



United Nations
Peacekeeping



unitar

United Nations Institute for Training and Research



Objective 1: Discuss perspectives when exploring facts and opinions related to gender minorities.

Objective 2: Analyse how context, culture and profound diversity impact the development of gender-sensitive conflict analysis.

Objective 3: Translate and construct the narrative provided by others to make sense.

Objective 4: Identify blind spots that affect the objectivity of gender-sensitive conflict analysis.

Objective 5: Assess how world views and cognitive dissonance influence the development of gender-sensitive conflict analysis.

Objective 6: Prepare a gender-sensitive conflict analysis.

Objective 7: Specify the impact of intersectionality in conflict analysis.

Watch 5 videos to learn about the 5 case studies.

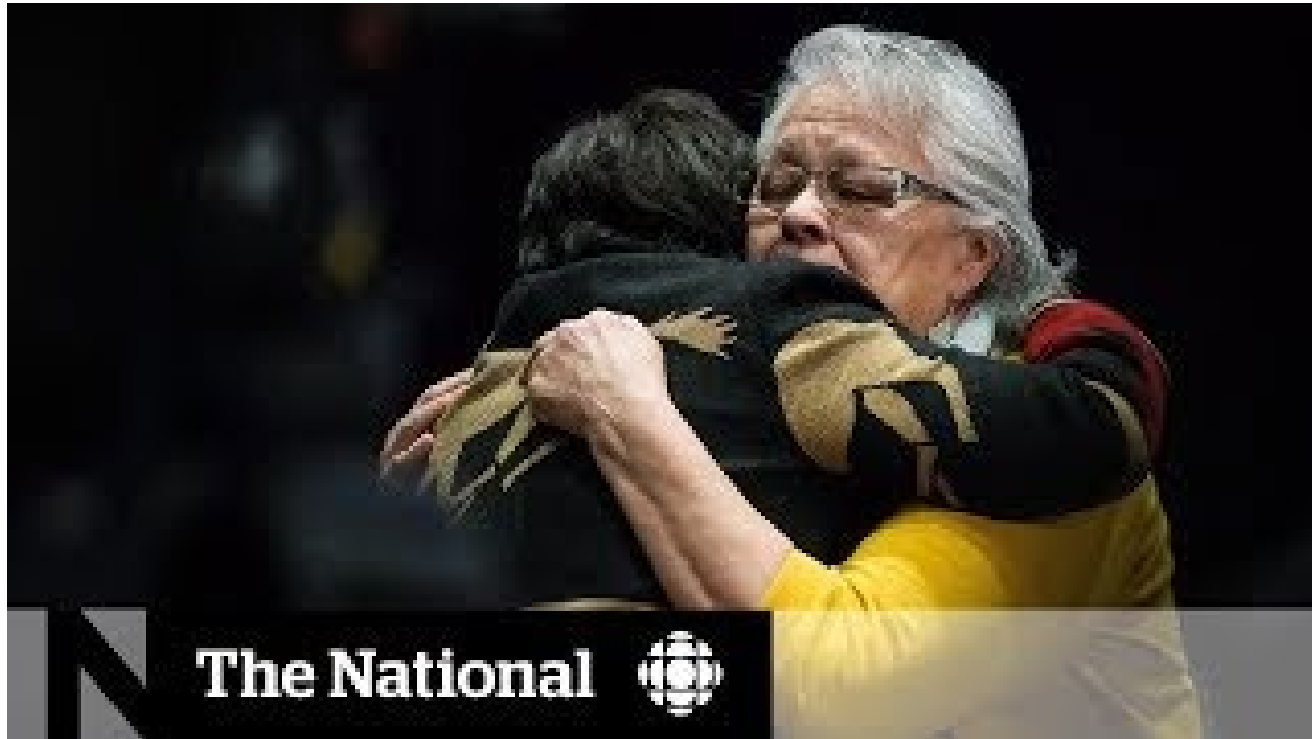
Each table will summarise the video in a 90 seconds summary

- Step 1: Each person at the table makes an individual summary (5 minutes)
- Step 2: Each table regroups its summary and develops a team summary (10 minutes)

Presentation of the summaries (90 seconds per team)

Other teams should give feedback to the group presenting on the quality of their summary by specifying the following:

- Whether the information conveyed is correct
- If there is any missing information
- If the resume is biased by opinions and prejudices











1. Situation of First Nations women in Canada
2. Situation of transgender people in Iran
3. Situation of minor migrants in Europe
4. Situation of female genital mutilation in the world
5. Situation of the criminalisation of homosexuality in Hungary

Facts versus Opinions

Facts are verifiable statements.

vs.

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 good.

Prejudice. A judgment about someone or something is formed in advance according to specific personal criteria and which guides one's attitude towards that person or thing for better or for worse.

Discrimination. Discrimination occurs when someone acts according to their discriminatory beliefs. It can also be systemic when prejudices are taken as facts to write laws or policies.

