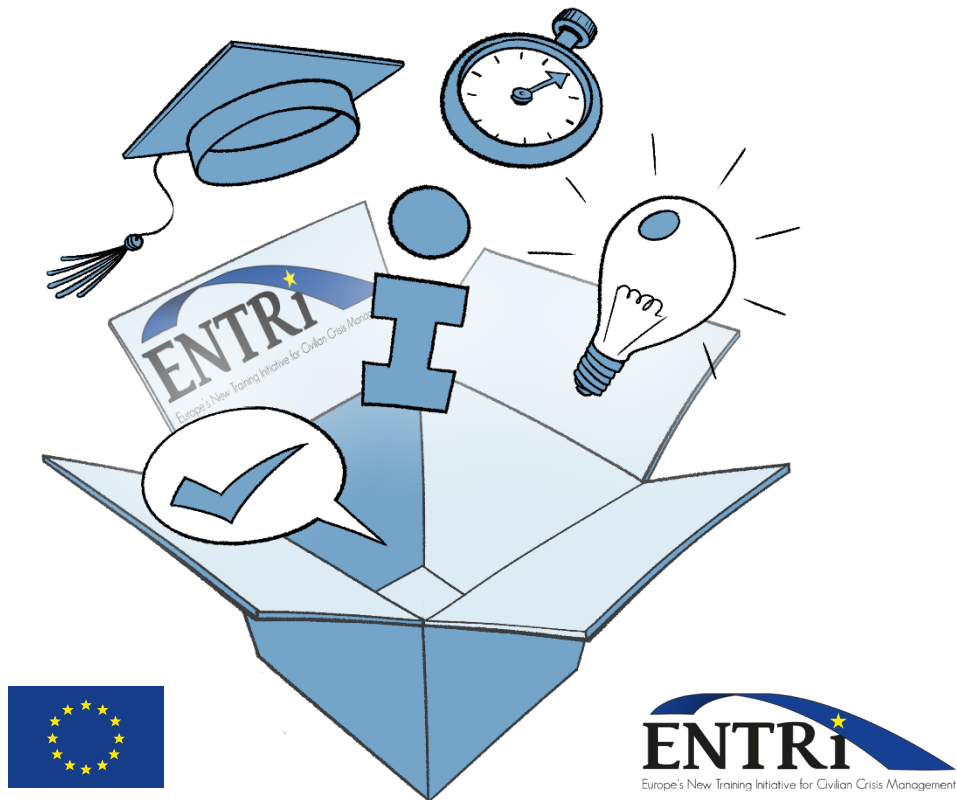


Facilitator's Guide

ENTRi Introductory Course Package on Gender Mainstreaming



Authors:

This Introductory Gender Mainstreaming Course Package, based on the FBA Training Manual “Gender Mainstreaming in CSDP”¹, has been revised by ASPR/ENTRi, particularly by integrating gender concepts that fully include LGBTIQ+ aspects in order to take into consideration the growing criticism by scholars² and experts on excluding diverse groups of gender in gender-focused studies and other papers. The course package has been edited according to the ENTRi Standard for Course Packages and has been approved by the ENTRi partners in 2019. This document has been produced with the financial assistance of the European Commission. The views expressed herein should not be taken, in any way, to reflect the official opinion of the EU.



¹ G Elroy, “A Gender Perspective in CSDP”, The Folke Bernadotte Academy, Stockholm, 2016. Available at: <https://fba.se/en/how-we-work/research-policy-analysis-and-development/publications/a-gender-perspective-in-csdp/>

² Steven Lam, Warren Dodd, Jane Whynot, Kelly Skinner, How is gender being addressed in the international development evaluation literature? A meta-evaluation, Research Evaluation, Volume 28, Issue 2, April 2019, Pages 158–168, <https://doi.org/10.1093/reseval/ryy042>

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The course package further includes:

PowerPoint presentations
Handouts with exercises and case studies
In-Test
Out-Test

Foreword

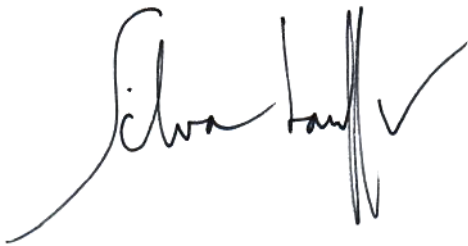
This training package has been developed to provide a sustainable and free resource to trainers and subject-matter experts worldwide.

The ENTRi Consortium partners have trained thousands of people over the past decade, and more have learned many lessons. They have taught courses on their own or jointly with other training centres in many parts of the world. By means of this – and other – products, we hope to amplify the impact and spread knowledge to future projects and generations.

By sharing effective training techniques, tested methodologies, critical learning objectives, sample session plans and templates, our aim is to save you precious time and resources.

Since no size fits all, ENTRi Training Packages have been designed so that you can tailor them to your needs and audiences. However, whenever you use the original material, kindly give credit to ENTRi.

In the name of the ENTRi Consortium, I wish you great success with your training and encourage you to share these manuals with whomever could benefit from them.

A handwritten signature in black ink, appearing to read 'Silva Lauffer', with a stylized flourish at the end.

Silva Lauffer

Head of the ENTRi Secretariat

Europe's New Training Initiative for Civilian Crisis Management (ENTRi)

Center for International Peace Operations

PREFACE

Rationale

This document is the Facilitator's Guide, to be used when delivering the ENTRi Introductory Course Package on Gender Mainstreaming. This package is designed to guide the trainers in the delivery of an Introductory Gender Mainstreaming training in the field of peace and security, with a special focus on peace operations. However, it has been further developed to support policy and programming work of stakeholders – state and non-state actors, and international staff who are working in the general area of women, peace and security.

The course package is designed to provide knowledge and tools to develop and/or strengthen awareness and understanding of gender equality and gender mainstreaming, in order to ultimately integrate a gender perspective into the daily activities of the participants' work. It particularly provides practical guidance on using gender analysis as a fundamental tool and a starting point for a strategy of gender mainstreaming.

Efforts have been made to take into consideration all the diverse gender identities, as LGBTIQA+³ communities are among the most vulnerable group in societies when it comes to security needs, but also with regard to participation.

Gender programming often means 'having a woman's focus' rather than applying a comprehensive approach to investigating the power relations between different gendered groups. Also, research still reflects this narrow understanding of gender. Understanding this is crucial in order to reveal and challenge social power structures.⁴

The final part of the course package provides a role play exercise on women's participation in peace talks in order to highlight the importance of equal opportunities in peace processes. This was especially emphasised in the recent Report of the UN Secretary-General on Women, Peace and Security (S/2018/900) featuring a special focus on the meaningful participation and representation of women in peace processes and the implementation of peace agreements.

³ LGBTIQA+ is an abbreviation for 'lesbian, gay, bisexual, transgender, intersexual, queer, asexual and diverse identities and orientations'.

⁴ Please see: Emma Bjertén-Günther, Let's talk about women's issues, SIPRI, March 8, 2018: <https://www.sipri.org/commentary/blog/2018/lets-talk-about-womens-issues>

The overall learning objective of the course is to:

Provide guidance and training to relevant actors in the field of peace and security, to support the implementation of gender mainstreaming. After completing the training, the participants should be able to:

- ★ explain different conceptualisations of gender and gender-related terms,
- ★ identify sources of gender inequality, thereby understanding the dynamics and impact of gender relations on women and men, girls and boys, and the diverse gender identities and expressions,
- ★ explain the relevance and need to pay attention to how sexual orientation and gender identity affect people's experiences of and roles in conflict: This includes all diverse gender identities and expressions and diverse sexual orientations that are rarely taken into consideration in the field of peace and security so far,
- ★ discuss key components of the international policy framework on Women, Peace and Security and on gender equality,
- ★ describe the process of gender mainstreaming and of integrating a gender perspective as part of it,
- ★ apply gender analysis as an initial tool to gender mainstream and/or integrate a gender perspective,
- ★ discuss challenges and possible solutions to leverage meaningful participation of women in peace processes and peace negotiations.

Target Group

The ENTRi Introductory Course Package on Gender Mainstreaming is addressed to organisations and institutions working with peace operations and/or in the broader field of peace and security who want to deliver external trainings or train their own personnel in applying a gender perspective in their daily tasks.

Due to the self-standing character of the modules in this course package, training institutions and trainers can also use parts of the course package to shape trainings for a target audience that does not necessarily carry out gender specific tasks, for instance mission strategic planners, NGO representatives and activists, human rights activists, representatives of humanitarian organisations, police officers, SSR experts, DDR experts, Rule of Law Experts and Civil Affairs officers. In particular, Modules 1 and 2 can be used for organising a short introductory training on gender mainstreaming. The suggested number of participants is between 10 and 24.

Using the Guide

The Facilitator's Guide is structured in such a manner as to allow training institutions to use the whole package or only individual modules. There are five training modules. Each of them outlines its specific learning objectives, a proposed structure of activities relating to the course content, including notes to the trainer, exercises and examples and, if appropriate, concluding points.

At the end of the guide you will find an annex with a list of key gender terms, a selected bibliography list and other training resources.

The high number of exercises and cases included in the package should ensure that the training sessions keep a focus on the practical application of a gender perspective and make the relatively abstract concept of gender, including the complexity of the Women, Peace and Security Agenda, easier to understand and reflect on.

The examples, provided in boxes, allow the trainer to relate the presentations and exercises to real scenarios on the ground. The concluding points at the end of some modules are meant to help the trainers to pinpoint interesting aspects on controversial issues discussed in the modules.

This Facilitator's Guide is based on a training methodology that encourages the participants to be active, and keeps the learning objectives in focus: Following Bloom's Taxonomy, this course package uses active verbs when formulating the learning objectives. This way, active learning can be observed and measurable. Active verbs are categorised at different cognitive levels and can be interchanged, depending on what level the training aims to achieve.

It is recommended that the overarching course objectives be communicated to the participants at the beginning and at the end of each course. The overarching learning objectives could be adapted to each specific course, depending on which modules the course will cover. To ensure that requisite learning objectives are met, and teaching standards are maintained, the ENTRi Introductory Course Package on Gender Mainstreaming should only be delivered by qualified and competent trainers.

Besides the Facilitator's Guide, this package offers a set of PowerPoint presentations for each of the modules (with the exception of Module 5), (good practice) examples, case studies, a sample of the In-Test and Out-Test and handouts on exercises and/or for (pre-) reading.

For pedagogical purposes, the PowerPoint presentations are meant to be brief, and trainers are always encouraged to maintain the learners' focus by keeping the dialogue open and allowing space for self-reflection. It is crucial that training programmes create space that allows the participants to reflect on their own learning, as this provides another opportunity for them to absorb content into their long-term memory. Therefore, this Facilitator's Guide encourages trainers to include a retention exercise at the end of each day.⁵

⁵ Easy-to-use retention exercises can be found in the ENTRi Training of Trainers Participant's Manual, pp. 36-37, available at: <http://www.entriforccm.eu/package/train-the-trainer.html>

The ENTRi Introductory Course Package on Gender Mainstreaming is set up in such a way as to create maximum possible synergies with other ENTRi Course Packages, particularly with regard to the package on human rights.

Planning an Introductory Gender Mainstreaming Course

In order to conduct a well-prepared introductory course on gender mainstreaming, the following points should be taken into consideration:

- ★ Know the backgrounds of the participants – age, sex, gender identity or sexual orientation (if possible and if appropriate), country of origin, professional experience, previous gender trainings – and adapt the training accordingly. Engage with the participants' personal position in society and within the training, if possible, in order to make power relations transparent and make the participants and yourself as trainer aware of the implications and potentials within the group.
- ★ This guide provides a list of selected bibliography with readings that could be shared with the target audience prior to and in preparation for the training.
- ★ Practical experience from the field is useful for the participants. The Facilitator's Guide provides many practical examples that you can use in your presentation, but do incorporate your own experience/examples as well as those of the participants.
- ★ Encourage mutual listening and exchange of experience. Make the presentations as interactive as possible.
- ★ Encourage debate and differing opinions. Gender concepts and skills need to be discussed and debated. Special attention should be paid to structural discrimination. Think of how to support those parts of society who are not used to speaking up and being heard. This includes encouraging debates that reflect and embrace a greater variety of perspectives, rather than giving too much voice to discriminatory opinions that may exist within the group.
- ★ Provide regular breaks (every 40-60 minutes), particularly in the afternoon.
- ★ Make sure that you understand the purpose of each step of the training and that you are clear about what you want to achieve from each exercise. This will also make improvisation easier when necessary.
- ★ Do not use irony or sarcasm, or be judgmental about opinions expressed! Stay calm when you are met with scepticism, and be clear about what you have to say. If possible, include methods within the training on how to deconstruct the dominant discourse, stereotypes and popular discriminatory opinions. Use 'externalising' ways of speaking to de-personalise the topic, such as: 'The person is not the problem, the problem is the problem' (Michael White). Further information, questions and tools can be found here: <https://dulwichcentre.com.au/dulwich-centre-foundation/privilege/>

For a practice-oriented, easy to use repository of tools and techniques to support you with the design and delivery of training, please refer to the ENTRi Training of Trainers Facilitator's Guide, available at:

<http://www.entriforccm.eu/package/train-the-trainer.html>

Course Checklist⁶

Use this checklist to help you make sure that you are completely ready to deliver your training.

Before the training

What?	Done?
Have you found out how many people are attending, who they are, what their general expectations may be?	<input type="checkbox"/>
Have you sent joining instructions to the participants? Including details about:	<input type="checkbox"/>
★ Dates of the training	<input type="checkbox"/>
★ How long the days will last	<input type="checkbox"/>
★ Where the training is and how to get there	<input type="checkbox"/>
★ Accommodations	<input type="checkbox"/>
★ Anything people will need to bring	<input type="checkbox"/>
★ Any important pre-reading materials or similar	<input type="checkbox"/>
★ Any other relevant information	<input type="checkbox"/>
Have you sent the pre-training survey to all participants and reviewed the results?	<input type="checkbox"/>
Have you made sure you have all the equipment you need?	<input type="checkbox"/>
★ Stationery (pens, post-its, Blu Tack, pin board, flip-chart stand etc.) (Remember that dry-wipe pens provided in training rooms are often worn out!)	<input type="checkbox"/>
★ Presentations, lesson plans, handouts, etc. on a spare USB stick (in case your laptop dies on Day 1!)	<input type="checkbox"/>
★ Something like a multi-tool or Swiss Army penknife for things that go wrong	<input type="checkbox"/>
★ Bags of chocolates or sweets (to lighten the mood when necessary)	<input type="checkbox"/>
★ Your lesson plan (printed out on coloured paper so that it does not get lost in the training room)	<input type="checkbox"/>

⁶ Adapted from ENTRi Training of Trainers Facilitator's Guide, pp. 10-12, available at <http://www.entriforccm.eu/package/train-the-trainer.html>

- ★ Technology needs (laptop, cables, adaptors, speakers, projector...) ☐
 - ★ Backup plan in case of electricity outage, e.g. printout of all slides ☐
 - ★ Special course requirements ☐
 - ★ Name tags: If you use name tags, consider adding space to include 'preferred pronouns'. Only do this if it is safe for people to come out as trans, non-binary etc. within the group and make sure to be transparent and informative about this practice. ☐
-
- Have you found out what equipment and resources will be provided at your training location? ☐
-
- On your way to the event, will you carry all essential equipment and information with you personally at all times? ☐

Handouts to be printed **before** the training

Title of handout	File name	Numbers	Additional information
Presentations for each module	*.ppt	1 for each participant	
In-Test	ENTRi_Gendermainstreaming_IN Test.docx	1 for each participant	Give participants numbered cards to identify themselves and remind them to keep the card for the Out-Test.
Handouts for each module including the case studies and exercises	.docx	1 for each participant	The handouts can be found in the respective folders of each module and/or in an additional folder ("Handouts including tests")
Out-Test	ENTRi_Gendermainstreaming OUT Test.docx	1 for each participant	Make sure that all the topics addressed by the questions are covered by the trainer after the delivery.
Course evaluation sheets		1 for each participant	<p>The evaluation sheets are not included in this training package. Please download from:</p> <p>https://www.entriforccm.eu/resources/evaluation-toolkit/evaluation-toolkit-download.html</p> <p>Choose the respective evaluation sheets to be found in the folder "handouts":</p> <p>ENTRi Evaluation Toolkit Evaluation Form.docx</p>

Please note: The handouts and the presentations can be found in the respective folders as part of the training package.

