping. Resolution 1325 addresses two major points – the inordinate impact of violent conflict and war on women and girls, as well as the crucial role that women should, and already do play in conflict prevention, conflict resolution, peacemaking and peacebuilding. The Resolution has four main pillars: participation, protection, prevention and relief and recovery.
- UNSCR 1820 (2008): Reinforces resolution 1325 by directly linking sexual violence as a tactic of war with women's peace and security issues.

- UNSRC 1889 (2009): Calls for the development of indicators to monitor and measure progress on Resolution 1325.
- UNSCR 1960 (2010): Focuses on Monitoring, Analysis and Reporting Arrangements (MARA) on conflict-related sexual violence (CRSV).
- UNSCR 2106 (2013): Focuses on protection; builds on and deepens the WPS agenda on CRSV.
- UNSCR 2467 (2019): Focuses on sexual violence in conflict. The new resolution concentrates on recognizing children born of rape, taking a survivor-centred approach, imposing sanctions, ensuring justice and accountability, and providing reparations for victims of sexual violence in conflict.

**UN mission mandates** A UN mandate is an official order, directive or authorization to take a specific action. Peacekeeping personnel is deployed to implement the tasks set out in the mandate.

Although each UN peacekeeping operation is different, there is a considerable degree of consistency in the types of mandated tasks assigned by the UN Security Council.

**Verbal Violence** Verbal abuse can include taunting in private or in front of others, teasing, using swear words that are particularly embarrassing to the partner, and threats of other forms of violence against the victim or a person or object close to him.

Verbal abuse can also be an attack on the victim's origins, or insults and threats based on religion, culture, language, (perceived) sexual orientation, or tradition.

**Violence against women and girls** Is any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to the person, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (Art. 1. Declaration on the Elimination of Violence against Women).

**Women, Peace and Security Agenda (WPS)** The Women, Peace and Security Agenda (conventionally abbreviated as WPS) is a global policy architecture supporting gender equality and today a significant reference point in the management and resolution of, as well as recovery from, violent conflict. The WPS Agenda builds on the international agreements of the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW, 1979); Beijing Declaration and Platform for Action (1985); Rome Statute of the International Criminal Court (2002); and UN Security Council Resolutions on WPS. The WPS agenda has pushed for the integration of gender considerations into all areas of peace and security.

**Women's Protection Advisors (WPA)** Women's Protection Advisors (WPAs) are professional experts who are part of UN peacekeeping operations and are usually identified among Civilian Gender Advisors and within Human Rights Protection Units. WPAs work to address conflict-related sexual violence (CRSV) during UN peacekeeping operations. They are in charge of promoting strategies to protect women and girls from sexual violence in conflict, and they report incidents so that the Security Council can take action against perpetrators.

A WPA is a Gender Advisor with the specific task of addressing CRSV; however, the UN mission has other Gender Advisors. The role of the other Gender Advisors is to promote gender perspectives in all spheres of peacekeeping work, including the protection of civilians, electoral participation and gender promotion within the peacekeeping operations themselves. All multi-dimensional peacekeeping operations include a Gender Unit, usually led by a Senior Gender Advisor supported by a team of Gender Advisors.

## Terminology guidelines

Integrating a gender perspective makes working toward peace and security more effective and inclusive. To create lasting peace, we need women’s voices and leadership. Women, peace and security issues are a matter of international security and compliance is mandated in international law. UN agencies are responsible for including a gender dimension in their work and for supporting women as agents of change.

Language has a key role in shaping our understanding of the world, cultural and social behaviours and attitudes. It can convey gender stereotypes and can positively or negatively affect people’s consciousness over time or may be interpreted as biased, discriminatory or demeaning, even if it is not intended to be. Adopting an inclusive and gender-inclusive language is essential to promote gender equality.

General terminology to avoid:

- Stereotyping roles/attributes: Refer to women and men without assuming stereotypical roles or attributes related to their gender.
- Gender identity and sexual orientation: be mindful of gender and sexual orientation. When writing about a transgender person or a non-binary person, use nouns and pronouns consistent with the individual’s gender identity, regardless of sex at birth. When possible, use the pronoun preferred by that individual.
- Avoid the use of ethnic, tribal or religious labels as this might create divisiveness or suggest bias.
- Avoid using expressions that use the masculine form when making generic references to both men and women.
- There is a large tendency to use ‘gender’ as a synonym for ‘women’, it is important to avoid it. Gender is not a synonymous for women.
- Prefer the use of the word “survivor” instead of “victim” when talking about sexual exploitation and abuse, gender-based violence, etc...
- Avoid gender-biased expressions or expressions that reinforce gender stereotypes: Discriminatory examples include:
  - “She throws/runs/fights like a girl.” “In a manly way.” “Oh, that’s women’s work.” “Thank you to the ladies for making the room more beautiful.” “Men just don’t understand.”