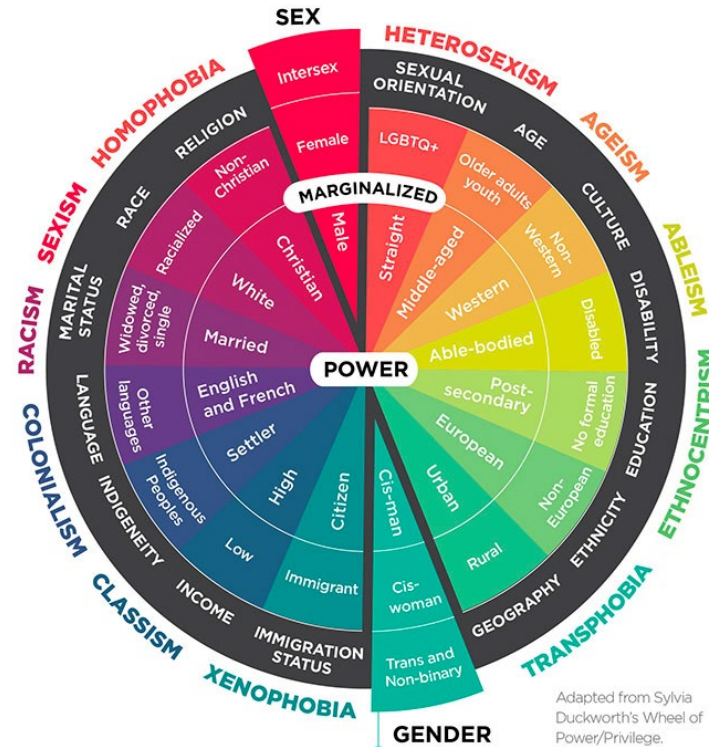
Toilets



Facts and Background (MGA and MGFP)

- Feminist researchers have claimed that men talk more than women, monopolising the floor in public places and the workplace.
- Yet a growing body of scientific evidence has found no gender difference in who talks more.

Wheel of power and privilege: Situation in the world and during conflicts



Some gender identity terms include:

Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

Indigenous Peoples. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

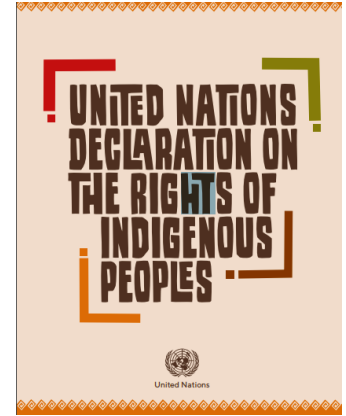
Affirming that indigenous peoples are equal to all other peoples while recognising the right of all peoples to be different, to consider themselves different and to be respected as such.

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

LGBT(QIA)s

Since 2003, the UN General Assembly has consistently drawn attention to the killing of people because of their sexual orientation or gender identity through its resolutions on extrajudicial, summary or arbitrary executions.

<https://www.ohchr.org/en/special-procedures/ie-sexual-orientation-and-gender-identity>



Human Rights Council

Mandate of the Independent Expert on protection against violence and discrimination based on sexual orientation and gender identity (adopted 19 July 2019) - [A/HRC/RES/41/18](#)

Elimination of discrimination against women and girls in sport (adopted 21 March 2019) - [A/HRC/RES/40/5](#)

Protection against violence and discrimination based on sexual orientation and gender identity (adopted 30 June 2016) - [A/HRC/RES/32/2](#)

Human Rights Council resolution - Human rights, sexual orientation and gender identity (adopted 17 June 2011) - [A/HRC/RES/17/19](#)

Human Rights Council resolution - Human rights, sexual orientation and gender identity (adopted 26 September 2014) - [A/HRC/RES/27/32](#)

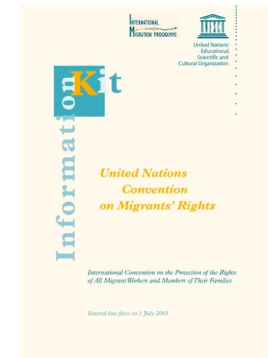
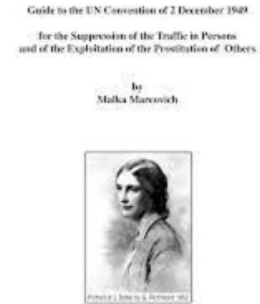
Prostitution. The Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others.

https://www.ohchr.org/en/instruments_mechanisms/instruments/convention_suppression-traffic-persons-and-exploitation

Migrants. The UN Convention on the Rights of Migrants.

The Convention does not create new rights for migrants but aims to ensure equal treatment between migrants and nationals and the same working conditions.