Stationary and special equipment requirements for the programme

Items?	Available?
★ Pads of 76 x 127 Post-its, at least 10	<input type="checkbox"/>
★ Marker pens for you as the presenter (range of colours)	<input type="checkbox"/>
★ Marker pens for each person	<input type="checkbox"/>
★ Dry-wipe pens (for a whiteboard)	<input type="checkbox"/>
★ Flip-chart pads/paper	<input type="checkbox"/>
★ Pack of coloured cards	<input type="checkbox"/>
★ Tape	<input type="checkbox"/>
★ Scissors	<input type="checkbox"/>
★ A4-size white paper	<input type="checkbox"/>

When you arrive at the venue

What?	Done?
★ Have you checked that you know how to get in and out of the training room(s), including in the event of an emergency?	<input type="checkbox"/>
★ Do you know where emergency exits and toilets are?	<input type="checkbox"/>
★ Do you know what the fire drill or other emergency precautions in the venue are?	<input type="checkbox"/>
★ Is the room arranged in the way that is appropriate for your training event?	<input type="checkbox"/>
★ Do you know how to control the heating and lighting in the room?	<input type="checkbox"/>
★ Do you know how to work the audio-visual equipment that is provided?	<input type="checkbox"/>
★ Do you have at least one flip-chart stand in the room and a number of flip-chart pads, as well as marker pens that actually work?	<input type="checkbox"/>
★ Is the flip-chart stand positioned appropriately in the room (taking into account whether you are left-handed or right-handed)?	<input type="checkbox"/>

Course Agenda

The suggested timeframe for the course is three days. However, this should be seen as a guideline to help the trainer schedule the course. The time devoted to each module can be adjusted in order to allow course organisers to carry out training ranging from a two-hour training session up to a 3/4-day course. Two hours should be the minimum timeframe to guarantee high-quality training that promotes a basic understanding of the gender mainstreaming concept and the Women, Peace and Security Agenda.

Moreover, each module has a standalone character. Module 0 and the evaluation and closing module can open and close the training, leaving only certain modules in between in order to deliver a shorter, precisely tailored course if need be. For each module and every session of a module, there is an indication of how much time is allocated for the delivery, although the numbers provided should be considered as approximations.

Modules, presentations and exercises can be presented in a different chronological order, and examples can be removed, replaced or added. In this spirit, trainers are encouraged to review the outline critically and adapt it to the time available for the training, as well as to their own needs as trainers and the needs of the training audience at hand.

Here is a **sample course agenda** illustrating how a three-day course could look like:

TIME	DAY 1	DAY 2	DAY 3
09:00	Module 0 Module 1	Daily Recap	
10:00– 11:00		Continuation of Module 2	Module 4
B R E A K	11:00 – 11:30		
11:30 – 13:00	Continuation of Module 1	Module 3	Continuation of Module 4
L U N C H	13:00 – 14:00		
14:00 – 15:30	Continuation of Module 1 Module 2	Module 3	Continuation of Module 4 Module 5
B R E A K	15:30 – 16:00		
16:00 – 17:30	Module 2	Module 4	Module 5 and Closure (time may need to be expanded to 18:00)

Understanding Gender Concepts and Their Value for the Field of Peace and Security

Module 0: Opening and Introduction to the Course

The aim of this module is to introduce participants to the training and explain how it will be conducted (training methodology), and to familiarise them with its structure and its objectives. It will also give participants the possibility to get to know each other through an icebreaker, to set up ground rules with the facilitator of the training and to introduce the 'car park'.

Estimated timeframe

90 minutes

Learning objectives

At the end of this module, participants will be able to:

- ★ state the aim and key learning objectives for the training;
- ★ explain key components of agenda and training methodology of the course;
- ★ name other participants in the group and the course team.

What you will need for the session

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

You will need:

- ★ Module 0 PowerPoint presentation slides
 - ★ Flip-charts, numbered cards, markers
 - ★ Laptop, projector
 - ★ Prepared wall space/pin board
- Printed copies of the programme and the In-Test

Duration	Activity	Resources/comments
15 minutes	Session 1: Opening and introduction to the course Display slide 1-9	Module 0 PowerPoint presentation, programme print outs

Session 1: Opening and introduction to the course

In an opening speech the participants are welcomed, and the training institute introduced. Show the slide “Who am I” (slide no. 3): introduce yourself as the trainer, name, brief summary of working experience, how much you are looking forward to the next few days.

While the messages conveyed need to be tailored to the particular training, following topics should be covered after the welcome and introduction of yourself as trainer:

Overall learning objectives

Display slide no. 4

Provide guidance and training to relevant actors in the field of peace and security to support the implementation of gender mainstreaming. After the training, the participants should be able to:

- ★ explain different conceptualisations of gender and gender-related terms;
- ★ identify sources of gender inequality, thereby understanding the dynamics and impact of gender relations on women and men, girls and boys, and the diverse gender identities and expressions;
- ★ explain the relevance and need to pay attention to how sexual orientation and gender identity affect people’s experiences of and roles in conflict: This includes all diverse gender identities and expressions and diverse sexual orientations that have until now rarely been taken into consideration in the field of peace and security;
- ★ discuss key components of the international policy framework on Women, Peace and Security and on gender equality;
- ★ describe the process of gender mainstreaming and integrating a gender perspective as part of that process;
- ★ apply gender analysis as first tool to gender mainstream and/or integrate a gender perspective;
- ★ discuss challenges and possible solutions to leverage meaningful participation of women in peace processes and peace negotiations.

Training methodology

Display slide no. 5.

The training methodology is based on Bloom’s Taxonomy. This is a tool that helps develop learning objectives and outcomes, as it relates directly to the process of learning. It encourages the participants to be active and keeps the learning objectives in focus. Thus, the course package uses active verbs when formulating the learning objectives. This way, active learning can be observed and measurable. Active verbs are categorised on different cognitive levels and can be interchanged, depending on what level the training aims to achieve.

The overarching course objectives are communicated to the participants at the beginning and at the end of each course, in a statement such as “By the end of the lesson, you will be able to ...”

Agenda

Display slide no. 6.

Explain the respective agenda containing the modules chosen for your training.

Evaluation and closing

Display slides no. 7 and 8.

Give information on the evaluation sheets, In- and Out-Test and concerning participant attendance with regard to certificate of attendance.

Logistical information

Display slide no. 9.

Share information concerning facilities, coffee breaks, lunch, accommodation, fire exits, other issues, e.g. ask participants to let you know if there is a problem with noise, temperature, etc.

30 minutes	Session 2: Introductory exercise - Icebreaker	Prepared wall space/pin board
------------	--	-------------------------------

Session 2: Introductory exercise – Icebreaker

Icebreakers are a way to encourage communication and give the group an opportunity to get to know each other.

Simple icebreakers, to be carried out when time is limited, may involve asking the participants to state their name, where they work and whether they have completed the training before. Having participants make name badges or name cards can also provide a good visual reminder and assist with addressing people by their name in the future.

If you have more time (30 min suggested), individuals can be invited to introduce themselves and tell the group a little about themselves. Remember, however, that for some this can feel somewhat intimidating, as people can be uncomfortable talking about themselves to a group of potential strangers.

One possible way to resolve this is to divide the class into pairs and ask each person to establish the answer to some questions from the other: the other person's name, where

they work, their reasons for being here, their interests and hobbies and what they hope to take away from the training. Set a time limit to complete each interview. Then invite each person to introduce their counterpart to the rest of the group.⁷

⁷ The icebreakers are based on the ENTRi Training of Trainers Participants' Manual, pp. 35-37, which is available at: <http://www.entriforccm.eu/package/train-thetrainer.html>

At the end of the exercise, ask the group the question, “Why did we just do this exercise?”.

15 minutes

Session 3: Expectations

Flip-chart, cards, markers

Session 3: Expectations

Participants are invited to write their expectations for this training on cards, to be posted on a flip-chart. This helps the trainer to consider if changes of the course agenda and/or additional information are needed.

10 minutes

Session 4: Set ground rules

Flip-chart, markers

Session 4: Set ground rules (such as break times, use of mobile phones)

We are looking to create an environment that is peaceful, respectful and wholly conducive to the learning process. To this end, trainer and participants should establish the acceptable standards of behaviour between participants, including you as the trainer, which should be agreed upon and complied with by everyone within the group.

Ask participants to consider what they DO NOT want to see happening during the course (reversed brainstorming). Together with the participants, reverse these ideas into rules to make this course especially memorable, then write them on a sheet of flip-chart paper that can be put up in the classroom.

Make sure that you have rules covering basic issues such as use of mobile phones, break times, punctuality, respecting other views, applying the Chatham House Rule.

Rules respecting other views: This can be difficult when we talk about gender. More detailed approaches such as “everyone is the expert on their own story” and “move back, move forwards” (check the power and privilege you hold within this space and your community’s space, and challenge yourself to speak accordingly) are suggested: For example, white privileged women could speak less and listen to queer women of colour.

You could review the ground rules on a daily basis to enable participants to set new ones or discuss rules if some of them are not working for them.

5 minutes

Session 5: Introduce the ‘car park’

Flip-chart, markers

Session 5: Introduce the ‘car park’

The car park is a way of keeping note of any subjects or issues that are raised which, if discussed, could take you away from the main line of discussion you are following.

To have a car park, simply have a separate flip-chart sheet fixed to a wall or pin board with the title “Car park”. If a topic that should be addressed at some point during the event does come up, make a note of it on the car park sheet and make sure that you schedule some time to discuss that point.

15 minutes	Session 6: In-Test	In-Test print outs, numbered cards
------------	--------------------	---------------------------------------

Session 6: In-Test

Give participants a number written on a card to identify themselves and remind them to keep the card for the Out-Test.

Explain that the In-Test is anonymous and aims to allow participants to measure their level of existing knowledge about the different topics that the course will cover and allow the course organisers and resource persons to fine-tune their activities.

Note: If only few modules are to be delivered, make sure to delete the questions relating to modules and topics that the training will not cover.

MODULE 1 – Gender Norms and How to Shake Them Up

The purpose of this module is to set the framework for the rest of the training. It encourages the participants to reflect on their individual knowledge and perception of gender-related issues as it offers various lenses through which participants look at the complex concept of gender. Additionally, the module introduces key gender concepts, norms and structures and discusses sources of gender inequality.

Estimated time frame

½ day (3 hours)

Learning objectives

After completing the module participants will be able to:

- ★ define gender as socially embedded and identify societal gender norms;
- ★ describe key gender-related terms and their effects;
- ★ explain different conceptualisations of gender;
- ★ identify sources of gender inequality.

What you will need for the session:

- ★ Module 1 PowerPoint presentation slides
- ★ Flip-charts, markers, cards or small post-its
- ★ Handouts for each participant
- ★ Laptop, projector

Duration	Activity	Resources/comments
30 minutes	Session 1: Gender awareness	Module 1 PowerPoint presentation slides
	Exercise and discussion	
	Display slides no. 1- 8	

Session 1: Gender awareness

After displaying slide no. 2 on the learning objectives of the module, continue with slides no. 3-8 showing certain statements on gender norms.

The participants should individually reflect on the statements and demonstrate their position by placing themselves along a yes/no scale (at two ends of the room).

They are allowed to place themselves anywhere between the two ends of the scale.

They should be prepared to explain their position. If there is not enough space to move around, you can ask the participants to stand/sit or raise their hands.

Emphasise that this is not a test, and that there is no right or wrong answer.

Be aware of that some participants may not want to expose themselves and do not want to show their position openly. Let them choose freely what they want to do.

After each slide, ask a number of participants to explain their positions. Facilitate the discussion about the socio-meter statements:

- ★ **Pictures of two toys** (slides 3 and 4): they are typically associated with either boys or girls. They are examples of how we send messages about femininity and masculinity, e.g. through colours and shapes. Can participants think of other examples?
- ★ **“Gender is only about women”**: Gender is commonly perceived to be only about women. But gender is about the expectations, roles and responsibilities of men, women and the diverse gender identities and expressions – in other words, of all genders. Gender relates to socially constructed social attributes and opportunities. It determines what is expected, allowed and valued in a woman or a man or in the diverse gender identities, i.e. what is expected of a person of a certain gender in a given context. (For further information please refer to Session 2 on the next page)
- ★ **“Women are more adversely affected by conflict than men” – What about LGBTIQ+ people?**: Women are often said to be more adversely affected by gender-based conflict than men. But rather than comparing who is the most affected by conflict, it is more constructive to speak of the different ways that conflict affects women, men and the diverse gender identities. Particularly in conflict, LGBTIQ+ people are a taboo and have thus far not been adequately taken into consideration. This must change.
- ★ **“Women are more peaceful than men”**: The prevailing opinion in many societies continues to be that women are inherently more peaceful than men. This is a very generic statement and rather a stereotype. However, there is evidence that women’s participation in peace and security efforts contributes to more effective responses to today’s complex crises:

According to UN WOMEN, when women are included in peace processes, there is a 20 per cent increase in the probability of an agreement lasting at least two years and a 35 per cent increase in the probability of an agreement lasting at least 15 years.⁸

Women’s responsibilities and roles in society often place them in a good position to bridge conflicts.

When discussing this point, also take the diverse gender identities into consideration. How are they seen in the various cultural spaces worldwide?

Finish the exercise by asking the participants to reflect on their level of gender awareness. Refer to contextual analysis, rather than assumptions about gender relations, as working tools for peacebuilding staff: For instance, investigate what women or the diverse gender identities are actually doing to support peace, rather than assuming that women connect across conflict divides.

⁸ <http://www.unwomen.org/en/news/stories/2017/10/media-advisory-un-women-at-open-debate-on-security-council-resolution-1325>; see also: https://peaceoperationsreview.org/wp-content/uploads/2015/11/womens_participation_peace.pdf

Sum up the session with slide no. 8 on the definitions of gender awareness, and briefly discuss the relevance of heterogeneity of groups of all kinds of gender, including men and women.

Definitions of gender awareness:

The ability to view society from the perspective of gender roles and to understand how this has affected women's needs and the diverse gender identities' needs in comparison to the needs of men.⁹

An understanding that there are socially determined differences between women, men and the diverse gender identities, based on learned behaviour, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis into programmes, policies and evaluation.¹⁰

Discuss these definitions with the participants and, if time allows, go through the statements again and re-explain with the help of the statements the definitions of gender awareness.

Finally, draw attention to the characteristic of heterogeneity of groups of all kinds of gender: Women are not a homogenous group, just as men or bi- or transsexuals are not. This is important to understand in order recognise that people within groups can have varied interests and be impacted differently by forces of gender, class, ethnicity, linguistic and their contextual reality.

30 minutes

Session 2: Gender concepts, norms and structures
Presentation

Module 1 PowerPoint
presentation slides

Display slides no. 9-12

Session 2: Gender concepts, norms and structures

Display slides no. 9 -12, explain and discuss the following terms and its effects:

Gender, gender norm, gender structure

Gender explained briefly: (slide no. 9)

Gender is about the social/cultural expectations and conditions of being a person of a different gender: a boy/girl, woman/man or a person of the diverse gender identities in a specific society at a specific point of time.

Definition of gender:

Gender refers to the roles, behaviours, activities and attributes that a given society at a given time considers to be appropriate for women, men and the diverse gender identities.

In addition to the social attributes and opportunities associated with being male, female or any of the diverse gender identities, and the relationships between women and men and girls and boys

⁹ Source: United Nations Fund for Women – Unifem (n.d.), Engendering Economic Governance. The diverse gender identities have been included here.

Available at: <http://www1.aucegypt.edu/src/engendering/definitions.html>;

¹⁰ Source: Gender Equality Glossary, European Commission. The diverse gender identities have been included here.

available at: https://definedterm.com/gender_awareness/207936

and/or LGBTIQ+ people, gender also refers to the relations between women and those between men, as well as between LGBTIQ+ people.

These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context/time-specific and subject to change. Gender determines what is expected, allowed and valued in a woman, a man or in a diverse gender identity in a given context.

In most societies there are differences and inequalities between women, men and the diverse gender identities in terms of responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.

Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis, including class, race, poverty level, ethnic group, sexual orientation, age, etc.¹¹

The Concept of gender (slide no. 10)

Gender varies between and within societies. Even sex, according to research, is not universal and binary.¹² The expectations and conditions for girls and women (or boys and men or diverse gender identities) are not the same everywhere.

Gender is fluid. The experience of gender can change over time and is often connected with broader social changes. The sex we are born with can be experienced as relatively constant; however, changes can be made with surgery, medication and other measures.

Moreover, gender is influenced by other social factors (economy, culture, religion, urban/rural, age etc.).

Example: Girls and women's opportunities have changed dramatically in many places over the past 50 years.

Gender influences women's, men's and the diverse gender identities' perspectives, opportunities, interests and needs. It is not the only dimension that affects a person's life. Economic situation, ethnicity, age and where one lives (urban/rural) are other aspects that significantly influence a person's life. This means that we cannot talk about women, men and certain gender identities as homogeneous groups. A white, rich woman is likely to have more opportunities than a black, poor man or a white, poor homosexual man.

¹¹ Source: UN Women, OSAGI Gender Mainstreaming - Concepts and definitions; please note: the diverse gender identities have been included here.