AVOID	PREFER
Men, mankind	People, humanity, human being, we, women, men and others, humankind
Chairman	Chair, chairperson, head
Guys (referring to men and women)	All
Policeman	Police Officer
Husband, wife, boyfriend, girlfriend	Partner, spouse
Men (referred to soldiers)	Troop, unit, men and women, uniformed personnel
Cleaning lady	Cleaner
Male nurse	Nurse
Female doctor	Doctor
Miss, Mrs	Ms
Brotherhood of man	Human fellowship, human kinship, solidarity
Lady	Woman

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# Handouts

## Lesson 3.1: Introduction to MGA Terms of Reference

1. Training Agenda
2. Inner Development Goals Framework
3. SMART Skills Description
4. Irrational behaviours
5. Card Game: Irrational behaviours
6. GBA+, Intersectionality and Social Norms
7. Human behaviour models
8. Core Beliefs Info Sheet
9. Change Processes
10. MGAs Terms of Reference
11. MGAs Primary Tasks
12. MGPFs Primary Tasks
13. Characteristics of an agent for change
14. Core Values Exercise
15. Blind Spots

## Lesson 3.2: Gender-Sensitive Conflict Analysis

1. Content of a Military Report
2. Active Listening & Powerful Questions
3. Core Values Exercise
4. Worldview Exercise
5. Ladder of Inference
6. Six IDGs Exercises
7. Gender-sensitive conflict analysis (10 questions)
8. Saferword - Gender-sensitive conflict analysis
9. Factors and Actors in the Darfur Conflict

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

1. Atlas of the Heart - List of Emotions
2. Inner Development Goals Framework



3. Handbook for United Nations Field Missions on Preventing and Responding to CRSV
4. Gender-Sensitive Indicators for Early Warning of Violence and Conflict: A global framework

### **Lesson 3.4: Engagement with UN Partners**

1. Trust Model by Richard Barrett
2. BRAVING – Acronym
3. BRAVING - Self-Trust
4. BRAVING - Trust with Others
5. Active Listening & Powerful Questions
6. Square Squad
7. IPI Female Engagement Teams to Engagement Platoons
8. UN Engagement Platoon Handbook First Edition 2022
9. Blind Spots
10. IOM KLE – Interoffice memorandum
11. IOM KLE Annexe 1 – Cyclical Process
12. IOM KLE Annexe 2 – Engagement Matrix
13. IOM KLE Annexe 3 – Engagement Card

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

1. Change Maker Model
2. Operational Planning Process - MGA Gender Estimate
3. Operational Order Gender Annexe - Proposal Format
4. Force Commander Morning Brief - Lesson 3.6 to Lesson 3.9
5. File on NGOs
6. UNW/2021/6 - United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) Strategic Plan 2022–2025
7. Buddy System

### **Lesson 3.6: Engagement with civil societies and local NGOs**

1. IOM KLE Annexe 3 – Engagement Card (blank)
2. UN Women Strategic Plan 2022-2025
3. Military Briefing

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

1. Positive thoughts
2. Example of a Military Gender Strategy
3. American Military Strategy in Japan post World War II
4. What's your personality type?
5. Spectrum of Collaboration
6. Definition of meaningful participation and enabling environment
7. UN Women Strategic Plan 2022-2025
8. Proposed Format for a Military Gender Strategy
9. Spectrum of reasons for failure
10. Strategies for Learning from Failure

### **Lesson 3.8: Military Gender Strategy – Preparation**

1. IOM KLE Annexe 3 – Engagement Card (blank)

### **Lesson 3.9: Military Gender Strategy – Presentation**

1. Participatory Rural Appraisal Handbook
2. IOM KLE Annexe 3 – Engagement Card (blank)

### **Lesson 3.10: Becoming a MGA**

1. MGA's Weekly Schedule
2. Instructions for the conduct of the Margolis Wheel

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