<https://unesdoc.unesco.org/ark:/48223/pf0000143557>

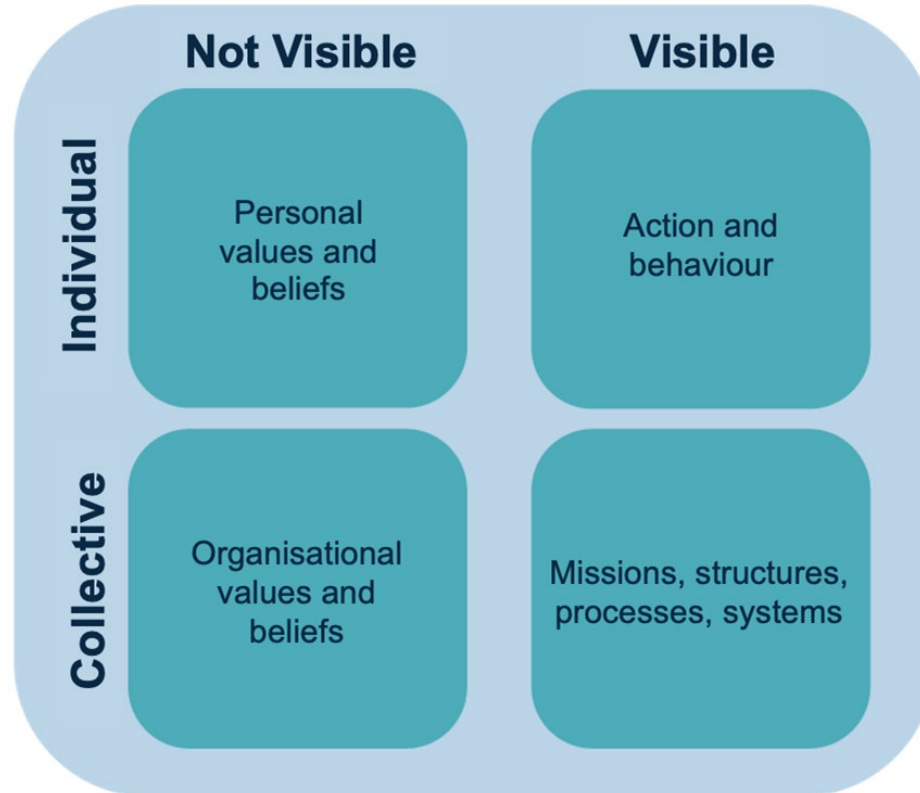


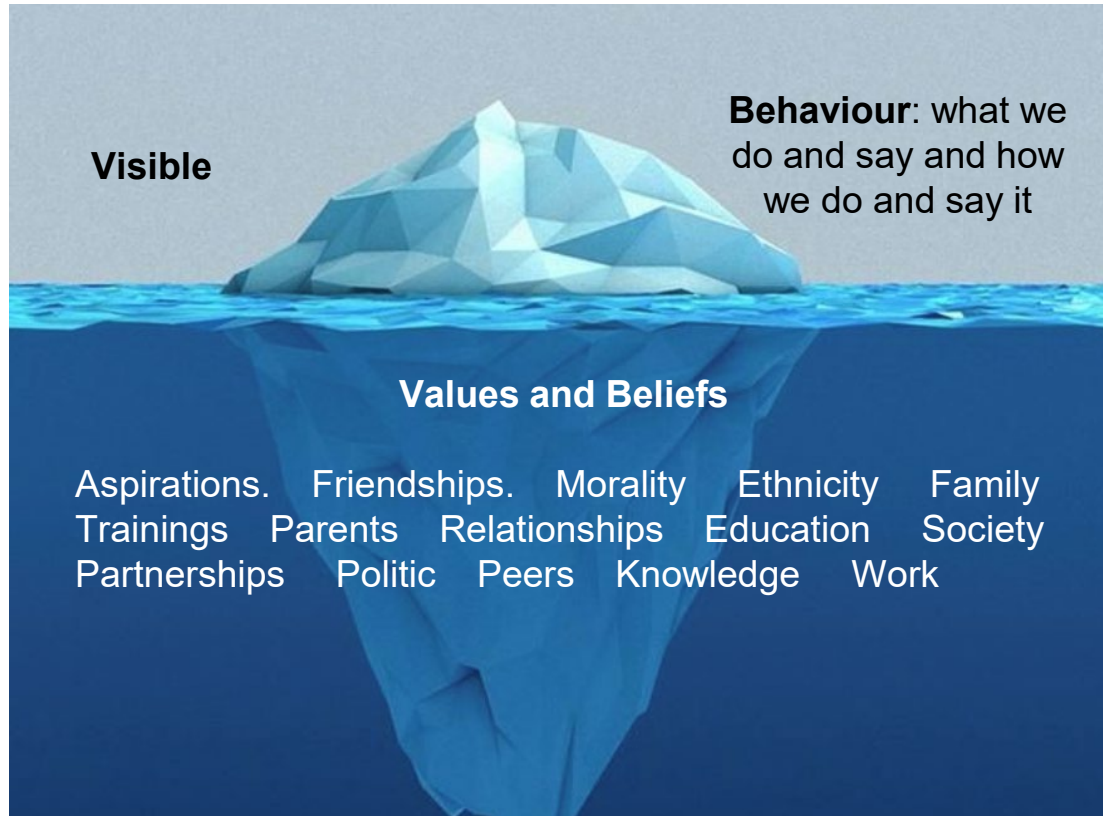


OBJECTIFS DE DÉVELOPPEMENT DURABLE



Break









Belief system

Generalisation

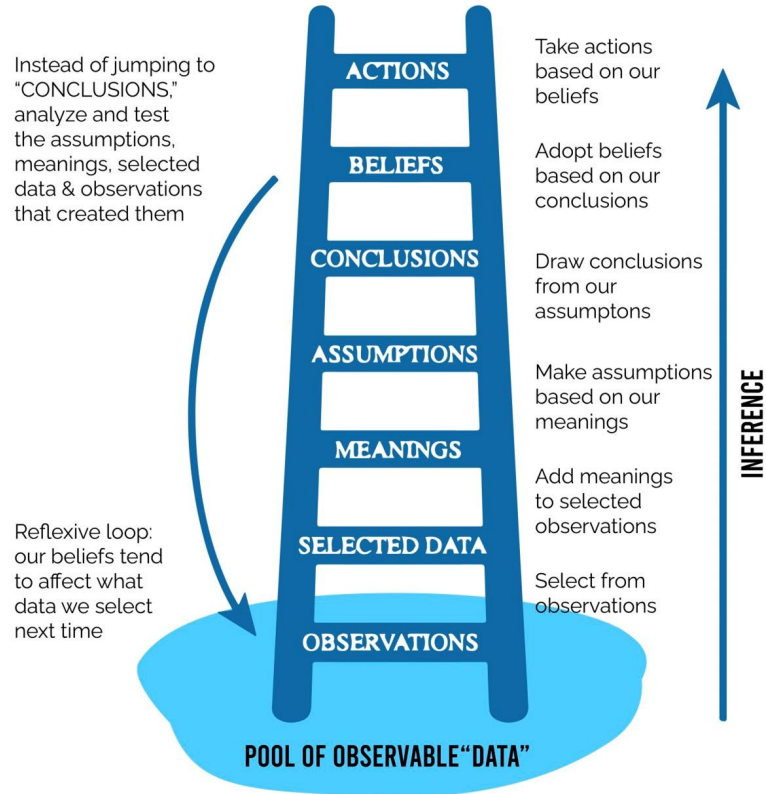
Conclusion

Making sense

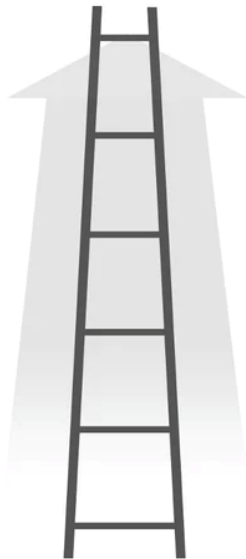
Selection

Reality, experience

LADDER OF INFERENCE



Ladder of Inference



I take **actions** based on beliefs

Now What?