Available at:

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>

¹² Please see:

Voß, Heinz-Jürgen (2018): Von der Präformation zur Epigenese: Theorien zur Geschlechtsentwicklung in der Biologie. In: Koreuber, Mechthild; Aßmann, Birte (Hg.): Das Geschlecht in der Biologie: Aufforderung zu einem Perspektivenwechsel (Schriften zur interdisziplinären Frauen- und Geschlechterforschung, Band 12). Baden-Baden: Nomos. p. 151-169.

Voß, Heinz-Jürgen (2018): Die Biologie des Geschlechts. In: Schweizer, Katinka; Vogler, Fabian (Hg.): Die Schönheiten des Geschlechts: Intersex im Dialog. Frankfurt/Main: Campus Verlag. pp. 177-185;

Binaohan, B. (2014) decolonizing trans/gender 101, Toronto: biyuti publishing

Gender is learned. Gender is the social understanding of what it means to be a man, woman, boy or girl, or a person of a certain gender in a specific context. As such, gender is something that we learn as we grow up.

To hold hands among friends is considered to be feminine in many cultures, while in other cultures it is common among men. This is an example of how what is perceived to be masculine or feminine is something we learn. Another example is the colour pink, which often is associated with girls; at other times in history, however, it has been associated with manly traits. Interests and preferences of women, men and the diverse gender identities are not written in stone, and societal expectations and norms are something that we learn at a young age.

Display slide no. 11.

***Gender concepts/norms** are ideas about how women, men and the diverse gender identities should be and act. Gender norms are internalised early in life, and they can establish a life cycle of gender socialisation and stereotyping.*

We are not slaves to these norms. Being gender sensitive/aware helps us to be aware of these norms and how they affect our work.

Sociologists also push for conceptualising **gender as a social structure**. By doing so, one can better analyse the ways in which gender is embedded in the individual, interactional and institutional dimensions of our society. To conceptualise gender as a structure gives gender the same level of general social significance as the economy and politics.

Many societies that we are aware of are more or less organised along principles that divide women, men, intersex, transgender and LGBTIQ+ people into different social spheres. These social spheres make up the so-called gender structures.

***Gender structures** provide women and men, also intersex, transgender and LGBTIQ+ people with different access to and control over resources. As such they generate gender inequalities, most often to the disadvantage of women and the above-mentioned sexual minorities. But men are also adversely affected by gender structures. Having been socialised into gender structures for generations, many of us participate in upholding these unequal structures through attitudes, behaviour and interactions.*

Different dimensions of gender (slide 12)

Explain that the gender structures affect us at different social levels: the individual, the institutional and the communal/societal.

- ★ **Individual.** As we grow up, we are socialised into the gender expectations of our society. As a result, gender becomes a fundamental dimension of our personal identities. In more 'gender flexible' societies, people may distance themselves from the traditional gender norms and/or may find more room for more diverse expressions and ranges of gender. Regardless, gender is strongly connected to how we look at ourselves and is therefore related to personal and deeply held values and perceptions about who we are (and who we want to be). This is why discussions about gender can sometimes become very personal and sensitive.
 - ★ **Institutional.** Gender structures also affect institutions and organisations. The gendered nature of an organisation may be reflected in representation, the division of roles at the workplace,
-

the working culture (Is it expected to work long hours and stay late?), recruitment and promotion policies, decision-making routines, sexual harassment policies etc.

- ★ **Communal/societal.** Gender influences our communities and societies in different ways in areas like the distribution of labour, laws, access to healthcare, political participation etc. As a result, boys/girls, women/men and people from the LGBTIQA+ communities have different needs, concerns, interests, rights and opportunities.

45 minutes	Session 3: The gendered division of labour Exercise	Module 1 PowerPoint Presentation
	Display slide no. 13	Handout: <i>24 hours in the lives of three families</i>

Session 3: The gendered division of labour

Divide the participants into smaller groups and distribute the handout *24 hours in the lives of three families*. The handout provides examples of different tasks undertaken by women and men in three different households during a period of 24 hours.

Ask the groups to compare the examples and discuss the conclusions they draw from the three examples.

Remind the participants that the conclusions are drawn from examples of families in certain contexts.

Hold a group discussion. Ask who is absent in this exercise, i.e. who is not represented here? This creates an awareness of how much we think in hetero-normative ways.

Possible reflections:

- ★ In these three examples, women and men have different tasks and responsibilities.
- ★ Based on the three examples, women have more responsibilities in the home, while men have more responsibilities outside of the home. LGBTIQA people are not mentioned. Why?
- ★ In the three examples, women tend to get up earlier and go to bed later than the men.
- ★ In the three examples, women tend to have less free time.
- ★ Conflict affects the social roles. As reflected in the IDP family, the third example shows that men might find it difficult to keep their social role and thus their identity and dignity in situations of displacement. In the third example, women seem to more easily keep their social responsibilities, and thus their sense of identity during times of displacement.
- ★ There are both differences and similarities. All three households have a clear division of roles and responsibilities between the man and the woman, but the exact division differs depending on whether the household is urban, rural or displaced.
- ★ Suggest adding a possible working plan for LGBTIQA+ people and ask participants for their ideas and experiences.

At the end of the exercise display slide no. 13 and briefly discuss the picture and its reverse stereotypes.

45 minutes

Session 4: The gender structures

Exercise

Display slide no. 14 after the flip-chart exercise

Module 1 PowerPoint
Presentation

Flip-chart and markers

Session 4: The gender structures

Draw the below model on a flip-chart.

Femininity:	Masculinity:
Women's traditional roles: Traditional roles of LGBTIQ+ people:	Men's traditional roles: Traditional roles of LGBTIQ+ people:

Ask the participants to come up with words that describe:

- Femininity (stereotypes)
 - Masculinity (stereotypes)
 - Women's traditional roles and responsibilities
 - Men's traditional roles and responsibilities
 - Traditional roles of LGBTIQ+ people
- ★ Tell them that you are looking for the stereotypes rather than their personal opinions or examples from real life.
 - ★ The purpose of the exercise is to provide them with a model that will help to analyse and understand existing gender structures and how these structures generate gender inequalities.

Write down their examples in each square.

Example of filled-out table

Femininity:	Masculinity:
Weak Emotional Dependent Social Soft Peaceful Faithful Patient Passive	Strong Rational Independent Unsocial Hard Aggressive Unfaithful Impatient Active

Femininity:	Masculinity:
Mother Care-giver Cook Assistant Nurse Housewife Home gardening Cleans Washes clothes	Chief Leader Commander Breadwinner Decision-maker Politician Construction worker Firefighter Provide protection Works the fields

Review the results and discuss:

- ★ What are their immediate reflections?
- ★ Do these stereotypes and social roles reflect reality?
- ★ Are they relevant everywhere?
- ★ Whom do these stereotypes and social roles serve?
- ★ What are actions or narratives that keep those stereotypes and social roles in place?
- ★ Whom do these social roles etc. discriminate, exclude, and to which effect?
- ★ Together, fill in examples for the diverse gender identities. Discuss why this could be difficult for some participants (not well known, taboo). Be sensitive here.

Display slide no. 14 and explain the different spheres and their interrelations. The boxes relating to the diverse gender identities/LGBTIQA+ people are empty. Discuss what could be filled in.

Sum up with the points below (preferably by weaving them into the discussion).

Many societies that we are aware of are more or less organised along principles that divide women, men and the diverse gender identities into different **social spheres**. Taken together, these social spheres make up what we refer to as gender structures.

These structures consist of stereotypes or social norms that characterise (among others) male and female behaviour and traditionally-defined roles and responsibilities between women, men and the diverse gender identities.

- ★ **Private and public spheres.** In many societies women are still more associated with responsibilities pertaining to the domestic and private sphere, while men are more associated with the public sphere. This division is, as we will see later, reflected in women's and men's different security needs: Women's security needs are frequently found in the private sphere or are considered to be private (e.g. domestic violence, sexual assault, reproductive health issues). In contrast, men's security needs tend to be seen as public (political arrests, abductions, torture, gang fights, unemployment). Please note that this division does not refer to every context or all parts of society. However, according to sociologists, the ideology of separate spheres has a significant influence on gender roles.¹³ Also think of LGBTIQ+ communities. As this is still a taboo in many societies, they are mostly placed in the private spheres.
- ★ **Gender relations.** It is important to remember that even though the male, female and LGBTIQ+ people's social spheres are marked by differences (domestic/private vs. public/official), they are still interdependent; one cannot be understood in isolation from the other.
- ★ **Gender structures are neither static nor uniform.** The above exercise is a model to identify the underlying gender structures. However, it is clear that reality is much more complex. Some societies are rigid and leave little space for individuals to go against the traditional division of labour. Yet others see women, queer or transsexual people in public leadership positions, and men increasingly engaged in domestic chores and childcare. From this we learn that the gender structures are neither static nor uniform, but constantly changing. Moreover, in reality there are many different masculinities and many different femininities. Also discuss the meaning of masculinities and femininities for LGBTIQ+ people.
- ★ **Gender structures versus individual cases.** This brings us to a challenging but important point. While we need to be aware of existing gender structures and how they affect groups of people, we need to keep in mind that they affect individual women, men and certain genders in different ways. Hence, we need to be careful not to make assumptions about individuals based on general observations. Nor can we draw general conclusions based on a few individual cases.

¹³ Please see also: Miller AL, Borgida E, The Separate Spheres Model of Gendered Inequality. 2016. PLoS ONE 11(1): e0147315. <https://doi.org/10.1371/journal.pone.0147315>

NOTES TO THE TRAINER ON THE EXERCISES

- ★ The exercise on the gendered division of labour is a good way to visualise the division of labour between the different genders (though this is focused on women and men mostly), and as such you can use it both before and after the gender structures exercise.
- ★ The samples are based on interviews with families in Georgia. If your training is context-specific, make sure you adapt the samples so that they are realistic to the context.
- ★ Sometimes people do not like to talk about gender stereotypes. Not wanting to talk about it may come from certain insight and experience. You could think of how this could be meaningful in interactions throughout the training. How could this serve our ethical commitments to do no harm, and to enrich conversations.
- ★ In such situations, explain that the purpose is not to reinforce any stereotypes but rather to expose them in order to see how they affect us on different levels. If anyone questions the existence of stereotypes, provide concrete examples of how stereotypes are used, for example in commercials, films, and children's toys and clothes shops.
- ★ The exercises on the gendered division of labour and on gender structures are mutually reinforcing, but they can also be used separately. The gender structures exercise is more conceptual, and as such it tends to take more time.

minutes	Session 5: Gender Inequalities	Module 1 PowerPoint Presentation
	Exercise and discussion	
	Display slide no. 15	Flip-chart, markers and post-its

Session 5: Gender inequalities

Draw the below table on a flip-chart and ask the participants:

- ★ Who, as a rule, is paid more/better for their work?
- ★ Who more often does unpaid work in most societies?
- ★ Who has more status – in the majority of cases worldwide?
- ★ Who has more influence – in the majority of cases worldwide?

Mark the answer each question with an X after.

	Women	Men	LGBTIQA+ people
Paid		X	
Unpaid	X		X (if known who they are)
Status		X	
Influence		X	

Then show slide no. 15.

- ★ The problem with gender structures is that they not only uphold differences, they also produce inequalities.
- ★ Gender inequalities manifest themselves in different ways. For the most part, women and LGBTIQ+ people tend to have less status and influence, and less access to important resources. Women's traditional roles provide less access and control over important resources and they tend to be less valued and have lower status. Moreover, they provide less opportunity to participate in and influence important (public) decisions. In other words, the gender structures generate gender inequalities, most often to the disadvantage of women and LGBTIQ+ people.

Exercise:

Divide participants in smaller groups and ask them to brainstorm on post-it notes about examples of gender inequalities. They should write down one inequality per post-it note, which they place on the flip-chart with the gender structures.

Go through the notes and summarise:

Women and LGBTIQ+ people are generally speaking more adversely affected by gender structures.

Below are some relevant examples:

- ★ Land is an important asset in many countries. Globally, only 10–20 of every 100 landowners are women.¹⁴
- ★ Between 1990 and 2017, women constituted only 2 per cent of mediators, 8 per cent of negotiators and 5 per cent of witnesses and signatories in all major peace processes.¹⁵
- ★ The global proportion of parliamentary seats occupied by women as of June 2018 was 23.8 per cent . For conflict and post-conflict countries, the average stands at around 16 per cent.¹⁶
- ★ Women and LGBTIQ+ people often face major barriers when navigating the formal justice system, which can result in denied access to justice. Examples of barriers are:
 - cost, distance and language barriers;
 - lack of knowledge of their rights or the formal justice system;
 - the threat of social sanction or stigmatisation if they approach the formal justice system.

Men are also negatively affected by gender structures. Even if the gender structures are, on the whole, more disadvantageous for women and LGBTIQ+ people, men are also negatively affected by gender structures. Some examples:

¹⁴ World Bank, World Development Report "Gender Equality and Development", 2012, p 366. And: <https://ourworldindata.org/economic-inequality-by-gender#control-over-household-resources>

¹⁵ UN Women and the Council on Foreign Relations (5 January 2018). Women's Participation in Peace Processes (<https://www.cfr.org/interactive/womens-participation-in-peace-processes>)

¹⁶ IPU (2018). Women in National Parliaments Situation as at 1 June 2018 <http://archive.ipu.org/wmn-e/arc/world010618.htm>

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- ★ Men are seen to be more political than women. As a consequence, they are much more affected by political violence, torture, unlawful arrests and abductions.
 - ★ Even though both girls and boys are recruited into armed forces and groups, it is still more common for boys and men. Hence, they are also more likely to be killed in active fighting.
 - ★ Although sexual violence is more common against girls and women, boys and men are also victims. Statistics suggest that one in three victims of domestic assault are male. Sexual violence against boys and men tends to be an even more serious social taboo (compared to sexual violence against girls and women). As a consequence, sexual violence against boys and men is still a neglected concern. This is also the case for LGBTIQ+ people.
 - ★ Men often bear a significant responsibility to provide for their families. Failure to do so may cause severe psychological suffering; in some parts of the world this is a common cause of suicide among men.

Gender inequalities are structural. Understanding gender inequalities as a structural problem, derived from gender structures, helps us to go beyond discussions about ‘good women’ and ‘bad men’. It is the structures that need to be overcome and changed.

Finish the exercise by **displaying slide no. 16-17** on the definitions of gender equality versus gender equity¹⁷ and women’s empowerment¹⁸. The slides include shortened versions of the definitions, in order to limit the amount of text in the presentation.

Gender equality: This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys and the diverse gender identities. It means that the gender rights, responsibilities and opportunities of women, men and all genders will not depend on whether they are born male, female or of any diverse gender identities. However, equality does not mean that all genders will become the same. Gender equality implies that the interests, needs and priorities of all genders are taken into consideration, recognising the diversity of different groups of women, men and of the diverse gender identities. Equality between all genders is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

Gender equality is not only about women, but should concern and fully engage men, women and all genders including LGBTIQ+ people.

Gender equity: The preferred terminology within the United Nations is gender equality, rather than gender equity. Gender equity denotes an element of an interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women and LGBTIQ+ people. However, it refers to giving fair treatment to all genders according to their respective needs.

During the Beijing conference in 1995 it was agreed that the term equality would be utilised. This was confirmed by the CEDAW Committee in its General Recommendation 28.

¹⁷ Source: UN Women Gender Equality Glossary. However, diverse gender identities and all genders have been added here.

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=asc>

¹⁸ Source: EIGE Gender Equality Glossary: <https://eige.europa.eu/rdc/thesaurus/terms/1102>

Women's empowerment: The process by which women gain power and control over their own lives and acquire the ability to make strategic choices.

The five components:

- ★ Women's sense of self-worth
- ★ Their right to have and to determine choices
- ★ Their right to have access to opportunities and resources
- ★ Their right to have power to control their own lives, both within and outside the home
- ★ Their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally

Point out to participants **the difference between gender equality and women's empowerment** by highlighting how women's empowerment is a critical aspect of achieving gender equality, while gender equality is not a women's issue alone, but refers equally to the rights of women, men and all genders.

Concluding points on Module 1

- ★ Gender awareness is a competence that we can acquire and learn. This is why we conduct gender trainings. Gender trainings bring different benefits, commitments, ethics, ancestors etc. into line. It allows people to gain insight on how we all will benefit from a transformation and heightened awareness.
- ★ Gender determines what is expected, allowed and valued in a woman, man or a person of a certain gender in a given context.
- ★ Gender remains a frequently misunderstood concept, in particular with regard to its application as a form of analysis in the field of peace and security. The continued synonymous use of 'gender' and 'women' leads to the consequence that 'men' are treated as the default category (the 'norm'), exempt from any consideration of gender. Another consequence is that this allows for little attention for intersex, transgender, and the diverse gender individuals and identities.

