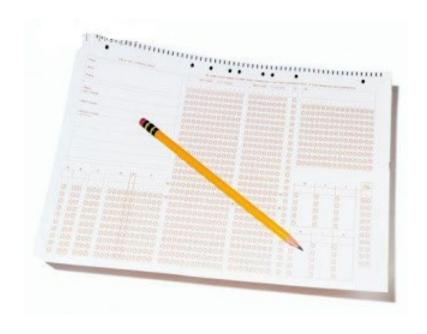
Military Gender Advisor Training

Lesson 5



Level 2 Assessment



Break

Women and Girls: Facts and Solutions | United Nations



Operational Planning | W3: What? So what? What now?

Rules for Good Brainstorming

- Don't censor yourself
- Work hard, again and again
- Don't give up when you run out of inspiration
- Choose an inspiring and relaxed location
- Take a step back

LADDER OF INFERENCE Take actions Instead of jumping to **ACTIONS** based on our "CONCLUSIONS," beliefs analyze and test the assumptions, Adopt beliefs BELIEFS meanings, selected based on our data & observations conclusions that created them CONCLUSIONS Draw conclusions from our assumptons **ASSUMPTIONS** Make assumptions INFERENCE based on our meanings **MEANINGS** Add meanings to selected observations Reflexive loop: SELECTED DATA our beliefs tend Select from to affect what observations data we select next time **OBSERVATIONS** POOL OF OBSERVABLE"DATA"

Introductory activity: Taking action W3: What? So what? What now?—Your suggestions

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 a basic service with a 30-minute round trip.

Situation

- A single trip takes over an hour in Mauritania, Somalia, Tunisia and Yemen.
- In Malawi, the UN estimates that women spend an average of 54 minutes fetching water, while men spend only 6 minutes.

Impact

- Women need more time for family, child care, other household tasks and leisure activities.
- Water collection can take time away from their education for both boys and girls and sometimes even prevent them from going to school altogether.



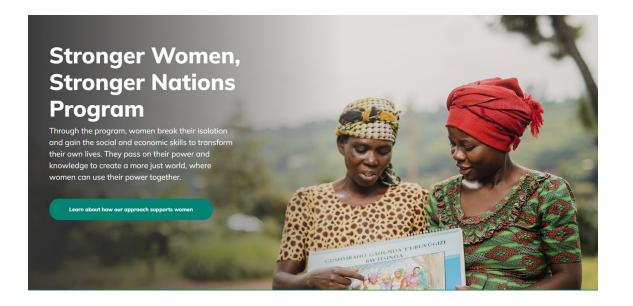
Operational Planning | Be inspired and inspiring





https://www.resilience.org/stories/2007-06-10/design-other-90/

Operational Planning | Be inspired and inspiring



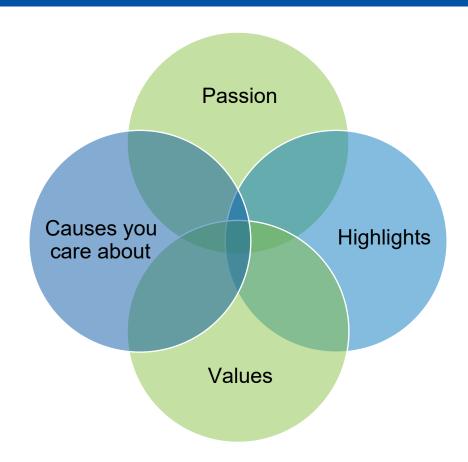


Learning Objectives

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

Break

Model exercise – Agent for change





Scenario 1
Protection of civilians - South Sudan

In South Sudan, people threatened by armed groups arrive in large numbers at the base gate to receive protection from peacekeepers



Scenario 2
Protection of civilians - CAR

In CAR, women and girls are often sexually assaulted by criminal groups in the streets of Bangui.



Scenario 3
Protection of civilians - DRC

In the DRC, thousands of girls cannot make the dangerous journey to school because of the enormous risk of physical or sexual assault



Scenario 4
Political participation - DRC

In the DRC, Congolese women can have enormous influence in their communities but are almost entirely excluded from political life.



Scenario 5
Protection of civilians - Mali

In northern Mali, villagers are forced to move regularly because of violence from armed groups. They move en masse to towns where their arrival causes tensions. This violence mainly targets young people.



Scenario 6
Tension between communities - Lebanon

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.



Scenario 7
Tension near IDP camps- Lebanon

Xenophobia towards refugees, mainly Syrians refugees, has intensified as the Lebanese population increasingly protects the country's limited resources.