I adopt **beliefs** about the world

I draw **conclusions** from assumptions

I make **assumptions** based on meaning

I add cultural & personal **meaning**

So what?

I select **data** from observations

What?

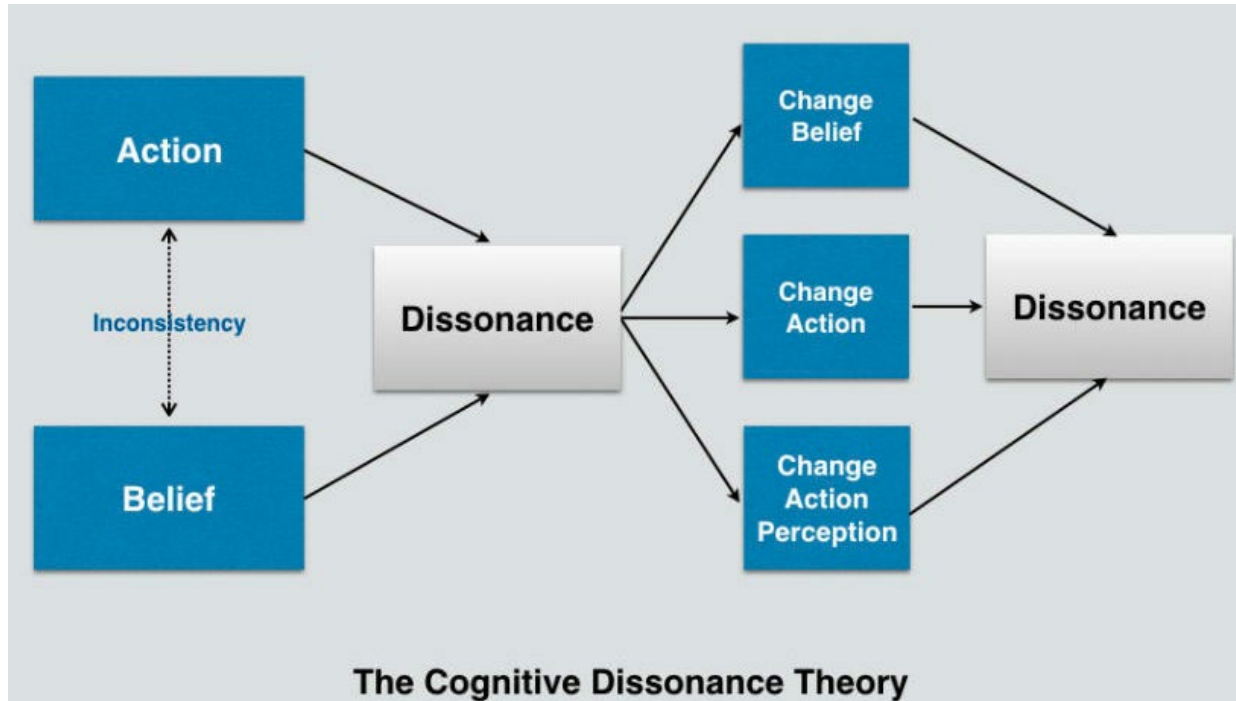


We feel deep discomfort when our beliefs are challenged.

Cognitive Dissonance

An illustration within a circular frame. At the top, the text "Cognitive Dissonance" is written in a curved path. In the center, a woman in a pink shirt and black pants stands with her hand to her face, looking distressed. To her left and right are two megaphones labeled "Facts" and "Evidence" respectively, with red lines radiating from them towards her. In the foreground, two people are sitting on the ground, one in an orange shirt and one in a pink shirt, both appearing to be in a state of despair or exhaustion. The background of the circle is light beige with some faint, cracked lines.

Insight From
Why We Cling To Beliefs by Jay Van Bavel & Dominic Packer



Critical thinking

Have a strong sense of responsibility and commitment to values and goals related to the greater good.

Awareness of complexity

A commitment and ability to act with sincerity, honesty, and integrity.