References and further reading

UN Women, OSAGI Gender Mainstreaming - Concepts and definitions, available at:

<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder>

United Nations Fund for Women – Unifem (n.d.), Engendering Economic Governance:

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https://definedterm.com/gender_awareness/207936

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Jana Krause, Werner Krause & Piia Bränfors, Women's Participation in Peace Negotiations and the Durability of Peace, Taylors & Francis Online, Pages 985-1016 | Published online: 10 Aug 2018; <https://www.tandfonline.com/doi/full/10.1080/03050629.2018.1492386>

MODULE 2 – Gender and its Relevance to the Field of Peace and Security

The purpose of this module is to look at the ways in which conflict affects women and men, girls and boys and the diverse gender identities, and how this generates different security needs. A discussion about different security needs provides the participants with a concrete entry point to gender within the overarching context of peace and security.

The module further gives impulses to reflect on stereotypes and gender bias. It discusses the key arguments for the relevance of gender in the field of peace and security, and finally describes components of gender mainstreaming and integrating a gender perspective in policies/programmes and especially in a mission/operation.

Estimated timeframe

(1/2 day) 3.5 hours

Learning objectives

After completing the module participants will be able to:

- ★ identify gender specific security needs;
- ★ discuss the impact of gender stereotypes, especially in situations of conflict;
- ★ explain why gender is relevant to the field of peace and security;
- ★ describe the concept of gender mainstreaming and integrating a gender perspective;
- ★ identify the differences between gender mainstreaming and integrating a gender perspective.

What you will need for the session:

- ★ Module 2 PowerPoint presentation slides
- ★ Flip-charts, markers, cards or small post-its
- ★ Handouts on Module 2 for each participant
- ★ Laptop, projector

Duration	Activity	Resources/comments
45 minutes	Session 1: Different security needs	Module 2 PowerPoint presentation slides
	Exercise and discussion	Flip-chart and markers
	Display slides no. 2-4	

Session 1: Different security needs

This session focuses on the different security needs of women and men, girls and boys, and the diverse gender identities and LGBTIQ+ people, with the purpose of highlighting gender differences.

Draw the below table on a flip-chart and explain that this session will look at how conflict affects genders differently, thus generating different security needs/issues:

SECURITY ISSUES		
Women	Men	Diverse gender identities
Girls	Boys	Diverse gender identities

Divide the participants into smaller groups and distribute the handout *A family affected by conflict* and a flip-chart paper. Ask the participants to read the story on the handout and then to identify the different security issues that the men and women, girls and boys and LGBTIQ+ people face in the story. If there is enough time left for the exercise, encourage them to go beyond the story and draw on examples from their own experiences.

Bring the results to plenary discussion and write (or let the participants write) the identified security issues in the different squares. Ask each group to give three to five examples (that way all groups can contribute). Below are some examples. These examples go beyond the story in the handout.

SECURITY ISSUES	
Women: <ul style="list-style-type: none"> ★ Domestic violence ★ Rape and sexual assault ★ Trafficking ★ Social marginalisation ★ Kidnapping/'bridenapping' ★ Lack of legal protection ★ Honour-related threats ★ Lack of reproductive health services 	Men: <ul style="list-style-type: none"> ★ Torture ★ Abductions ★ Forced recruitment ★ Gang violence ★ Organised crime ★ Stress due to inability to protect family ★ Alcohol abuse ★ Sexual violence
Girls: <ul style="list-style-type: none"> ★ Rape/sexual assault ★ Forced marriage ★ Early pregnancies ★ Lack of access to education ★ Forced recruitment 	Boys: <ul style="list-style-type: none"> ★ Abductions ★ Forced recruitment ★ Lack of access to education ★ Rape/sexual harassment ★ Drugs
LGBTIQA+ people/Diverse gender identities: <ul style="list-style-type: none"> ★ Rape/sexual assault ★ Lack of access to education ★ Social marginalisation ★ Kidnapping/'bridenapping' ★ Lack of legal protection ★ Gang violence ★ Torture ★ Killing due to being outside the norm 	

When the table is filled out, ask for further reflections.

- What conclusions can we draw from this?
- What do we gain from looking at security issues in this way?
- What does this mean for an international mission/operation working in the fictitious country of 'Inland'? What does it mean if you are a police officer advising the government of 'Inland'? Or if you

are a rule of law officer working in an international operation / a security officer / a head of a women's NGO/LGBTIQA+ NGO / a female/male/LGBTIQA+ local community leader / a local religious leader?

Conflict affects women and men, girls and boys and diverse gender identities in different ways, which leads them to be affected by different security issues. Sometimes the same security issues affect them in different ways. This means that women and men, girls and boys and the diverse genders have different security needs.

To look at the different security needs of women/men/boys/girls/LGBTIQA+ respectively is the first step to **applying a gender perspective to a security situation**. Asking about different groups' different security needs should be one of the first questions posed by an international mission/operation whose mandate it is to improve security for the population of a country/area.

Take the following **example from 2017 in the Central African Republic** to highlight the need for identifying the different security situations (slide no. 3).

Show slide no. 2 and discuss following points:

EXCERPT FROM THE 2018 REPORT OF THE SECRETARY-GENERAL ON CONFLICT-RELATED SEXUAL VIOLENCE

"As insecurity spread to previously stable regions of eastern Central African Republic during 2017, conflict-related sexual violence also increased in severity and scale. Armed clashes propelled mass population movements, including across the border to the Democratic Republic of the Congo, with numerous cases of sexual violence occurring during flight. Internally displaced persons number more than 688,000 nationwide, with armed elements posing a threat to civilians in the camps due to the absence of Government personnel to manage and secure the sites. Sexual violence employed as a tool of intimidation, retaliation and punishment, in order to terrorize entire families and communities, have been reported with shocking regularity. Patterns of sexual violence of an ethnic and sectarian nature impede the mobility needed for women to undertake vital economic and livelihood activities, such as gaining access to fields and markets. The rape of men and boys has also been a feature of attacks by armed groups on civilian villages, such as in Nana-Grébizi or in Basse-Kotto where 13 men were raped. Children conceived through rape are rarely accepted by society, and unsafe abortion remains a leading cause of maternal mortality."

Source: <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/report/s-2018-250/SG-REPORT-2017-CRSV-SPREAD.pdf>

- ★ **Different needs, different strategies.** This way of looking at security highlights the fact that women and men, girls and boys and diverse gender identities sometimes have security needs that are specific to their sex/age/gender identity. Even when the security needs are similar, e.g. regarding boys' and girls' and young LGBTIQA+ people's access to education or as victims of forced recruitment, the causes and consequences may be different. For example, there may be different reasons why girls and boys and diverse gender identities do not go to school. Or, all

girls, boys and young diverse genders may be forcibly recruited into armed groups, but often end up in different roles (even though we should not assume that girls always stay in supporting functions). Addressing these different needs requires different strategies.

- ★ **Direct and indirect insecurities.** Women's or LGBTIQ+ people's security needs are not necessarily more serious than those of men. In the immediate sense, boys, men (particularly young men) and LGBTIQ+ people who are perceived as part of masculine society are more at risk of being killed (not the least through direct participation in conflict), but also more likely to face unlawful detentions, torture and outright killings as civilians. The security needs of girls, women and LGBTIQ+ people who are perceived to be part of the feminine society are often more indirect and long-term, caused by the long-term consequences of conflict. As a result, they often receive less attention. Women tend to be heavily affected by the breakdown of social welfare structures and support systems. Lack of access to resources in peacetime tends to aggravate the situation during wartime, especially for those women who lose their husbands or for other reasons become the family's sole breadwinner. In addition to the financial hardships of finding a means to provide for the family, many widows face social stigmatisation and discrimination. This is also the case for LGBTIQ+ people, who must even fear being killed due to their gender identity.
- ★ **Both biological and social explanations.** The different security needs of women, men and diverse gender identities are in part derived from biological differences (e.g. reproductive differences) and are in part caused by different social/economic roles, responsibilities and expectations.
- ★ **All women do not have the same security needs just because they are women,** just as men do not all have the same security needs just because they are men. This is also the case with the diverse gender identities. Other aspects like ethnicity, economy, religion, where a person lives (rural/urban) and culture are additional factors that determine people's security needs. Also, men, women and the diverse genders do share security needs, even if they may experience them differently.
- ★ **Different needs, different perspectives.** Different security needs mean different perspectives. Because of these differences in security needs/perspectives it is important to have different sources of information, i.e. information from a variety of people.
- ★ **Better situational awareness.** Sex-disaggregated data helps us to gain a more accurate picture of a situation and a more comprehensive situational awareness. Tools to collect sex/age/ethnicity-disaggregated data are good to use in the field. In the EU mission in Bosnia Herzegovina, the Liaison Observation Teams (LOT) were tasked to collect sex-disaggregated data (see Session 2: Exercise on the Gender situational awareness matrix). This helped the military commander to gain a more accurate situational awareness and to respond more adequately, which promoted a safe and secure environment for the entire population.
- ★ **The security needs of women, girls and of LGBTIQ+ people are often considered to be private.** Therefore, they have not always been seen as relevant to international security missions and operations. As a consequence, they are not always well understood. Refer here to the following

example on women's difficulties in accessing property in Kosovo, which results in them being more vulnerable to domestic violence:

Display slide no. 4:

SPECIFIC SECURITY NEEDS OF WOMEN IN KOSOVO

In Kosovo, many women experience difficulties in accessing property. Despite a strong gender equality law, customary inheritance practice denies women access to property. This makes many women completely financially dependent on their male family members (fathers, brothers, husbands and sons). This financial dependency compounds women's vulnerability to domestic violence and, as a result, battered women often end up returning to their abusive husbands/family members.

Please see also: http://www.eulex-kosovo.eu/eul/repository/docs/Inheritance_2N.pdf

<https://blogs.state.gov/stories/2018/02/16/en/women-s-property-rights-kosovo-claiming-what-granted-law>

NOTES TO THE TRAINER

- ★ As this session highlights gender differences, it is important to keep in mind that these differences are gradual. Men, women and the diverse gender identities are also exposed to the same security issues and share security needs, but both the underlying causes and effects may differ.
- ★ If the training participants are familiar with a specific conflict, you may use that context instead of the story of the handout "A family affected by conflict". If you are doing a pre-deployment training for a specific mission, re-write the story based on facts from that particular country/conflict. It is possible to use both conflict and post-conflict situations.
- ★ Sometimes the participants give very broad and generic examples of security issues/needs that are not specific to women, men or diverse gender identities (such as shortage of food, need for shelter, physical security etc.). If this happens, encourage the participants to go into more detail by asking them to look at sex/age/gender identity for specific concerns within these categories.

15 min	Session 2: Gender security awareness matrix – Additional exercise	Module 2 PowerPoint Presentation
	Exercise and discussion	
	Show slide no. 5 and go then back to slide no.2	
	Then display slide no.6	

Session 2: Gender security awareness matrix – Additional exercise

This is an additional exercise to give first insights into how to achieve better situational awareness by using the tool of sex/ethnicity/age-disaggregated data. Please note that here the diverse gender identities beyond women and men are not taken into consideration.

Discuss within the group the fact that gender identity-disaggregated data is nearly non-existent and needs much more attention in the near future!

Show slide no. 5.

Fill out the matrix, preferably, with accurate data from a context relevant to your training audience. Feel free to change the types of security categories if it is more suitable to your training context. Please note that the numbers in this matrix are fictitious.

Divide the participants into groups and ask them to reflect on the information in the matrix:

Which information can we draw from the matrix?

Which information is missing? (LGBTIQ+ people)

Bring the results to plenary discussion. Sum up with relevant points discussed on slide no. 2, focussing particularly on the following point:

Better situational awareness. Sex/age/ethnicity-disaggregated data helps us to gain a more accurate picture of a situation and a more comprehensive situational awareness. Tools to collect sex/age/ethnicity-disaggregated data are good to use in the field.

Ask the participants if they have any comments regarding the matrix. Point out that for better understanding, the category of children could/should also be disaggregated into girls and boys.

Definition of sex-disaggregated data.¹⁹

Refer to any data on individuals broken down by sex. Gender statistics are based on this sex-disaggregated data and reflect the realities of the lives of women and men and policy issues relating to gender. Sex-disaggregated data allows for the measurement of differences between women and men at various social and economic levels. They are one of the requirements in obtaining gender statistics. However, the existence of data aggregated by sex does not guarantee, for example, that the concepts, definitions and methods used in data production are conceived to reflect gender roles, relations and inequalities in society.²⁰

Furthermore, it completely ignores the situation and dimensions of LGBTIQ+ people living in the communities. Discuss what needs to be done to include them.

¹⁹ Be aware that there is still an inconsistency in the use of the terms sex-disaggregated data and/or gender-disaggregated data; please see: OECD Governance for Gender Equality Toolkit, <http://www.oecd.org/gender/governance/toolkit/government/assessment-of-gender-impact/disaggregated-data/>

²⁰ Source: EIGE Methods and Tools of Gender Mainstreaming: <https://eige.europa.eu/gender-mainstreaming/methods-tools/sex-disaggregated-data>

Display slide no. 6:

This example shows current research results by SIPRI, Stockholm International Peace Research Institute, on how multilateral peace operations use gender-disaggregated data for their purposes:

According to SIPRI there is still a lot of space for improvement in this field:

CRITICS ON THE QUALITY OF GENDER-DISAGGREGATED DATA OF MULTILATERAL PEACE OPERATIONS

According to the SIPRI Policy Paper 47, October 2018: TRENDS IN WOMEN'S PARTICIPATION IN UN, EU AND OSCE PEACE OPERATIONS, the main finding on the quality and availability of gender-disaggregated data on multilateral peace operations is that there continues to be ample room for improvement in the way in which conducting organisations are producing and distributing such data. SIPRI particularly highlights the fact that the data produced by the EU on its deployments in CSDP missions and operations has the most weaknesses of all the datasets under review, especially with regard to military and police personnel.

Source: SIPRI Policy Paper 47, October 2018 TRENDS IN WOMEN'S PARTICIPATION IN UN, EU AND OSCE PEACE OPERATIONS : https://www.sipri.org/sites/default/files/2018-10/sipripp47_pko_gender_data.pdf

20 minutes	Session 3: Conflicts draw on stereotypes	Module 2 PowerPoint Presentation
	Presentation and discussion	
	Display slides no. 7-8	

Session 3: Conflicts draw on stereotypes

After introducing how conflict situations affect the security needs of women, men and LGBTIQ+ differently, a short discussion should draw attention to gender stereotypes, since in conflict situations stereotypes tend to be stronger:

Display slide no. 7 and reflect together with the participants on the pictures, one showing a man with a baby and the other showing female and male (or LGBTIQ+ people) police officers during their work.

Discuss the importance of being aware of our own stereotypes.

Display slide no. 8, focus on everyone's unconscious bias towards people and situations, and discuss ways to become aware of and overcome them.

Then go through the list below (you can go back to slide no. 7).

- ★ **Gender stereotypes are powerful**, both because they reflect deeply held social values and because they align with our immediate reality. However, stereotypical assumptions can lead to serious mistakes, not least of all in conflict situations. Below are a few examples of how gender stereotypes are played out in conflict settings.
- ★ **War and conflict have traditionally drawn on stereotypes of men as soldiers who protect the nation, and women as sacrificing wives and mothers** (whose central role is to give birth to sons who can be brought up to be new soldiers). The existence of LGBTIQ+ people is completely ignored in many societies. They may not be given a role to foster communities, but may instead be seen as a threat. Thus, they are very vulnerable as a group and in need of special protection, even more so in situations of conflict.
- ★ The perception of women as being peaceful and innocent has repeatedly been (mis-)used by armed groups. However, this stereotype has also helped women avoid capture.

Here are some examples of impacts of stereotypes on women in situations of conflict. Display slide no. 9 in order to discuss one or some of them with the participants.

IMPACTS OF STEREOTYPES ON WOMEN IN SITUATIONS OF CONFLICT

- The Tamil Tigers in Sri Lanka used women who pretended to be pregnant for suicide attacks. This enabled them to get very close to high-security installations.
- In the Middle East, women have smuggled weapons under their clothes through checkpoints without being caught.
- In Argentina, the Mothers of Plaza de Mayo gathered for weekly demonstrations in front of the presidential palace, demanding to know what had happened to their children who had disappeared during the military dictatorship. Framing their demands as mothers de-politicised their actions. But in fact they were political in a way that few people dared to be – or could be – at that time in Argentina.

Source: G Elroy, "A Gender Perspective in CSDP", The Folke Bernadotte Academy, Stockholm, 2016.