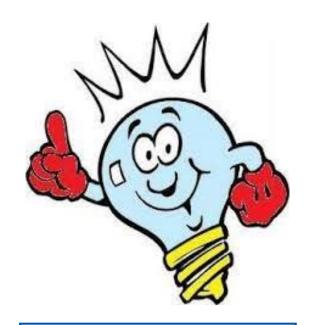
Scenario 8
Violence by government troops -CAR

Following clashes in Bambari, national forces and their allies targeted a mosque killing 14 people, including a woman and a child. A health facility was also targeted.

Break

Mobilisation: Vision and End State

- We need to select the 3 best ideas.
- You have 90 seconds to express why working on your case study is important.
- What do you want to achieve? What is your vision and desired end state?



Be mobilising and creative; get the other teams on board.

Agent for Change



Break

MGA Estimate

Military Gender Advisor Contributions to the Operational Planning Process











Analysis of the operational environment

Analysis of the mission

Development of the action the action Analysis, comparison, and selection of measures to be taken

n, Decision and production of the n order of operations

Definition of the phase

During this phase, the staff analyses the environment in which the operation will be conducted and identifies what the military component will need to act in this environment.

MGA Involvement

- Contribute to the U2 analysis by adding a gender perspective including:
- Context analysis;
- Understanding real-time conflict dynamics.
- Complete the ten key questions for conflict analysis with a gender perspective.
- Consider military capacity, the capacity of civilian and police components of the mission, the capacity of UN agencies, and the capacity of non-governmental organisations.

Definition of the phase

In this phase, the staff analyses the tasks to be performed, the risks inherent in the mission, and the mitigation mechanisms that can be put in place to reduce them.

MGA Involvement

- Identify in the Protection of Civilians Plan how to incorporate the elements of Resolution 1325 (participation, prevention, protection, and support and recovery).
- Identify gender-specific risks and vulnerabilities of the civilian population and determine mitigation mechanisms to be considered.
- Identify how the operation/tasks will impact different segments of the population in the area.
- Identify local civilian figures who may influence the conduct of the operation.

Definition of the phase

During this phase, the staff develops several modes of action (MOAs) to accomplish the mission.

MGA Involvement

- Contribute to the protection plan proposing other protection options beyond physical protection alone.
- Contribute to the development of MAs by identifying the impacts on different segments of the population and their ability to access proposed solutions and influencers.
- Promote equal participation of women, men, girls and boys in proposed protection mechanisms.

Definition of the phase

During this phase, the personnel develop the plan in accordance with the LFA selected by the force commander. It prepares orders and instructions to force elements such as infantry battalions.

MGA Involvement

- With the U9 office (CIMIC), coordinate with the mission's civilian and police components and NGOs on protection efforts for the selected MOA and the coordination mechanisms to be put in place.
- Discuss with the engagement platoon and focal points the tasks they could perform in support of the selected AM and include their tasks in orders to subordinate units.
- Contribute to the definition of pre-alert mechanisms if required.

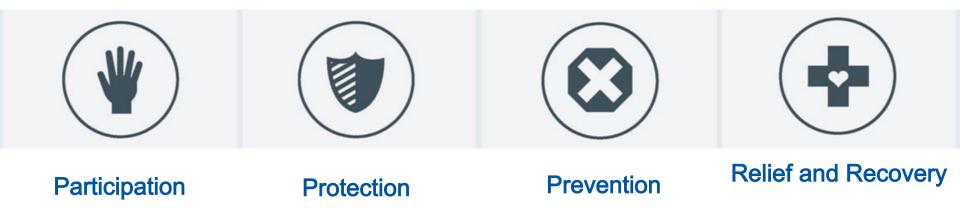
Definition of the phase

In this phase, subordinate units confirm to the staff that they understand the plan and have the resources to accomplish it, or they suggest modifications based on their interpretation of the situation at the tactical level.

MGA Involvement

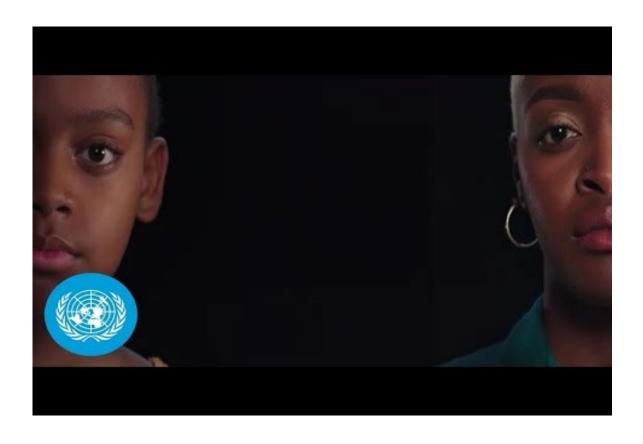
 Gather plan development requirements and support/resource needs from the focal point and engagement platoons.