Perspective skills

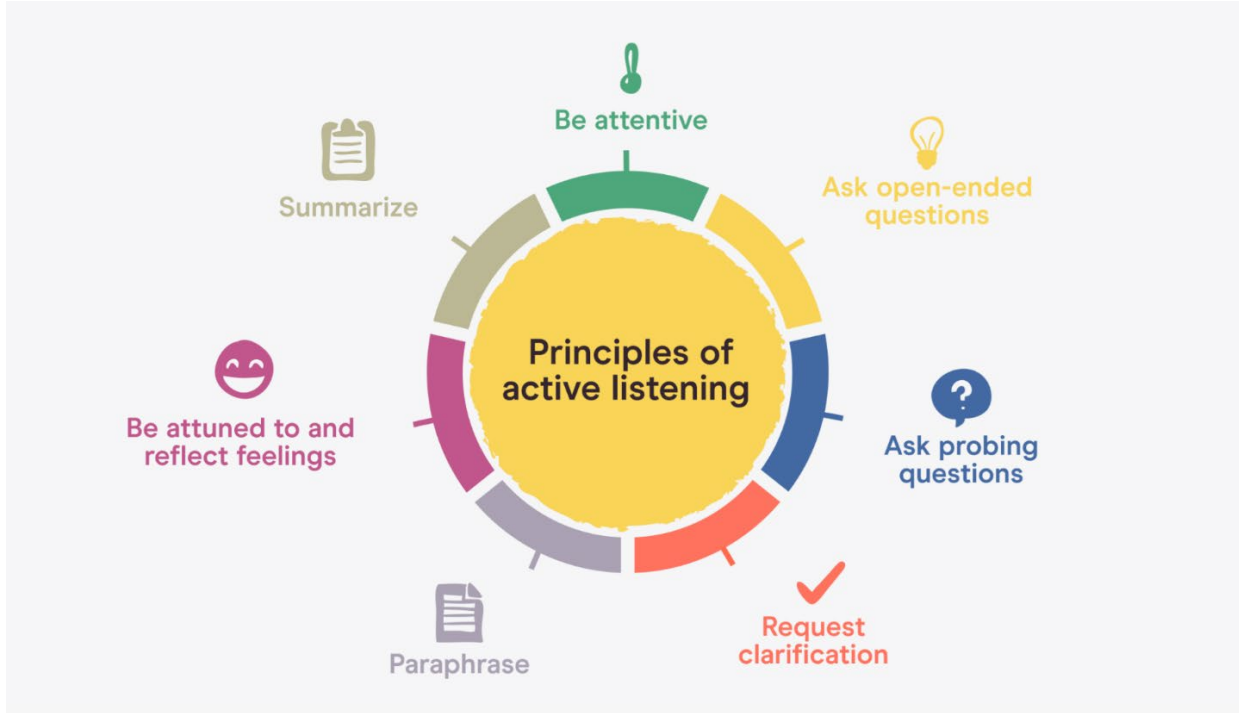
A basic mindset of curiosity and a willingness to be vulnerable and embrace change and growth.

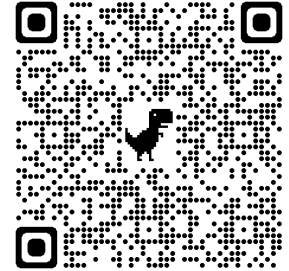
Logic

Ability to be in reflective contact with one's own thoughts, feelings and desires; having a realistic self-image and the ability to regulate oneself.

Long-term orientation and vision

Ability to be in the here and now, without judgment and in a state of open presence.





https://docs.google.com/forms/d/e/1FAIpQLSdeXQmundCxMOP61AMZwUwj_cYgwPW43lbYvt_ngmdWrQKMOQw/viewform?vc=0&c=0&w=1&flr=0

Break

Group 1 - Critical thinking

Group 2 - Complexity awareness

Group 3 - Perspective skills

Group 4 - Logic

Group 5 - Long-term orientation and vision

Group 6 - Active listening

Complete the activity that is proposed for your group.
(30 minutes)

Identify how this activity can make you more
competent as a MGA. (10 minutes)

Prepare a poster (flip chart) to explain in 5 minutes how
your activity works and how the activity supports the

2. Thinking — Cognitive Skills

Developing 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.

Critical thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective skills

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

Sense-making

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term orientation and Visioning

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.

Group 1: Critical thinking - Tool for critical reflection

Group 2: Complexity awareness - Exercising immunity to change

Group 3: Perspective Skills - Practising adopting new lenses

Group 4: Logic - Exercise where accuracy lies

Group 5: Orientation and long-term vision - Meet yourself at 90

Group 6: Active Listening - Pairing active listening with the Socratic method

2. Thinking — Cognitive Skills

Developing 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.

Critical thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective skills

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

Sense-making

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term orientation and Visioning

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.

- Group 1 - Critical thinking
- Group 2 - Complexity awareness
- Group 3 - Perspective skills
- Group 4 - Logic
- Group 5 - Long-term orientation and vision
- Group 6 - Active Listening

10 minute presentation on Lesson 3.10

1. What did you learned about the IDGs associated with your group during the training?
2. What are your observations during the training about this IDG (specific examples observed about gaps and good applications)?
3. How will this IDG help you in your future work as a MGA?
4. What tools would you like to suggest to improve your skills in relation to this IDG?

2. Thinking — Cognitive Skills

Developing 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.