20 minutes	Session 4: Conflict affects the gender roles	Module 2 PowerPoint Presentation
	Presentation and discussion	
	Display slide no. 10-11	

Session 4: Conflict affects gender roles

While session 2 focused on the negative and positive consequences of existing gender stereotypes, this session briefly discusses the impact of conflicts on gender roles: A conflict may even open up opportunities for women's empowerment out of necessity. However, experiences show that women suffer from backlashes when getting into the post-conflict phase. Concerning LGBTIQ+ people, as highly discriminated group within societies, conflicts generally tend to make their situations even worse.

Show slide no. 10 and discuss the following:

- **Conflict affects the gender roles**, particularly as it forces people to take on new roles. As men are (more often) drafted into the armed forces, women are left to fend for their families and forced to take on new public roles as both community leaders and family breadwinners. This presents us with a contradiction: While conflict inflicts tremendous loss and suffering on all genders, it can also open up opportunities for empowerment and an improved status for women. It is important for mission staff to understand such social dynamics in order to support – and capitalise on – such changes whenever appropriate. However, practice shows that women are pushed back into their traditional roles when the conflict phase is over. During conflict, young women and men (girls and boys) are recruited into armed groups, but often for different purposes. Girls/women are often recruited to take on support functions (cooks, messengers, spies, sex slaves etc.). LGBTIQ+ people may be recruited as well, although more probably as sex slaves or for providing very low services.

In any case, LGBTIQ+ people are frequently in real danger of being killed if they openly show their gender identity:

Show slide no. 11:

LGBTIQ+ PEOPLE IN SITUATIONS OF CONFLICT

In 2009, a number of men perceived to be gay were forced to go underground after posters appeared on walls in eastern Baghdad naming them and threatening to kill them. Amnesty International reported at the time that at least 25 men alleged to be gay had been killed in Baghdad in the space of a few weeks.

Source: <https://www.humandignitytrust.org/wp-content/uploads/resources/8.-Criminalisation-Conflict-and-Natural-Disasters.pdf>

Show slide no. 12 and continue:

Nevertheless, there are many armed groups (e.g. in Sri Lanka, Sierra Leone, Mozambique, El Salvador, Colombia, Eritrea, also the Kurdish female fighters in Syria and Iraq etc.) who recruit and train women for combat functions, even if it is uncommon for women to reach more senior, commanding, positions.

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- ★ **Men and displacement.** During displacement and as refugees, men often lose access to work opportunities and thus the ability to provide for their families (their traditional gender role). This often leads to a loss of self-esteem (lost gender identity) as well as social status and respect, which in turn may result in social problems such as increased levels of suicide, alcoholism and domestic violence. From this perspective, women tend to manage displacement better. Their role to care for the children and the extended family remains, and often becomes more pronounced. While this brings different kinds of hardships, it does not affect their sense of worth and identity in the same way.
 - ★ **Men and LGBTIQA+ people are victims and women are perpetrators.** Contrary to common assumptions, women are found to be perpetrators of both sexual and other forms of violence during conflict, just as men can be victims of sexual and other forms of violence. LGBTIQA+ people are very vulnerable to sexual and other forms of violence, as they are not accepted and criminalised in many societies.

Display slide no. 13:

End the discussion by linking the example of women as key organisers of protests during the revolution in Libya, who were then, after the end of protests, pushed back into their traditional roles, as described above the general statements on gender roles in conflict.

WOMEN DURING THE REVOLUTION IN LIBYA

Despite the social pressures on some women to refrain from political participation, many women played a crucial role in the protests that began in Benghazi in February 2011, and then sparked the uprising that led to Gaddafi's fall. They helped organise demonstrations, they documented human rights abuses, and they circulated information through social media. As the conflict intensified, Libyan women provided medical, logistical and other support to opposition armed groups, including smuggling ammunition and feeding fighters. The sisters Iman and Selwa Bugaighis, human rights activist and lawyer in Benghazi, were among the key organisers of the protests starting with the first demonstrations in February 2011. "The revolution was an earthquake to the cultural status of women in Libya," Iman told Human Rights Watch. "We don't want to lose what we've gained as Libyan women." Selwa echoed this view: "We had never participated in protests before, it was taboo. The revolution made us proud to be there on the front line, and men were forced to accept us. But now there are some who think it is time for women to go home."

Source: Human Rights Watch Report 2013, P.11 , used in:

G Elroy, "A Gender Perspective in CSDP", The Folke Bernadotte Academy, Stockholm, 2016.

20 minutes	Session 5: Why is gender relevant to the field of peace and security?	Module 2 PowerPoint Presentation
	Presentation and discussion	
	Display slides no. 14-16	

Session 5: Why is gender relevant to the field of peace and security?

Show slide no. 14 and start by asking participants if they can explain how to integrate a gender perspective (in the field of peace and security). Another formulation could be: Which methods or tools are useful to successfully integrate gender equality (this term is used e.g. in NATO)?

The purpose of this exercise is to emphasise that gender is an area of expertise. As such, the level of knowledge will vary within the group. The most important point is that no one is expected to be knowledgeable in this area before they have had training.

Display slide no. 15 and use the following points to explain why gender is relevant to the security field, and why integrating a gender perspective is essential:

- **Gender is a win-win.** According to research, it makes peace operations (and actions in all areas) more effective. Bringing a gender lens to/integrating a gender perspective in conflict analysis, programme design, implementation and monitoring and evaluation broadens understanding and engagement and contributes new ideas, entry points, opportunities and agents of change.
- **Normative.** International normative human rights frameworks call for measures to ensure equal rights between women, men and diverse gender identities, and to combat discrimination. Equality and non-discrimination are fundamental principles of international law (e.g. CEDAW, UNSCR 1325, UNSCR 1820).
- **Holistic approach leads to “do no harm”.** Due to the gender division of labour, women and LGBTIQ+ people are not (as) present in the public sphere as men are. Consequently, their needs and interests are more easily overlooked. If you do not pay specific attention to gender in your action, it can even lead to reinforcing the status quo or can even advance inequality. Thus, not taking gender into consideration does not mean that your action is gender-neutral.

Display slide no. 16 and discuss the two examples: The first one illustrates how integrating a gender perspective has made peace operations more effective. The second one demonstrates the disproportionate negative effects that UN funding cuts have on the lives of women.

Example 1:

CUTS IN FUNDING HAVE DISPROPORTIONATE EFFECTS ON THE LIVES OF FEMALE REFUGEES

Recent cuts in funding for the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) have had a disproportionate effect on the lives of Palestinian women, especially in terms of health and education, she said, stressing that the destruction of infrastructure has also had a devastating impact on the lives of women and girls by cutting off their access to food, water, sanitation, electricity and life-saving medical care.

Source: RANDA SINIORA, General Director, Women's Centre for Legal Aid and Counselling in her speech to the UN Security Council on 25 October 2018

<https://www.un.org/press/en/2018/sc13554.doc.htm>

Example 2:

THE PERCEPTION OF MEN AND WOMEN IN UNIFORM IN DRC

In the Democratic Republic of Congo (DRC), men and women in uniform do not have a good reputation among the civilian population. A man in uniform is often perceived to be violent, brutal and uneducated, while a woman in uniform is perceived to be a mistress to high-ranking officers, and an illiterate. In order to address these negative perceptions, the EU mission in DRC, together with other partners, organised training for more than 40 doctors, paramedics and nurses from the army and police medical facilities dealing with immediate medical care for survivors of sexual violence. The purpose was to ensure better access to medical care, but also to improve the image of men in uniform.

Source: G Elroy, "A Gender Perspective in CSDP", The Folke Bernadotte Academy, Stockholm, 2016.

60 minutes	Session 6: Short introduction to gender mainstreaming and integrating a gender perspective Discussion, exercise, presentation Display slides no. 17-26	Module 2 PowerPoint Presentation Flip-charts and markers Handouts on the definition of gender mainstreaming and on examples of questions on internal/external gender mainstreaming a mission/operation
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Session 6: Short introduction to gender mainstreaming and integrating a gender perspective

Discussion:

Ask the participants about their understanding of gender mainstreaming and facilitate a group discussion. What does it mean? What is it?

Exercise:

The following exercise offers an interactive way to look at the common and (for the purposes of this guide) slightly adapted definitions of gender mainstreaming (within the UN, EIGE). As LGBTIQ+ communities are not included in the traditional definitions, all the diverse gender identities have been included in the definitions, which is the reason for the adaptations.

Divide the participants into smaller groups and distribute the handout on the definitions of gender mainstreaming.

Another possibility is to give each group a handout containing only one definition of gender mainstreaming. You could then additionally discuss which definitions are more accurate/understandable etc.

Ask the participants to:

- ★ identify the key points of gender mainstreaming;
- ★ think of how they would explain gender mainstreaming to a colleague in as simple words as possible, and ask them to write down their messages on a flip-chart paper;
- ★ discuss who is responsible for gender mainstreaming;
- ★ reflect on the meaning of integrating a gender perspective;
- ★ consider what it means to integrate LGBTIQ+ people in gender mainstreaming, and think of any examples.

Then discuss their results in plenary.

Presentation:

Conclude the exercise by showing slides no. 17-18, and cover the following points:

Gender mainstreaming is a strategy for realising gender equality. It calls for the integration of a gender perspective at all stages and all levels of an organisation/mission/operation in order to make sure that the experiences, needs, concerns and opportunities of girls/women, boys/men and all the diverse gender identities are taken into account when planning, designing, implementing, monitoring and evaluating policies and actions. In order to ensure a gender perspective during the implementation and follow-up phases, it has proven very important to ensure that a gender perspective is integrated at the early planning stages.

- ★ **Short and long-term purpose of gender mainstreaming.** The immediate purpose of gender mainstreaming is to ensure that all genders will benefit equally from policies and actions, but

also to prevent policies and actions from exacerbating and perpetuating gender discrimination and inequalities. The long-term objective for gender mainstreaming is to promote gender equality.

- ★ **All mission staff is responsible for gender mainstreaming.** This is the essence of the strategy: A gender perspective should be an integrated part of overall procedures and actions. Gender units/gender advisers/gender focal points are there to guide and support the process. Senior management is ultimately accountable, as the organisation/mission/operation has to uphold all human rights including equal rights, equality and non-discrimination.
- ★ **Gender mainstreaming is not the same as policies and projects that only target women.** However, such policies and projects may be the result of gender mainstreaming in the sense that they aim to address women's structural disadvantage or specific inequalities. As such, gender mainstreaming and gender-specific policies should be seen as complementary and mutually beneficial; the promotion of gender parity has proven to be beneficial to gender mainstreaming. So far, LGBTIQ+ communities have mostly been ignored in gender mainstreaming processes, or are very rarely been taken into consideration.

Display slide no. 19, continuing to explain the dimensions of gender mainstreaming:

Dimensions of gender mainstreaming.²¹

Gender mainstreaming requires both

- ★ integrating a gender perspective into the content of the different policies, and
- ★ addressing the issue of representation of women, men and LGBTIQ+ people in the given policy area.

Both dimensions – gender representation and gender responsive content – need to be taken into consideration in all phases of the policy-making process.

Briefly explain, as needed:

Gender representation in policy areas.

Addressing the issue of representation means looking at the representation of women, men and LGBTIQ+ people/all genders as policy beneficiaries, as well as looking at their representation in the labour force and in the decision-making processes.

Gender-responsive content of policies.

Although numbers are important, it is pertinent to also consider how gender relates to the content of policy measures, to gain a better understanding of how women, men and LGBTIQ+ people would benefit from them. A gender-responsive policy ensures that the needs of all citizens of all genders are equally addressed.

²¹ Source: <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>

Show slide no. 20. Indicate that integrating a gender perspective is not the same as gender mainstreaming:

What does ‘integrating a gender perspective’ mean?

A gender perspective means that we recognise that you cannot understand the situation of girls/women/LGBTIQA+ in isolation from the situation of boys/men and vice versa. A gender perspective deepens our understanding and capacity for analysis. We integrate a gender perspective by asking questions that help us understand what women, men and LGBTIQA+ people do, where and when and what kind of resources they have access to and control over. This includes asking questions about attitudes, status, security needs, rights and opportunities. A gender perspective helps us plan or design gender-sensitive policies, procedures and activities that address issues of equal opportunities, representation and protection.

Integrating a gender perspective is NOT the same as gender mainstreaming. It is the **KEY TOOL for gender mainstreaming**, which is a strategy to achieve gender equality, whereas integrating a gender perspective is a **strategy that takes into account gender-based differences when looking at any social phenomenon, policy or process in a given context**.

Here are **some definitions of gender perspective**:

- ★ Gender perspective “implies analyses of relationships between women and men (girls and boys) and diverse gender identities in a given culturally and historically determined context. ... A gender perspective focuses on the social dynamics that underlie the unequal access to power, land, resources, [education,] or decision-making” of women and other vulnerable gender identities.²²
- ★ A perspective that takes into account gender-based differences when looking at any social phenomenon, policy or process.²³

Display slide no. 21.

Discuss the following:

Internal and external gender mainstreaming. Gender mainstreaming needs to happen both internally, in relation to the organisational aspects of the mission/operation/institution, and externally, in relation to those aspects that concern the mandate implementation (if it is a mission) or that concern the working field of an institution or organisation.

Distribute the handout on questions on gender mainstreaming a mission/operation, and go through the examples of questions that internal and external mainstreaming needs to consider.

If time is already short, just distribute the handouts and highlight that the **questions are limited to a peace operation/mission**.

²² Based on the source: “Gender Perspectives in United Nations Peacekeeping Operations”, Peace Operations Training Institute 2018:

http://cdn.peaceopstraining.org/course_promos/gender_perspectives/v2/gender_perspectives_v2_english.pdf

²³ Source: EIGE Gender Equality Glossary: <https://eige.europa.eu/rdc/thesaurus/terms/1197>

Below are some examples of questions that internal mainstreaming a mission/operation should consider:

Work structure and support functions:

- ★ How is the mission/operation structured?
- ★ What positions do women, men and LGBTIQ+ hold in the mission (i.e. what do they do)? Who has higher responsibilities? Who has support functions? Who is involved in decision-making?
- ★ Does the mission/operation have a gender adviser and if so, where is this function located?
- ★ What does internal cooperation in support of gender integration look like? Is information shared adequately? If so, how?
- ★ Who is responsible for the integration of a gender perspective in the mission/operation? Who is held accountable for the integration of a gender perspective in the mission/operation?
- ★ How does the mission report on gender equality issues? Who reports?

Work environment and culture:

- ★ Does the mission expect staff to work late and on weekends?
- ★ When are meetings held (are there important meeting outside of regular working hours)?

Recruitment:

- ★ What is the number of women, men and LGBTIQ+ people in the mission?
- ★ Is the language in job advertisements gender-neutral or biased in favour of either women or men, or ignorant towards all LGBTIQ+ people?
- ★ Is gender awareness and expertise considered to be an important qualification when recruiting staff to the mission?

Professional development:

- ★ Do women, men and LGBTIQ+ people have equal opportunities in terms of professional development (promotions, training)?
- ★ To what extent does the mission have family-friendly policies (parental leave, ability to stay home with a sick child etc.)?

Ethical standards:

- ★ Does the mission have a code of conduct or an anti-harassment policy?
 - ★ How does the mission follow up on breaches of the code of conduct?
 - ★ Does the mission implement a zero-tolerance policy on sexual harassment and assault? If yes, what does the mechanism for this look like?
-

Below are some examples of questions that external mainstreaming needs to consider:

Mandate interpretation and implementation:

- ★ To what extent do the operational documents that guide implementation of the mandate have language that clearly calls for the integration of a gender perspective and/or objectives that specifically aim to address women's and LGBTIQ+ people's relative disadvantage?

Situation analysis:

- ★ Does the mission systematically gather sex-disaggregated information (i.e. information that is divided between males and females, and LGBTIQ+ people)?
- ★ Has the mission conducted a gender analysis (of relevance to its mandate)?

Operations and activities:

- ★ Are activities and programmes planned, implemented and evaluated with a gender perspective?
- ★ What does the mission do to promote local women's and/or LGBTIQ+ people's participation in its operations and activities?

Reporting:

- ★ How does the mission ensure a gender perspective in its reporting?
- ★ Who is responsible for reporting on it?

External cooperation:

- ★ Does the mission collaborate/engage with women's/LGBTIQ+ people's organisations or other women's or LGBTIQ+ people's representatives? Does the mission collaborate/engage with organisations and representatives that support LGBTIQ+ people's needs?

Representation:

- ★ Who represents the mission in external relations?
 - ★ Who are considered to be the most important interlocutors for the mission?
-

Display slide no. 22 and briefly explain the process of gender mainstreaming in a mission/operation:

You see a **simplified version of a gender mainstreaming process for a mission/operation**:

At the beginning of a programme/policy/project cycle, you start with the gender analysis. Having done the analysis, the next step is to identify (potential) inequalities and needs.

Knowing them leads to the formulation of recommended measures, which in a next step are to be implemented, monitored and finally evaluated.