MGA Estimate



What does each pillar mean in concrete terms for the Military Gender Advisor during the planning process?

Survivor | A People-Centred Approach



Survivor | A People-Centred Approach

- Seeks to empower survivors by prioritising their rights, safety, welleing, needs and wishes.
- Organisations must ensure that survivors can access appropriate, accessible and good quality services.
- Following an incident (a traumatic experience, such as sexual assault), a survivountred approach will give the survivor control over the decision aking process.
- The organisation allows survivors to express their needs and to have space and time to get the necessary support.
- This approach also recognises that coping mechanisms and healing processes are various and unique to each individual.

Creative course of actions

Develop options to address or mitigate the situation:

- Take into account the 4 pillars of the survivor-centred approach concept.
- The course of actions (CoAs)that has never been implemented before by a military component.
- 30-minutes to explain why your CoAs is the most impactful and has the greatest chance of success.
- Funds are available for quick-impact projects and the community violence reduction programme.
- The Force Commander is prepared to task engineers and other military troops to support your solution.



Break

Creative course of actions – Debate ideas Team 1

- Team 2 present its CoA (3 min)
- Team 3 shares what might not work during the implementation of the CoA (2 min)
- Team 2 responds to concerns expressed (2 min)
- Team 3 shared additional concerns about the CoA (2 min)
- Team 2 provides the final response (2 min)
- Team 1 provides comments on what they observed as active listening from both teams (2 min)



Creative course of actions – Debate ideas Team 2

- Team 1 present its CoA (3 min)
- Team 2 shares what might not work during the implementation of the CoA (2 min)
- Team 1 responds to concerns expressed (2 min)
- Team 2 share additional concerns about the CoA (2 min)
- Team 1 provides the final response (2 min)
- Team 3 provides comments on what they observed as active listening from both teams (2 min)



Creative course of actions – Debate ideas Team 3

- Team 3 present its course of action (3 min)
- Team 1 shares what might not work during the implementation of the CoA (2 min)
- Team 3 responds to concerns expressed (2 min)
- Team 1 shared additional concerns about the CoA (2 min)
- Team 3 provides the final response (2 min)
- Team 2 provides comments on what they observed as active listening from both teams (2 min)



Simulation of the opposing team (red teaming)

- Means of testing strategies, eliminating unseen threats and identifying missed opportunities.
- It helps challenge assumptions, strengthen plans and overcome group thinking.



Rock Drill Concept

- Once the units know the operation orders, the units report to the commander as a Rock Drill
- Each staff member or commander discusses their particular role and mission during the operation and indicates whether they need more resources.
- The U2 explains the potential intentions and actions of armed groups.
- The U9 and MGA explain the probable intentions and actions of the local population, taking into consideration intersectionality.



Break

Gender Annexe to operation orders Objective

1. Provide advice to Sector Headquarters (SHQ)Military Gender Advisors (MGAs), Military Gender Focal Points (MGFPs) and Female Engagement Platoons (FEPs)

2. Provide the result of the gender-sensitive conflict analysis and the gender analysis conducted to support the planning of the operation.

Include directly in the operation order

- Tasks of SHQ MGAs, MGFPs and FEPs
- Tasks of the military components to ensure the use of gender-sensitive approaches
- Request for information to SHQ MGAs, MGFPs and FEPs
- Resources needed for the military component to take gender into account.

Write the content of your gender annexe

On a poster, indicate the content of your gender annexe to support the implementation of your course of action:

- Gender-sensitive conflict analysis
- Advice to MGAs and MGFPs

Explain what will go directly into the operational order:

- Tasks of the military elements
- Coordination needs with partners
- Information needs
- Logistical support requirements

Conclusion: Gender perspective in conflict analysis to understand the problem



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?

Preparation of Lesson 3.6 to 3.9

4 teams for the engagement with NGOs activity on Lesson 3.6: Start preparing your engagement plan

Same 4 teams for the Force Commander morning briefing

- Lesson 3.6: UNMISS

 Livestock theft in South Sudan
- Lesson 3.7: MONUSCO

 Disarmament, Demobilisation and Reintegration (DDR)

 of Mai-Mai combattants
- Lesson 3.8: MINUSCA
 Arrest or disarmament of criminal groups in Bangui
- Lesson 3.9: MINUSMA— Community violence reduction

3 teams for military gender strategies exercise to be presented in Lesson 3.9

- MONUSCO
- MINUSMA