Critical thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective skills

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

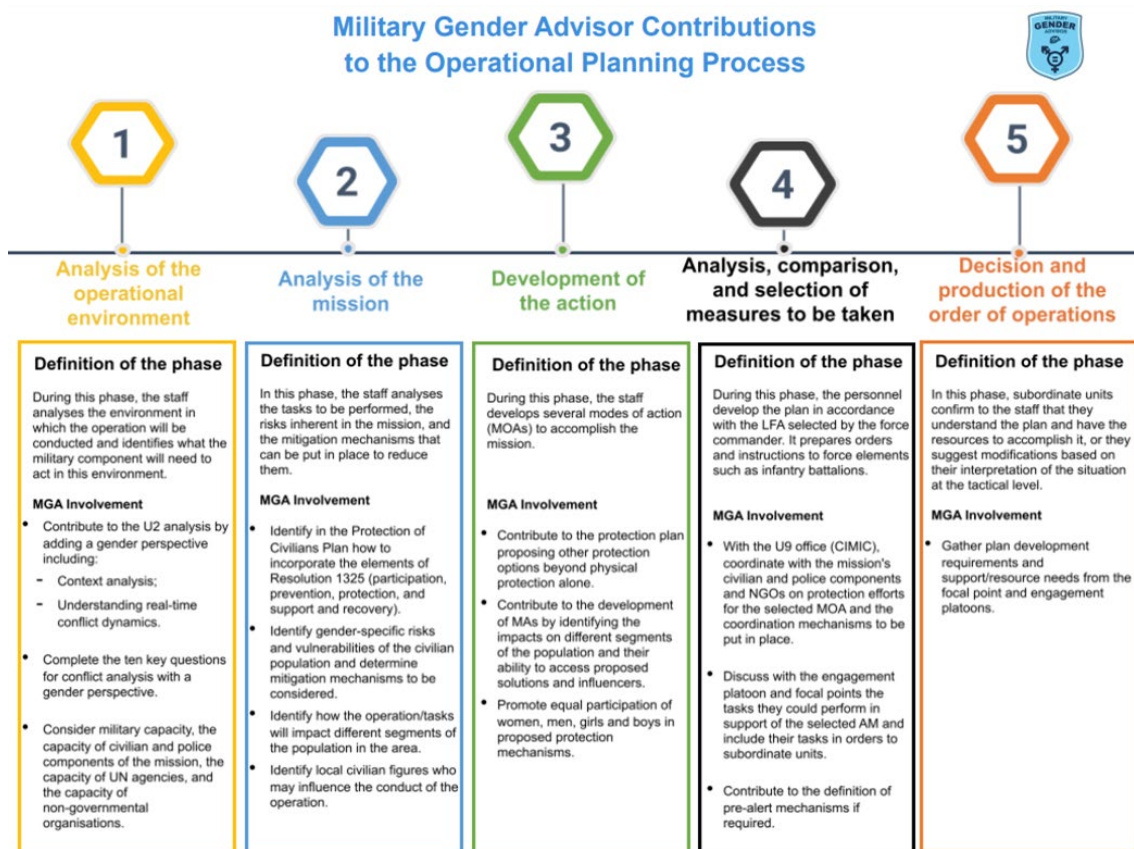
Sense-making

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

Long-term orientation and Visioning

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.

Break





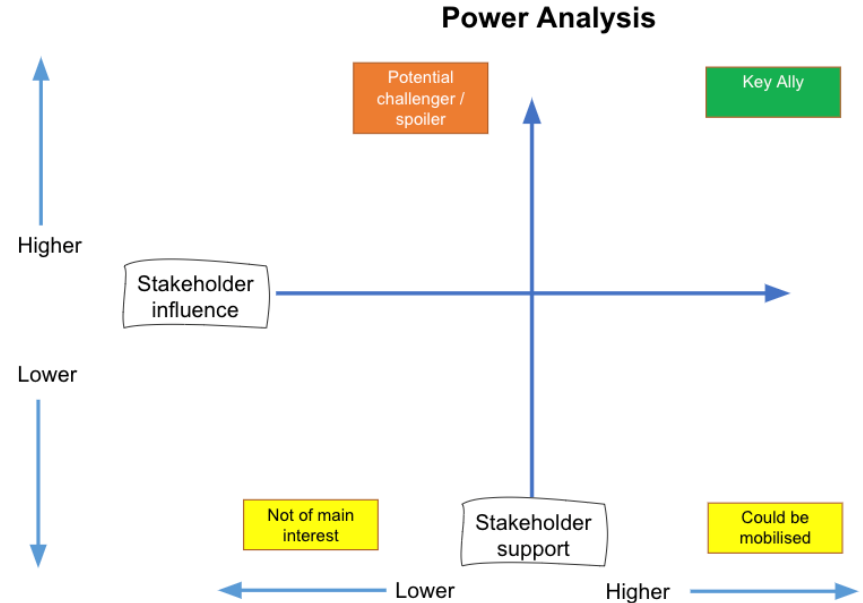
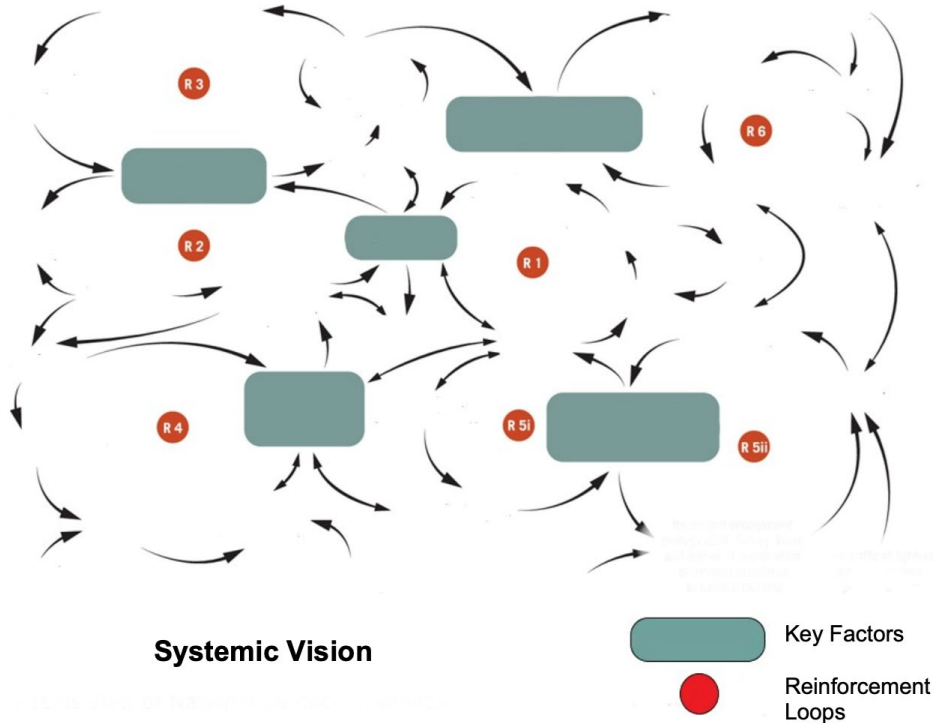
Step 1 – Ten key questions for conflict analysis from a gender perspective