Depending on roles, responsibilities and the mission's mandate, recommended measures could be everything from revision of internal steering documents to ensuring the presence of female staff in border patrols, or implementing a transparent reporting mechanism for cases of misconduct.

Further notes:

- ★ Inequalities often take the shape of different needs or different issues.
- ★ Addressing identified inequalities can require measures that are specific to women or to men or to LGBTIQ+, which approach the issue from these different angles.
- ★ Examples of recommended measures following an analysis can be found in cases studies under Concluding Points in Module 4 and can be addressed here. Choose the case that best suits the participants' roles and responsibilities.

Finish the module by showing and discussing examples of integrating a gender perspective and of gender mainstreaming. Ask the participants if they can come up with further examples.

Example 1:

Integrating a gender perspective in the Monitoring of the Implementation of the Colombian Peace Accord:

The Monitoring and Verification Mechanism (MM&V), established to oversee the implementation of the Colombian Peace Accord, is an interesting and successful example of integrating a gender perspective in peacebuilding. The Peace Accord, which ended the over 50-year internal conflict, is considered one of the most inclusive in terms of gender aspects. The MM&V, which is a three-party mechanism (Colombian Government/FARC EP¹/UN), has, at 18%, the highest participation of women (military, police, guerrilla members, military and civilian UN personnel) in the history of ceasefire mechanisms. The mechanism has developed a Gender Action Plan that establishes specific tasks to prevent gender-based violence, early warnings systems related to gender-based violence, a strategy to highlight women's work within the mechanism, as well as clear instructions on the need for constant gender training for its members. The mechanism also has an internal Gender Equality Policy, as well as teams in charge of implementing both the policy and the plan at the mission's national, regional and local headquarters. Together with other entities of the Colombian Government, the mechanism has designed a handbook for the MM&V, containing guidelines for a code of conduct and instructions for the use of the warning systems in cases of violence against women and girls.

¹ Fuerzas Armadas Revolucionarias de Colombia – Ejército de Pueblo / The Revolutionary Armed Force of Colombia – Peoples Army

Source: G Elroy, "A Gender Perspective in CSDP", The Folke Bernadotte Academy, Stockholm, 2016.

The example lists measures and actions showing how a gender perspective was integrated:

Negotiations on the ceasefire has a women's participation of 18 per cent (the highest number of women in peace negotiations so far); a Gender Action Plan was developed, etc.

Ask participants to name each measure/action and let them explain possible effects of integrating a gender perspective in these measures/actions.

Example 2:

Integrating a gender perspective in the mandate implementation/work of the EU Mission in DRC:

Army reform and perception: The case of DRC

In the Democratic Republic of Congo (DRC), men and women in uniform do not have a good reputation among the civilian population. A man in uniform is often perceived to be violent, brutal and uneducated while a woman in uniform is perceived to be a mistress to a high-ranking officers, and an illiterate. In order to address these negative perceptions, the EU mission in DRC, together with other partners, organised training for more than 40 doctors, paramedics and nurses from the army and police medical facilities on immediate medical care for survivors of sexual violence. The purpose was to ensure better access to medical care but also to improve the image of men in uniform.

Source: G Elroy, "A Gender Perspective in CSDP", The Folke Bernadotte Academy, Stockholm, 2016.

Ask participants about their opinion on the effectiveness of the measures described above, and if only men would participate in these trainings.

Example 3:

Good Practice example for a successful gender mainstreaming initiative in Spain (on-going):

About 40,000-50,000 people in Spain are victims of human trafficking for sexual exploitation purposes, according to estimates by the Ministry of Home Affairs. The gender-specific nature of this issue can be seen in the fact that the percentage of women among these victims is around 95 per cent. Human trafficking networks mislead women and girls in their countries of origin, such as Morocco, Sub-Saharan Africa, Eastern Europe and Latin America, by promising them a job in Spain as an escape from poverty.

Rescuing Women from Modern Day Slavery is a comprehensive step-by-step pathway to release female victims of human trafficking for sexual exploitation from their situations of being exposed to violence and associated poverty, and to enable their full integration in society and in the labour market. The steps include identifying the women, supporting their move into safe spaces, providing them with pre-employment assistance and allowing them to take up training and employment possibilities. The promoter of the initiative, ARAMP Association for the Prevention, Reintegration and Care of Prostituted Women (*Asociación para la Prevención, Reinserción y Atención a la Mujer Prostituida*), is an NGO with 25 years of expertise in supporting women and girls who are victims of human trafficking and sexual exploitation in Spain.

Source: <https://eige.europa.eu/gender-mainstreaming/good-practices/spain/step-step-pathway-rescuing-women-modern-day-slavery>

Let participants reflect on the different stages of gender mainstreaming by listing the concrete steps of the example on Rescuing Women from Modern Day Slavery.

Concluding points on Module 2

- ★ Gathering gender-specific information on a conflict can be challenging: Conflict parties or those in power may feel that their position is or will be threatened. They may refuse to participate in collecting of information.
- ★ Female human rights defenders and LGBTIQ+ groups may share information at great risk to their safety, or may not share at all. Another example is the issue of domestic violence or harassment/ torture/killings of LGBTIQ+ people.
- ★ Thus, apply 'do no harm' principles in particular when dealing with groups whose roles, rights and resources are affected by conflict in relation to their gender.²⁴
- ★ Engage power holders at an early stage in information gathering and discussions on how to improve the situation of specific groups, e.g. local women or LGBTIQ+ representatives – this can leverage leadership support in the implementation of later steps (example: engaging local leaders to become women's and LGBTIQ+ rights and victim advocates).

²⁴ Conflict Analysis Field Guide, GPPAC 2017:

[https://www.gppac.net/files/2018-11/GPPAC%20CAFGuide Interactive%20version febr2018 .pdf](https://www.gppac.net/files/2018-11/GPPAC%20CAFGuide%20Interactive%20version%20febr2018.pdf)

References and further reading

Henri Myrtilinen, Jana Naujoks and Judy El-Bushra Re-thinking Gender in Peacebuilding, International Alert, 2014

UN General Assembly, “*Gender Mainstreaming in Peacekeeping Activities*”, Report of the Secretary-General, A/57/731, 13 February 2003. <http://undocs.org/a/57/731>

“Gender Perspectives in United Nations Peacekeeping Operations”, Peace Operations Training Institute 2018:

http://cdn.peaceopstraining.org/course_promos/gender_perspectives/v2/gender_perspectives_v2_english.pdf

Criminalisation of Homosexuality and LGBT-Rights in Times of Conflict, Violence and Natural Disaster, Human Dignity Trust 2015:

<https://www.humandignitytrust.org/wp-content/uploads/resources/8.-Criminalisation-Conflict-and-Natural-Disasters.pdf>

The Legal and Normative Basis for the Women, Peace and Security Agenda

MODULE 3 – Relevant Policies and Frameworks to the Women, Peace and Security Agenda

This part of the Facilitator's Guide introduces the key components of the international policy framework on women, peace and security and gives insight into content and significance of the United Nations Security Council resolutions on Women, Peace and Security that make up the foundation for all efforts to promote the integration of a gender perspective in international missions, organisations and institutions, in their work and in all areas where gender equality needs to be achieved.

Please note that policies and frameworks concerning LGBTIQ+ rights are not fully included here.

Estimated timeframe

3 hours

Learning objectives

After completing the module, participants will be able to:

- ★ name and explain the meaning of key policy papers on the Women, Peace and Security Agenda, including:
 - ★ the eight UNSCRs on Women, Peace and Security,
 - ★ CEDAW recommendation no. 30,
 - ★ Sustainable Development Goals, especially SDG 5 and SDG 16;
- ★ discuss key components of the eight UNSCRs on Women, Peace and Security and their relevance to the on-going political trends at the international level.

What you will need for the session:

- ★ Module 3 PowerPoint presentation slides
- ★ Flip-charts, markers, cards or big post-its
- ★ Handouts of Module 3 for each participant
- ★ Laptop, projector

Duration	Activity	Resources/comments
90 minutes	Session 1: The major milestones in the advancement of women and LGBTIQ+	Module 3 PowerPoint presentation slides
	Exercise and discussion	Flip-chart and markers, cards or big post-its
	Display slides no. 2-4	Handouts: <i>The major milestones in the advancement on women and LGBTIQ+</i>
		Chocolate bars or something sweet

Session 1: The major milestones in the advancement of women and LGBTIQ+

The session aims at giving a short overview of the international development of relevant gender equality policies and of the Women, Peace and Security Agenda over the last seventy years. This is not an exhaustive list, but rather focuses on policies at UN level. EU, OSCE and other international organisations (at regional level) have also adopted and are currently implementing gender equality policies. Further information can be found in the last part of the module “References and further reading”.

Exercise:

- ★ Divide the participants into groups and distribute the handout **Major milestones in the advancement of women and LGBTIQ+**. Let the participants have a look at it for about five minutes.
- ★ Meanwhile, write the following years on a timeline on the wall: 1945, 1979, 2000, 2013, 2015, 2019.
- ★ Use large post-it notes or cards.
- ★ Tell them to turn the handout over so that the content of it cannot be seen, and ask them which principles and/or policies were adopted or declared in the years indicated.
- ★ You can do it in form of a competitive game. The group that knows the most gets chocolate bars or something similar as a reward (if you find it appropriate).

Display slide no. 2 to show the results, which will be discussed as part of the subsequent summary.

The points below reflect the timeline of the last 70 years:

Summarise the exercise with the following information:

- ★ **Integral part of the human rights agenda.** The Women, Peace and Security Agenda is a continuation of the women’s human rights agenda. Women’s rights have been part of the UN’s agenda since its establishment and since the Universal Declaration of Human Rights. Important milestones include the formation of the Commission on the Status of Women (established in 1946), the UN Decade for women (1975 – 1985), the adoption of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1979. It is important to note that all UN human rights conventions include the fundamental principles of equal rights between women and men and all genders, and of non-discrimination based on sex.

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- ★ **CEDAW General Recommendation 30 on women in conflict prevention, conflict and post-conflict situations.** The CEDAW Committee's General Recommendation 30 from 2013 affirms the linkage between CEDAW, the broader human rights mechanisms and the WPS agenda, making it clear that the convention applies in all conflict and post-conflict settings. There are several immediately beneficial ways that the CEDAW Committee and the UN Security Council might support the mutual implementation of both the CEDAW and WPS commitments to enhance women's rights in conflict contexts.

Data sharing, for example with regard to data gathered by the CEDAW Committee through state party monitoring, could be of use to the Security Council, as its agenda encompasses decisions on individual country situations. The CEDAW Committee can also, through its reporting and monitoring mechanisms, make recommendations that drive state-level implementation of WPS resolutions towards gender equality and human rights for women in conflict-affected countries. Likewise, the UN Security Council can – through the Secretary-General's annual reporting on WPS – play a role in enhancing the state-level accountability of UN Member States that are not party to CEDAW, or that rely on their reservations to CEDAW. The UN Security Council can use CEDAW-led interpretations of women's rights in the implementation of its mandate; this might include utilising the UN Security Council's sanctions regime to more effectively ensure compliance with, and accountability for, women's rights in conflict areas.

- ★ **The Beijing Declaration.** The 1995 Fourth World Conference on Women was organised in Beijing to follow up on earlier commitments. The conference ended with a declaration that outlined 12 areas of concern for women. Women and armed conflict was one of those areas.
- ★ **The Rome Statute.** The 1998 Rome Statute of the International Criminal Court (ICC), which entered into force in 2002, is the current high-water mark when it comes to codifying sexual violence crimes in international law. It recognises "rape, sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilisation, forced marriage and any other form of sexual violence of a comparable gravity" as crimes against humanity,²⁵ and the same range of offences as war crimes in international and non-international armed conflicts.²⁶
- ★ **The first open debate in the Security Council.** The Beijing World Conference on Women was followed by increasing activity in the UN and pressure from women's organisations around the world. This pressure resulted in Namibia, which held the chair in the Security Council, arranging for a number of women's activists to speak about their experiences in front of the Security Council. This was followed by the first open debate on women, peace and security and, a few days later, the adoption of UNSCR 1325.
- ★ **The adoption of UNSCR 1325** was ground-breaking because it represented a long-sought recognition that women's experiences in conflict, their right to participate and be recognised as equal partners in peace processes (both formal and informal) and their specific security needs are matters of concern for international peace and security.

²⁵ Rome Statute, Article 7(1)(g).

²⁶ Rome Statute Articles 8(2)(b)(xxii); 8(2)(e)(vi). Nb. There are some minor differences in the description of the residual crime of 'any other form of sexual violence' in each of these articles

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- ★ In 2008 the Security Council adopted **Resolution 1820, the first of the seven follow-up resolutions**. This resolution had a stronger focus on sexual violence in conflict, provided for creation of a Special Representative of the Secretary-General on Sexual Violence in Conflict and an annual report and open debate on the issue. Since 2000, the Security Council has adopted seven additional follow-up resolutions to UNSCR 1325, including UNSCR 1820. Together, they make up the Women, Peace and Security Agenda.

 - ★ The **Seven-Point Action Plan on Gender-Responsive Peacebuilding** (7 PAP) is the UN's primary roadmap for operationalising its Women, Peace and Security Agenda. It was adopted by the Secretary-General's Policy Committee in September 2010 and includes concrete commitments relating to (1) conflict resolution, (2) post-conflict planning, (3) peacebuilding funding, (4) civilian capacity, (5) governance, (6) the rule of law and (7) economic recovery.

 - ★ In **2015 UNSCR 2242** was adopted as the last resolution in the Women, Peace and Security Agenda: It addressed women's roles in countering violent extremism and terrorism, and how to improve the Council's own working methods in relation to women, peace and security. Although Resolution 2242 provided a boost to the preventive dimension and gave more space to civil society voices, critics say that women have been co-opted by the resolution as natural allies in the fight against terrorism and violent extremism. Such critical voices who instead seek de-securitisation and de-militarisation of the agenda lament in current literature and studies the fact that 'peace', the middle terms in the agenda, has been sacrificed on the altar of a narrow understanding of security.²⁷

 - ★ In 2015, the UN General Assembly adopted the **Sustainable Development Goals** (SDGs), a universal agenda that recognises, among other things, gender equality (SDG 5) and peaceful, just and inclusive societies (SDG 16) as stand-alone global development priorities.

The SDGs consider states' responsibilities in- and outside of their territories. This is important as it provides, for the first time, a domestic focus as well.

Every year, states have to present the progress achieved in the SDG implementation. This will be discussed with UN, civil society and other relevant actors, who will also present results on the implementation of the SDGs.

In 2019, the High-Level Political Forum (HLPF) will be convened under the theme "Empowering people and ensuring inclusiveness and equality".

SDG 5 calls for an end to all discrimination and violence against women and girls, which includes lesbophobia, biphobia and transphobia. This is important as it includes and addresses LGBTIQ+ communities.

- ★ The **supraregional Women, Peace and Security Focal Points Network (FPN)** was established in 2016 on the fringes of the UN General Assembly. It promotes the exchange of best practices on the implementation of the principles anchored in Resolution 1325. The network comprises over 80 states and regional organisations such as the EU or African Union.

²⁷ <https://theglobalobservatory.org/2018/10/without-prioritization-peace-womens-leadership-wps-in-peril/>; further literature can be found here: <https://onlinelibrary.wiley.com/doi/full/10.1111/1468-2346.12550>

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- ★ **In 2020 UNSCR 1325 celebrates its 20th anniversary.** Civil society and UN are trying to use the leverage of the upcoming anniversary to advance the WPS agenda.
 - ★ **National responsibility.** The UNSCRs on Women, Peace and Security establish international commitments, but the responsibility to uphold these commitments lies primarily with each nation state. This responsibility is realised either through the development and implementation of National Action Plans (NAP) for UNSCR 1325 and/or through the translation of key commitments into national legislation.

Finally, ask participants to reflect on developments: What do they see? Emphasise that this is not an exhaustive list of milestones. Do they want to add a milestone? If you are working within a specific country context, add years for key milestones in that country. Ask the participants to help you.