Understanding Gender Norms and Behaviours

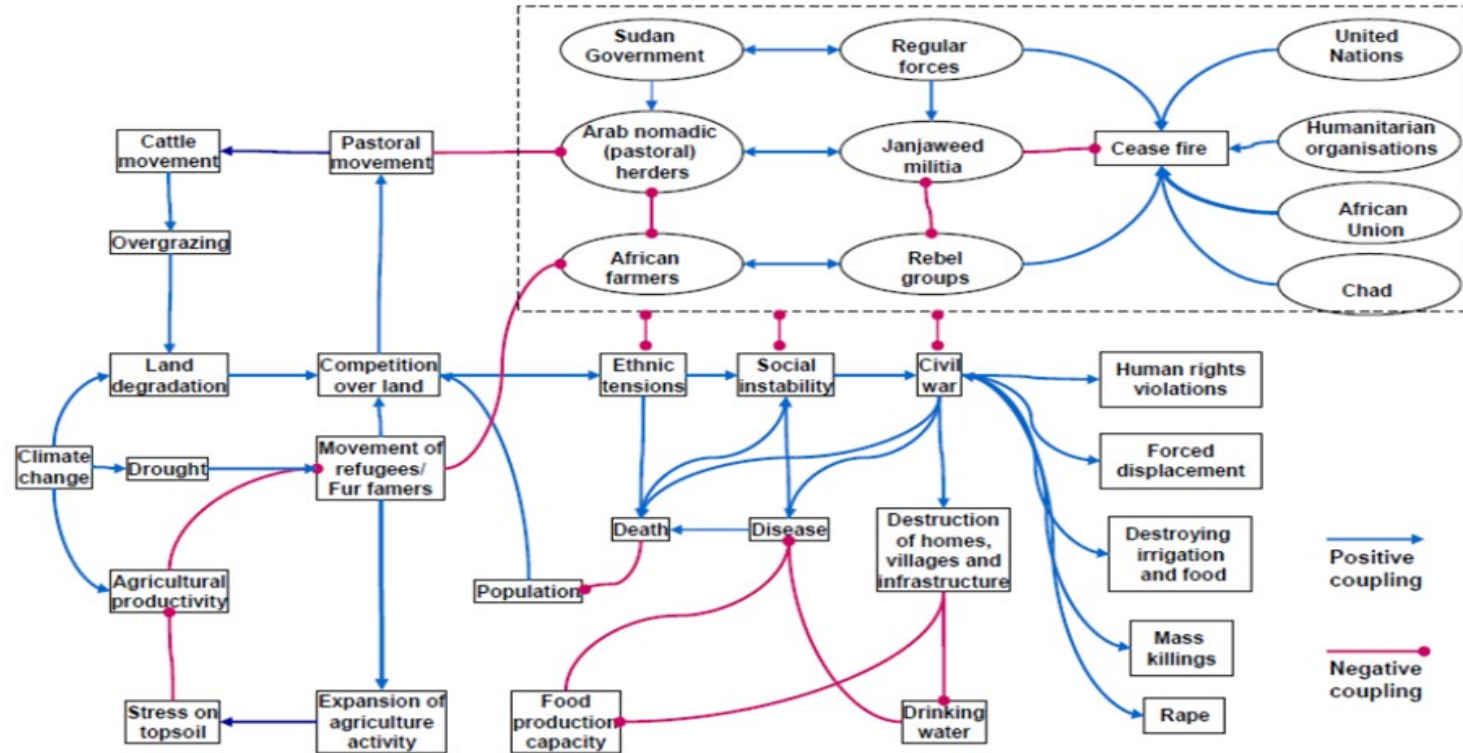
- 1) What roles do people of different gender play in a given community?
- 2) What are the predominant gender norms for different social groups?
- 3) How do people's actual behaviours compare to gender norms?

Gender Analysis of Conflict

- 4) How do conflicts shape and/or change norms of masculinity and femininity?
- 5) How do conflicts affect men, women and sexual and gender minorities (SGMs) and their gender roles?
- 6) What roles do men, women and SGMs play in the conflict?
- 7) What roles do men, women and SGMs play in bringing about a peaceful resolution to the conflict?
- 8) How do gender norms and behaviours determine how violence is used? by who ? and against whom?
- 9) Do norms of masculinity and femininity fuel conflict and insecurity?
- 10) Are there norms around masculinity and femininity that (could) help build or facilitate peace?



Example – Factors and Actors in the Darfur Conflict



Same group as for the morning exercise on intersectional group perspective:

Group 1 - First Nations / Aboriginal people

Group 2 - Gender minorities (e.g. transgender)

Group 3 - Migrants and internally displaced people

Group 4 - Women and adolescent girls in relation to cultural practices such as forced marriages, genital mutilation (male and female) and child marriages

Group 5 - Homosexuals and lesbians

1. Modify the map of factors and actors of the Darfur conflict by adding the perspective of your intersectional group.
2. If you cannot find any information/reference, make assumptions and indicate that they are assumptions. Indicate why you are making this assumption.
3. Identify what the UN mission could do to have an impact at the level of actors and factors concerning your intersectional group.