Refer to more resolutions that discuss a wider perspective on gender, such as can be found here: <https://www.ohchr.org/EN/Issues/Discrimination/Pages/LGBTUNResolutions.aspx>

NOTES TO THE TRAINER

- ★ You will need to adjust this session and make it as detailed as time permits and according to what you deem relevant for the given target audience. If the course is for international mission staff, it would be sufficient to know the overall framework and the four main tracks, and their particular mission's key policy documents on gender mainstreaming and its commitments.
 - ★ If you are doing a pre-deployment or in-mission training, it may be relevant to make concrete reference to the national legislation. Is there a National Action Plan, and if so, what does it say? What does the national legal framework look like?
 - ★ The handout "Brief Summaries of the Resolutions" can be used as background reading.
 - ★ Although not formally considered to be part of the Women, Peace and Security Agenda, UN Security Council Resolution 2272 and 2331 (2016) have been added. They deserve to be mentioned, as UNSCR 2272 addresses sexual exploitation and abuse in peace operations (with Egypt abstaining from the vote in the UN Security Council). UNSCR 2331 puts emphasis on trafficking during armed conflicts, and specifically condemns the sale of, or trade in, persons seized by Islamic State in Iraq and the Levant (ISIL/Da'esh), including Yazidis and persons belonging to religious and ethnic minorities, as well as human trafficking by Boko Haram, Al-Shabaab, the Lord's Resistance Army (LRA) and other groups for purposes of sexual slavery, exploitation and forced labour. It also stresses that trafficking and sexual and gender-based violence could be part of the strategic objectives and ideologies of certain terrorist groups. Such strategies entail, among other things, incentivising recruitment, supporting financing through the sale of women, girls and boys, and the use of religious justifications to codify and institutionalise sexual slavery.
 - ★ Concerning the **20th anniversary of UNSCR 1325**: You could, depending on the pre-existing knowledge of the targeted audience, explore possibilities of how to leverage 2020 for accountability on the holistic implementation of the WPS Agenda, identifying key elements needed for a WPS roadmap to 2020 and beyond.
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45 minutes	Session 2: UNSCR 1325 on Women, Peace and Security and its follow-up resolutions Presentation Slides no. 5-10	Module 3 PowerPoint presentation slides Handouts <i>Brief summaries of the resolutions</i> and <i>UNSCR 1325</i>
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Session 2: UNSCR 1325 on Women, Peace and Security and its follow-up resolutions

Display slide no. 5, covering the following points:

- ★ This session focuses on the eight UNSCRs on Women, Peace and Security and their main implementation fields.
- ★ The UNSCRs are based on international human rights law and its principles of non-discrimination and gender equality.

UNSCR 1325 on Women, Peace and Security was adopted in 2000. This was the first time the Security Council debated the particular impact of armed conflicts on women and girls and recognised their role as actors and contributors to peace and security. The Security Council formally acknowledged the changing nature of warfare, in which civilians are increasingly being targeted and women continue to be excluded from participation in peace processes.

As such it was a groundbreaking resolution.

It was adopted thanks to the hard work of both civil society and the Member States of the UN.

Since its adoption, it has been critical to changing the debates on gender and conflict, helping to consolidate, internalise and disseminate a new set of global norms.²⁸

Finally, emphasise that the adoption has broken the barrier between women's issues and international peace and security.

> New norms could be established.

ONE OF THE KEY MESSAGES:

Women are active agents rather than passive recipients.

Distribute the handout on *UNSCR 1325* and on *Brief summaries of the resolutions*.

Continue by displaying slide no. 6:

- ★ The Women, Peace and Security Agenda follows four major tracks: participation, prevention, protection and the integration of a gender perspective in all international peace and security missions and operations.
- ★ The first three tracks – participation, protection and prevention – are often seen as separate and even competing aspects (for political attention and resources). However, it is important to see them as mutually reinforcing. Especially the track 'prevention' has generated the least attention over the years. This changed slightly when UNSCR 2242 was adopted.

²⁸ See also IPI The Global Observatory: <https://theglobalobservatory.org/2018/10/without-prioritization-peace-womens-leadership-wps-in-peril/>

There are many ways to categorise the Women, Peace and Security Agenda. The resolutions are comprehensive and cover a wide range of areas and issues, but they essentially revolve around the following four parallel but interlinked tracks:

1. Women's right to equal participation (internally/externally)

- ★ Women's equal participation is both about the inclusion of local women and women's organisations in activities and processes that concern peace and security (from prevention to peace-building) and about women's equal participation in peace missions and operations. We must also consider where women and men are found in an organisation and the decision-making power they have.
- ★ Women's equal participation is first and foremost about the *right* to participate. But given that women constitute a large part of any society, ignoring their experiences and perspectives is neither effective nor sustainable. Because of women's social roles, they are often in a good position to engage in cross-ethnic dialogue. There are many examples of women engaging cross-ethnically for peace. Some of the more well known are the Women in Black movements in the Balkans and in the Middle East, as well as the Mano River Union Women's Peace Network (MARWOPNET) in Liberia, Sierra Leone and Guinea. Women peacebuilders exist everywhere, and the international community and the missions have to make an extra effort to identify them, meet with them and listen to what they have to say.
- ★ Women's interests can be brought onto the agenda of a peace process by both women and men. So far, however, the inclusion of women in peace negotiations – even if only as observers – is known to increase a peace deal that acknowledges women's experiences of conflict and matters of importance to them.
- ★ We should not think that only women are able to engage with women about their needs and interests. In many situations, men can talk to women as well, and it is important that they do so. Mainstreaming requires that both women and men talk about women's specific needs and interests whenever it is relevant as an integral part of the overall discussion.

2. Prevention of conflict and all forms of violence against women and girls in conflict and post-conflict situations

This track refers to integrating gender considerations into conflict early warning systems, and involving women and their specific needs in conflict prevention and disarmament activities. Measures to prevent gender-based violence by fighting impunity and increasing prosecutions for perpetrators of conflict-related sexual violence are part of this.

Further strategies on prevention include challenging discriminatory gender norms, attitudes and behaviour and working with men and boys, not only as perpetrators, but also victims of violence and agents of change.²⁹

²⁹ Please see also: SIDA Gender Tool Box (Brief), March 2015

<https://www.sida.se/contentassets/3a820dbd152f4fca98bacde8a8101e15/women-peace-and-security.pdf>

3. Women's special needs and the right to protection (particularly from sexual violence)

- ★ Since 2008 the Security Council has strengthened its stance on protection from sexual violence in conflict with the adoption of UNSCR 1820 (2008), UNSCR 1888 (2009), UNSCR 1960 (2010), UNSCR 2106 (2013). These resolutions clearly state that sexual violence against civilians can constitute a war crime, a crime against humanity or a constitutive act with respect to genocide. They also call for an end to impunity of perpetrators.
- ★ Sexual violence may be used with the purpose of 'disgracing' and demoralising the enemy. Threats of sexual violence can lead to mass displacement and ethnic cleansing.
- ★ Wartime rape is a much more complicated issue than the discussion sometimes suggests. It does not happen in all conflicts, and it is by no means always ordered from above. Women are sometimes perpetrators, and men can be victims as well.

4. The integration of a gender perspective in peace and security missions and operations throughout the conflict cycle

- ★ In addition to participation, prevention and protection, the UNSCRs on Women, Peace and Security call for the integration of a gender perspective in all peacekeeping operations and related processes.
- ★ The strategy of integrating a gender perspective is referred to as gender mainstreaming. Concretely, this means that, as a first step, we analyse how women and men (girls and boys) are affected by a specific situation (their different needs and interests), as well as how the policies and actions of the mission/operation affect and benefit women and men (girls and boys). The overarching goal of this strategy is to plan, design and finally implement measures/actions that lead to more gender equality.

Please note that a four-pillar model also exists. Pillar no. 4 also covers relief and recovery measures to address international crises through a gendered lens. Its scope includes considering the needs of women and girls in the design of refugee camps and settlements.

Discuss the following points with participants:

Many studies have lamented the marginalisation of the prevention track. For example, four of the seven resolutions that followed 1325 were devoted to the issue of sexual violence in war. This leads to the widespread perception that women are inherently vulnerable and in need of protection by men. In addition, critical studies have shown that such a disproportionate focus on protection may have obscured elements of the agenda that should focus on creating meaningful opportunities for women's political, social, and economic empowerment.³⁰

³⁰ See also IPI The Global Observatory: <https://theglobalobservatory.org/2018/10/without-prioritization-peace-womens-leadership-wps-in-peril/>

Display slides no. 7-9 and give good practice examples on the tracks prevention and participation:

Slide 7: Example of prevention: The project shows, among other things, the importance of women's organisations, collective action and voice, in preventing violence from happening. It also includes the track participation:

“Women, citizenship and peace building project” in the Democratic Republic of Congo (DRC), by International Alert and Kvinna till Kvinna

The project established so-called community based dialogue groups consisting of both men and women, which have led to community cohesion starting with the group members, within families and between women themselves. Addressing issues related to gender equality, including gender-based violence and obstacles to women's political participation, the dialogue groups also succeeded in changing discriminatory norms and behaviour such as men's attitudes to sending their girls to school, decision-making around household budgets, as well as participation by women in public spaces.

Source: <https://www.sida.se/contentassets/3a820dbd152f4fca98bacde8a8101e15/women-peace-and-security.pdf>

Before showing slide no. 9 giving an example of participation, display slide no. 8, which is a UN WOMEN graphic stating that according to their analysis, the following impact is evident when women are included in the peace processes:

- 20% increase in the probability of an agreement lasting at least 2 years.
- 35% increase in the probability of an agreement lasting at least 15 years.

Slide no. 9: Example of participation:

Although this is from the year 2000, it is a great example of how women succeeded in getting a seat at the negotiation table:

Source: G Elroy, “A Gender Perspective in CSDP”, The Folke Bernadotte Academy, Stockholm, 2016.

In peace negotiations in Somalia in 2000, participation was limited to the country's five clans. Since Somali clans have traditionally been represented exclusively by men, Somali women were excluded from the negotiations. Leader Asha Haji Elmi and her fellow female peace activists from the different clans joined together to establish a sixth clan, ‘the clan of women’. As they were at first not accepted as negotiating partners, they camped outside the negotiation venue, demanding their right to participate in the official peace process. Eventually, they were invited as participants, and their negotiations led to the creation of a Women's Ministry and the introduction of a gender quota for Transitional Federal Parliament seats.

45 minutes	Session 3: Exercise on the key components of UNSCR 1325 and its follow-up resolutions	Handout <i>UNSCR 1820 and UNSCR 2242</i> and Handout <i>Two-pager on the UNSCRs on Women, Peace and Security</i>
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Session 3: Exercise on the key components of UNSCR 1325 and its follow-up resolutions³¹

Divide the participants into small groups and distribute UNSCR 1820 and 2242 to all the groups, along with four markers of different colours.

Ask them to identify the four tracks – 1) women’s equal participation, 2) prevention, 3) women’s special needs and right to protection and 4) the integration of a gender perspective in the resolutions – by using a different colour to mark the paragraphs that deal with each track. Ask them to reflect on the main differences between the resolutions.

Form two groups, and ask one to collect arguments and if possible examples supporting the track protection, and the other group the same for prevention. After 15-20 minutes do a role play: Each group elects a representative who participates in a TV show discussion on “what should be the key component of the Women, Peace and Security Agenda. Participants should choose a moderator.

Stop the exercise after 20 minutes and discuss in plenary:

What is your opinion of the four tracks? Why is it important to consider all of them, and not only 1, 2, 3 or 4?

Distribute the handout *Two-pager on the UNSCRs on Women, Peace and Security*. This document shows the key points from each resolution.

Finish the exercise with the points below:

The interdependence between participation, prevention and protection. Even though most of the resolutions (except for UNSCR 1960, which has a virtually exclusive focus on sexual violence) emphasise participation and protection, there has been fear among women’s rights activists that the growing focus on sexual violence reduces women to being seen as victims rather than actors and contributors to peace and security. There has also been criticism that the agenda against sexual violence has too strong a focus on technical solutions rather than on addressing root causes (such as unequal gender power relations). The three latest resolutions, UNSCR 2106, 2122 and 2242, have dispelled some of these fears, as they clearly recognise women’s equal participation and their need of protection and prevention as interdependent and mutually reinforcing factors. However, criticism remains that prevention still does not receive the same level of attention as the other tracks do.

³¹ Based on G Elroy, “A Gender Perspective in CSDP”, The Folke Bernadotte Academy, Stockholm, 2016.

Concluding points on Module 3

- ★ UNSCR 1325 has set new norms on peace and security in the international community: As a result of UNSCR 1325, the Security Council for the first time devoted an entire session to debating women's experiences in conflict and peace situations. Previously, the Security Council had been quite resistant towards gender-based issues.
- ★ At a time of increased global backlash against women's rights, it is of utmost importance that the international community, national governments, civil society and other relevant key actors keep the achievements of the WPS agenda alive and guard them against their possible loss of importance or even erosion.
- ★ LGBTIQ+ resolutions represent additional achievements for gender equality commitments. However, there is a need to work together: Once women have succeeded in accessing this space, their presence and power can be used to draw attention to who is not yet present, and help them to gain access as well.

References and further reading

Timeline, Gender Equality, UN Coherence and You,
<https://www.unicef.org/gender/training/content/resources/Timeline.pdf>

IPI The Global Observatory, <https://theglobalobservatory.org/2018/10/without-prioritization-peace-womens-leadership-wps-in-peril/>

SIDA Gender Toolbox,
<https://www.sida.se/contentassets/3a820dbd152f4fca98bacde8a8101e15/women-peace-and-security.pdf><https://www.sida.se/contentassets/3a820dbd152f4fca98bacde8a8101e15/women-peace-and-security.pdf>

https://www.stonewall.org.uk/sites/default/files/sdg-guide_2.pdf

Integrating a Gender Perspective: Gender Analysis as a First Step – Hands-on Exercises Including Role Play on Participation of Women in Peace Talks

This part of the Facilitator's Guide introduces gender analysis as a relevant tool and first step to incorporate a gender perspective and as a basis to further create gender-responsive content in all phases of a policy, measures or action in the broad working field of peace and security.

MODULE 4 – Gender Analysis to Get Started

Estimated timeframe

5 hours (or more – depending on how many case studies will be included in the training)

Learning objectives

After completing the module participants will be able to:

- ★ explain relevance and key components of gender analysis;
- ★ describe relevant aspects of sex- and gender-disaggregated data and their possible impact on project design and policy-making;
- ★ explain the main constituents of the Harvard gender analysis model(s) and how to use them;
- ★ identify limitations of the chosen Harvard model(s);
- ★ apply the Harvard gender analysis model(s) with the help of case studies.

What you will need for the session:

- ★ Module 4 PowerPoint presentation slides
- ★ Flip-charts, markers, cards or big post-its
- ★ Handouts of Module 4 for each participant
- ★ Laptop, projector

Duration	Activity	Resources/comments
60 minutes	Session 1: Relevance and key components of gender analysis	Module 4 PowerPoint presentation slides
	Presentation and discussion	Flip-charts and markers
	Display slides no. 1-17	

Session 1: Relevance and key components of gender analysis

Session 1 starts with a presentation on the key components of gender analysis.

Display slides no. 2-5 and explain to the participants the following points:

Key components of gender analysis:

- ★ **WHERE:** At the beginning of every programme or project cycle (as part of a policy), measure or action, you start with an assessment phase. Gender analysis should already be part of this phase. Gender analysis also takes place during the monitoring and evaluation (M&E) phase, with information collected throughout the programme cycle.
- ★ **WHAT:** Gender analysis looks at the impact of certain situations/measures or actions on women, girls, men, boys and LGBTIQ+ people. It helps us to identify how policies or actions affect different groups of people (women, men, girls, boys and LGBTIQ+ people) throughout the process of planning, designing, implementing and evaluating of policies and actions. It verifies that the required response to this situation meets their distinct needs and priorities.³² Thus it helps us to identify women's, men's and LGBTIQ+ people's different needs, opportunities, positions, status and ability to participate in and influence different processes. It is a tool used to understand the social dynamics (gender relations) within a group and helps to identify potential gender imbalances and inequalities.

Gender analysis is one of the tools of and the **first step to implementing a strategy of gender mainstreaming. Without it, gender mainstreaming is not possible.**

1. The results of the gender analysis form the basis for taking gender into account in all steps of a project cycle or programming.
 2. A gender analysis produces recommendations
 - a) to answer questions regarding the (baseline) situation;
 - b) to develop a gender-responsive theory of change and create a methodological approach;
 - c) to include gender issues in projects and programmes;
 - d) to change the monitoring system, if necessary.
 3. Gender analysis also provides a foundation for assigning a gender marker, in case you decide to link it to the results-based management cycle of development programmes.³³
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- ★ **'DO NO HARM' PRINCIPLE IN THE CONTEXT OF PEACE OPERATIONS:** The immediate purpose of gender analysis in the context of peace operations is to make sure that groups of people are not adversely affected by the policies and actions of the mission/operation.
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³² The Gender Handbook for Humanitarian Action, IASC 2017, available here:

<https://interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017>

³³ How to conduct a gender analysis, UNDP 2016:

https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf

Finish the presentation by asking the participants if they have already used gender analysis, what their experience with it was and if they found it useful.

NOTES TO THE TRAINER

Do participants present any arguments against the tool of gender analysis? If so, put the arguments on a flip-chart and tie them into the discussion when they correlate with the topics you deal with. If the arguments address relevant issues, consider them in the next presentation on the relevance of gender analysis/applying a gender perspective.