Possible reference to use: https://asylumresearchcentre.org/wp-content/uploads/2020/01/ARC_Darfur_country_report_January_2020_final.pdf

Break

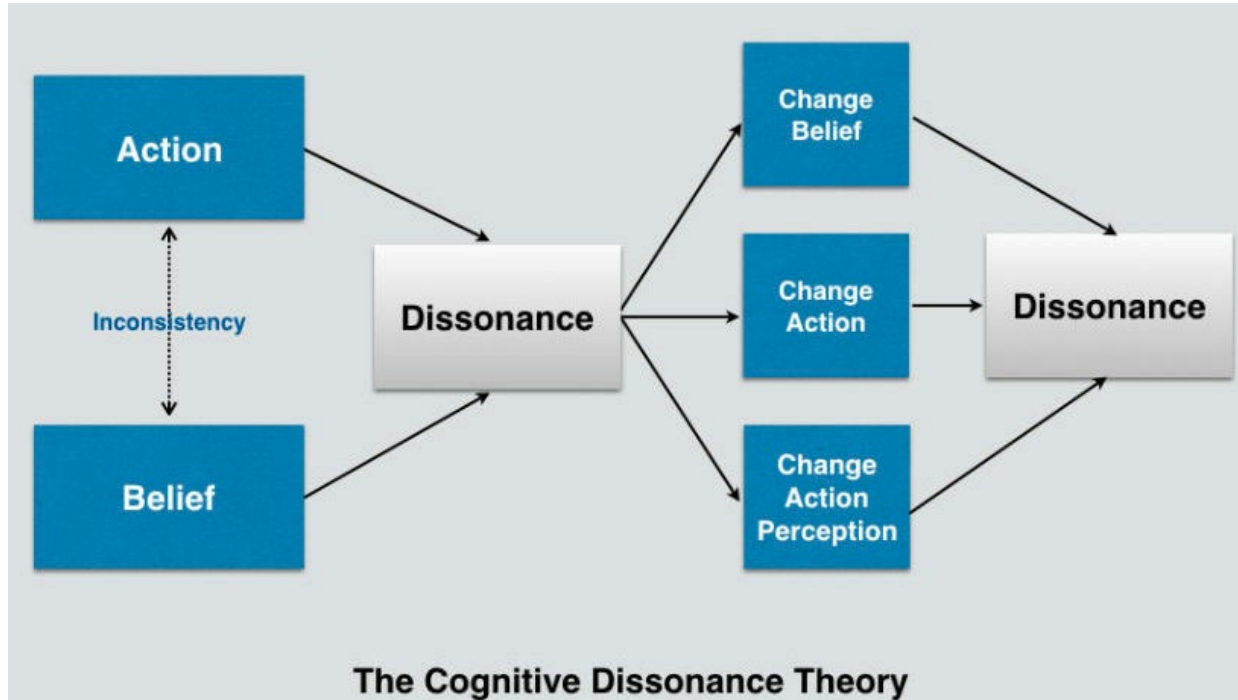
Group 1: First Nations / Indigenous people

Group 2: Gender minorities (e.g. transgender)

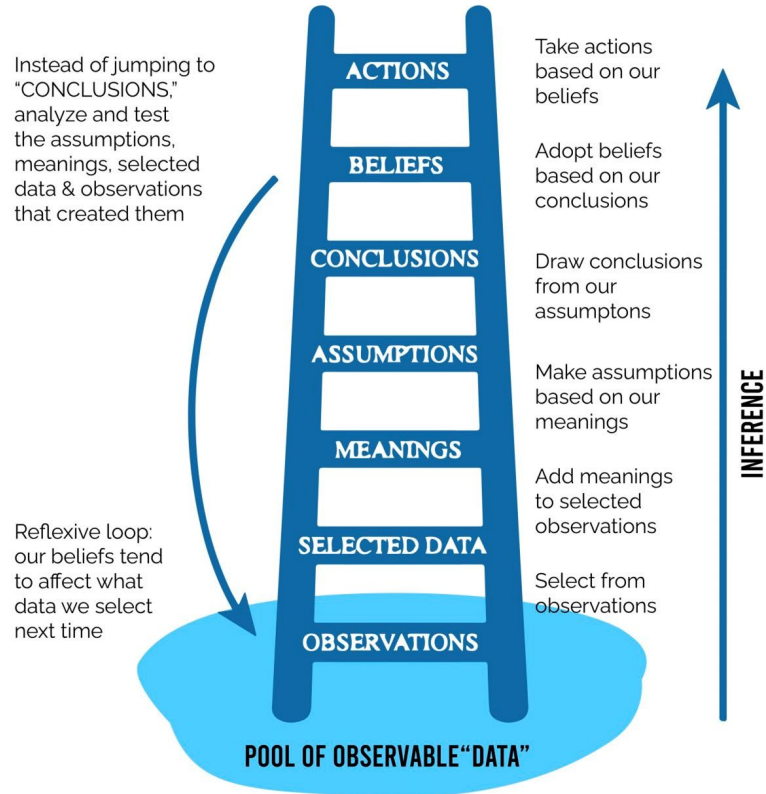
Group 3: Migrants, internally displaced persons

Group 4: Women and adolescent girls in relation to cultural practices such as forced marriages, genital mutilation (male and female) and child marriages

Group 5: Homosexuals and lesbians



LADDER OF INFERENCE



By using the Google form link provided by the facilitators:

- Identify the most important thing you learned today.
- Identify an element you would like to know more about.

Review the day's activities and create a list of questions for self -reflection and discussion. Some examples:

- What would it take to start doing this?
- How would you get started?
- What do I need to improve?
- What would be the benefits?
- Who can help me?

Watch the videos on this website and identify how the situations described should be considered during your work as a MGA (associate them with the tasks described in the MGA terms of reference):

<https://www.globalcitizen.org/en/content/africa-movies-gender-based-violence-16-days/>

GLOBAL CITIZEN LIFE DEMAND EQUITY

7 African Movies That Highlight the Dangers of Gender-Based Violence

Films are a powerful way to shine a light on social issues, like FGM, child marriage, and more.