Continue with slides no. 6-17 and start **the discussion** on the **relevance of gender analysis and integrating a gender perspective by referring to examples of the work and challenges faced by missions/international organisations work.**

Before we move on to see how to carry out a gender analysis in practice, we will look at some concrete examples that show why it is important to use gender analysis as a tool for integrating a gender perspective.

Show slides no. 5 to 16 with examples on the daily work and challenges of international missions/operations. Ask the participants to reflect on each example.

If time is limited, present the examples without extended discussions, or limit the number of examples.

EXAMPLE 1 – slide no. 5

An international organisation was building wells in a village in Mali. They consulted with the village leaders about the location of the wells and built accordingly. As a result, the wells were built close to agricultural lands, but far from the houses. This created an increased burden for the women who have to fetch water.

What did they do wrong?

CONCLUDING POINTS FOR EXAMPLE 1 – slide no. 6

- The organisation spoke only to the village leaders, whose suggestion for the location of the wells was based on their perspective. But they failed to consider the fact that women use the wells for different purposes.
 - Make sure you find out who your target audience is. Use age and sex-disaggregated data. This would have immediately shown the diversity amongst the users of the wells.
 - Once you know your target audience, think about their different needs. Consult different groups about their needs.
-

EXAMPLE 2 – slide no. 7

In some conflicts, women are afraid of getting raped when they collect firewood, go to the market or work in the fields. One of the proposals in such situations is that men should go instead. However, this is not necessarily accepted by the women.

Why not?**CONCLUDING POINTS FOR EXAMPLE 2 – slide no. 8**

- ★ There could be several reasons. One could be that the women treasure their freedom to walk outside in the woods. Another reason could be that the men might be killed when collecting firewood. If the choice is between the women being raped and the men being killed, the former may be preferable.
- ★ The rape of women in conflict is often a means to dishonour the men of a particular community. It implies shame, lack of control and the inability to protect the community. It is therefore important to understand the gendered interpretation of different actions.
- ★ This example also shows the choices people have to make in the most difficult situations. Being a widow often is often associated with serious social stigmatisation and social marginalisation, which in turn leads to a lack of protection and a loss of means to sustain the family.

EXAMPLE 3 - slide no. 9

In different communities, in Eritrea or India for example, it is the role of women to fetch water. Often, the women have to walk very far distances. In conflict settings, the heavy work is compounded by a heightened level of insecurity. When an organisation in Afghanistan built new houses, they wanted to address this insecurity by providing each house with a separate water point. But the women did not agree.

Why not?**CONCLUDING POINTS FOR EXAMPLE 3 – slide no. 10**

- ★ For these women, fetching water was the only time that they actually were allowed to get out of the house and meet other women outside the family.
 - ★ Women's security is often addressed in ways that restrict their freedom of movement.
 - ★ This example also shows the importance of not making assumptions, but rather the need to consult the people concerned. There may be situations when women do want to have the water sources near the house, but we must be careful not to try to solve one problem by imposing the solution from another.
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EXAMPLE 4 – slide no. 11

You work for a mission and are responsible for projects to be implemented in some villages. You have held a meeting with a group of women in a local community to discuss their views on their security. The meeting goes well, but afterwards the local authorities accuse the mission of having caused social unrest.

What went wrong?**CONCLUDING POINTS FOR EXAMPLE 4 – slide no. 12**

- ★ Holding separate meetings with women is often a good way to find out about their perspectives, interests and needs. However, in places where men traditionally are the spokespersons for a community, it is important to keep male leaders informed of your activities and make them feel confident that what you are doing is actually benefitting the whole community.
- ★ To be gender-sensitive and aware does not mean that you ignore the power relations in a specific place. Make sure to speak to those in power so that they do not feel excluded.

EXAMPLE 5 – slide no. 13

An international mission had organised a meeting with women's organisations and another meeting with LGBTIQ+ representatives to discuss aspects of their mandate. Initially there seemed to be a significant interest, but very few ended up attending.

Possible reasons?**CONCLUDING POINTS FOR EXAMPLE 5 – slide no. 14**

- ★ There are many possible reasons why the women and LGBTIQ+ representatives did not attend the meeting. Perhaps the information had not reached everyone, or perhaps the purpose of the meeting was unclear. Perhaps the time of day was not ideal, and the target groups were busy with other daily chores. Or perhaps it was market day, and the target groups did not have time. Another possible reason is that the women were not allowed to go, or that they deemed it not interesting enough and not worth their time. The LGBTIQ+ representatives may have been afraid of coming out of fear of verbal and/or physical attacks as a result of meeting with you.
 - ★ Reflect on what you can do to make the target groups you want to meet feel comfortable. Also take their security needs into consideration.
-

EXAMPLE 6 – slide no. 15

2016-2017: Among the monitoring officers in the Special Monitoring Mission in Ukraine, there are relatively few women compared to the proportion of female international staff in other fields.³⁴

Why is that?

CONCLUDING POINTS FOR EXAMPLE 6 – slide no. 16

- There could be several reasons: Perhaps the recruitment process includes obstacles that hinder women from applying. Another reason could be that the (current) security situation in the Eastern Ukraine keeps women from applying.

Finish the session by asking the participants if they can think of examples and/or experience where it would have helped to conduct the gender analysis.

45 minutes	Session 2: Sex- and gender-disaggregated data	Module 4 PowerPoint presentation slides
	Presentation and discussion	Flip-charts and markers
	Display slides no. 18-24	

Session 2: Sex- and gender-disaggregated data

In order to conduct an effective gender analysis, you need:

- ★ access to national gender statistics and operations research (i.e. findings derived from testing pilot projects, and from programme monitoring and evaluation);
- ★ access to qualitative data generated through policy and academic research and participatory assessments.

In this session the participants will learn about two important tools for conducting a gender analysis: sex- and gender-disaggregated data.

Show slide no. 18 and briefly describe what **sex-disaggregated data** is:

- ★ Gender analysis is a systematic analytical process that is based on sex-disaggregated and gender information, in order to identify and understand gender differences and the importance of gender roles and power dynamics in a certain context.³⁵
- ★ Sex-disaggregated data is any data on individuals broken down by sex. Gender statistics are based on this sex-disaggregated data and reflect the realities of the lives of women and men (and thus rarely include LGBTIQ+ people) and policy issues relating to gender.³⁶

³⁴ Source: SIPRI Multilateral Peace Operations Database, June 2018. Trends in women's participation in peace operations

³⁵ Please see also: How to conduct a gender analysis, UNDP 2016

³⁶ <https://eige.europa.eu/gender-mainstreaming/methods-tools/sex-disaggregated-data>

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- ★ This data should also be broken down, if possible, by other factors such as age, geographical areas, ethnicity or religious background.
 - ★ Sex-disaggregated data helps us to gain a nuanced understanding of an issue/situation.

Continue with slide no. 19.

The sample on the slide shows how a breakdown of data improves the understanding of a situation in a conflict:

In addition to the number of rapes, the information tells us that victims were both male and female, that they were girls, boys and women, and that most of the rapes took place in a specific area. This is important information that should be applied when developing strategies. It can also help us decide where to prioritise our resources.

Show slide no. 20 (diagram) and no. 21 (accompanying text) and discuss the following example with participants:

The slide has a blue background with white text. The title is in bold. The text describes how the Solomon Islands used sex-disaggregated data to set and track targets for financial inclusion, specifically mentioning the number of new accounts opened by women in 2014.

Setting Targets and Tracking Progress: The Case of the Solomon Islands

Solomon Islands is one of the first countries in the world to include sex-disaggregated targets in its Financial Inclusion Framework, which was set in 2010. The country set the target of 70,000 new accounts by 2014, 30,000 of which would be held by women. This quantitative target was supported by action plans and strategies that were also aligned with mandates of key implementing institutions. An important policy change was the dramatic simplification of Know Your Customer (KYC) requirements to open an account. This had a positive impact on women as they have disproportionately less access to certain paperwork that the former system required as well as lower education levels. In 2014, the data showed that the Central Bank had more than achieved its targets: Over 44,000 new accounts were opened at commercial banks by women. Disaggregating data by sex therefore allowed Solomon Islands to set targets, track progress made and monitor the effects of policy modifications.

Source: Measuring Women's Financial Inclusion: The Value of Sex-Disaggregated Data, 2015:

<http://www.gbaforwomen.org/download/draft-report-measuring-womens-financial-inclusion/>

The case of the Solomon Islands shows the impact of using sex-disaggregated data. Its government used sex-disaggregated data and further included sex-disaggregated targets to increase the number of bank accounts. They dramatically simplified the procedure of opening an account. This led to an enormous increase of bank accounts owned by women.

Display slide no. 22:

Another example of an impact of using sex-disaggregated data is the Women's Guarantee Fund in Rwanda:

The National Bank of Rwanda has used sex-disaggregated data to identify barriers to women's financial inclusion and established initiatives to address these, such as a Women's Guarantee Fund. The Women's Guarantee Fund is meant to boost women's access to financing to facilitate their income-generating activities. This scheme gives economically active women with no collateral and no credit record key assistance in accessing funds. Eligible projects benefit from a 50% guarantee for an individual project or a 70% guarantee for a project run by an association of women. For individual projects, the loan ceiling is Rwf 5 million, while for women associations, the loan ceiling is Rwf 10 million.

Source: <http://bpr.rw/guarant>

Show slide no. 23 on the definition and meaning of **gender-disaggregated data**:

Gender-disaggregated data comprises **analytical indicators derived from sex-disaggregated data on socioeconomic attributes**:

Quantitative indicators are, e.g.:

Level of income generated from agricultural activities for crops controlled by both males and females

Levels of women's and men's inputs, by socio-economic grouping, in terms of labour, tools, etc.

Number (or %) of women and men in key decision-making positions, by socio-economic grouping

Average household expenditure of female/male run households on education/health

Qualitative indicators are, e.g.:

Respondent attitudes towards new project component, disaggregated by sex.

Level of satisfaction by women and men with degree of participation in project implementation

Perception of change in gender equality within the community since the project started

Feedback with regard to the usefulness of training sessions and gender training material³⁷

Gender-disaggregated data is **particularly important for monitoring and evaluation**.

³⁷ Please see: Karabi Baruah, Gender-Disaggregated Data, For Training Course on "Gender Equitable development Projects", 27th June 2012, Danang, Vietnam

Show slide no. 24 and briefly discuss the example of Norway on national gender equality indicators:

Since 2008, Statistics Norway has published national gender equality indicators, including:

the share of one- to five-year-olds in kindergarten, gender distribution in municipal council representatives, education;

gender distribution in the workforce, distribution of income, gender distribution in part-time work, use of fathers' quotas;

Gender distribution in business structures, gender distribution in the public sector, gender distribution in the private sector, gender distribution among leaders and gender distribution in educational programmes. Results are published on a national scale and are also available by county and municipality to allow policy-makers to address regional and local issues.

Source: <http://www.oecd.org/gender/governance/toolkit/government/assessment-of-gender-impact/disaggregated-data/>

At the end of session 2, ask participants if they have worked with sex- or gender disaggregated data before. Ask them about their experiences and if they can come up with examples. Use flip-chart and markers or post-its/cards to illustrate categories when using sex-and/or gender-disaggregated data.

90 minutes	Session 3: Gender analysis models	Module 4 PowerPoint presentation slides
	Presentation and discussion	Flip-charts and markers
	Display slides no. 25- 29	Handouts:
		★ GENDER ANALYSIS MODEL-SIMPLE
		★ GENDER ANALYSIS MODEL-EXPANDED
		★ EXAMPLE 1 on Gender Analysis: FARMING HABITS CLOSE TO THE ADMINISTRATIVE BOUNDARY LINE
		★ EXAMPLE 2 on Gender Analysis: ROLES OF MEN AND WOMEN IN THE CONGOLESE ARMY
		★ EXAMPLE 3 on Gender Analysis: NATIONAL POLICE FORCE
		★ EXAMPLE 4 on Gender Analysis: A MINISTRY
		★ EXAMPLE 5 on Gender Analysis: elaborated for A RULE OF LAW MISSION

Session 3: Introduction to gender analysis model(s)

Explain that there are many different models – with differing degrees of complexity – of gender analysis. This session introduces two gender analysis models. We will look first at one of the simplest, but still very useful, models: the Harvard model SIMPLE.³⁸

Show slide no. 25 and distribute the handout on the gender analysis model SIMPLE and explain the model:

- ★ This model of analysis is based on the assumption that by reviewing what women, men and LGBTIQ+ people do and what resources they have access to and control over, the **social relationships** between women, men and LGBTIQ+ people and **the consequences/impact of these relationships can be identified and understood**.

- ★ The Harvard model consists of **four different profiles**:

1. Activity profile

This profile refers to the gendered division of roles and responsibilities by asking who does what, where and when?

2. Resources profile

Through their roles and responsibilities, people have different access to and control over resources. In this profile, we ask questions about who has access to and who controls what resources?

3. Causes profile

For this profile we look for the underlying causes of the above. Why does a situation look a certain way? Causes could be found in social attitudes, traditions, laws and customs, but also in poverty, lack of education, and other forms of disadvantage. An analysis of the causes is important when designing the long-term strategies.

4. Consequences profile

This is where we ask what the consequences are/what the impact of the previous two levels is on women, men, girls and boys. The answer tells us what the gender-specific needs, interests and opportunities are.

Ask the participants to identify what we mean by **resources**. Write down their examples on a flip-chart sheet. The point is to emphasise that we need to think about resources in a broad way.

Examples of resources are: (slide 26)

- ★ Money
- ★ Time

³⁸ This gender analysis model is also referred to as the Harvard model and is found in Suzanne Williams, Janet Seed and Adelina Mwau “The Oxfam Gender Training Manual”, Oxfam UK and Ireland: London, 1994

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- ★ Tools
 - ★ Land
 - ★ Information
 - ★ Skills
 - ★ Freedom of movement
 - ★ Education/training
 - ★ Decision-making ability

Also ask about the **difference between access and control** and point out that to have access to a resource is not the same as to control it. The one who controls resources is the one who has the power to decide who, how and for what a resource is used, or who has the power to set the agenda and make decisions. In many instances, women have access to resources, but they do not necessarily control them.

Show slide no. 27, distribute the handout on the Gender Analysis Model EXPANDED and explain:

This model is an elaborated version of the Harvard model in that **it adds two profiles: insecurities and social attitudes**. At the same time, it explicitly removes the causes profile, but indicates that several of the other profiles represent underlying causes.

Basic assumptions of the model are the same as in the first case.

This model has **five different profiles**:

Besides the activity, resources and consequences profile, which are the same as those in the first model, the new profiles are:

Protection/insecurities profile

This profile looks at the possible different insecurities/protection needs/concerns between women and men. Who faces what kind of insecurities/protection needs?

Social attitudes profile

Since women and men are affected differently by social attitudes (stereotypes, expectations), we have to ask questions about who is affected by what social attitudes.

Inform the participants that the **chosen gender analysis model(s) do have limitations**, including the following:

The Harvard models are efficiency-based, i.e. they aim at increasing project/programme efficiency. They do not, however, illustrate power relations or decision-making processes. Therefore, the framework offers little guidance on how to change existing gender inequalities.

Distribute the **following handouts**:

- ★ EXAMPLE 1 on gender analysis: FARMING HABITS CLOSE TO THE ADMINISTRATIVE BOUNDARY LINE
 - ★ EXAMPLE 2 on Gender Analysis: ROLES OF MEN AND WOMEN IN THE CONGOLESE ARMY
 - ★ EXAMPLE 3 on Gender Analysis: NATIONAL POLICE FORCE
 - ★ EXAMPLE 4 on Gender Analysis: A MINISTRY
-

-
- ★ EXAMPLE 5 on Gender Analysis: elaborated for A RULE OF LAW MISSION
 - ★ EXAMPLE 6 on Gender Analysis: elaborated to SUPPORT PEACE NEGOTIATIONS

Tell the participants that the gender analysis model(s) can be used in a straightforward way (as in the examples). Go through the examples.

Emphasise that the model can be used creatively to inspire our thinking and help us identify the questions that will help us to integrate a gender perspective.

Show the slide no. 28, which illustrates different questions to be used to conduct a gender analysis. Explain that ultimately, a gender analysis is about looking beyond the surface of a specific situation, place or institution in order to recognise that it makes little sense to talk about 'the community' or 'the IDPs' as homogenous groups of people.

Instead, we need to look at the different people in these groups and their different needs and opportunities. This means that we integrate a gender perspective by **asking a few more questions, thereby 'opening up the box'.**

Finish the session by briefly discussing the example below – display slide no. 29.

A gender analysis shed light on the Ebola disease outbreak, showing a disproportionate effect on women and children, with women constituting up to 75 percent of reported cases affecting women.

Women and girls are more often in contact with the bodily fluids of infected persons because they are usually caretakers for ill family members, more likely to be front-line health workers (nurses, midwives) or health facility service staff (e.g. cleaners, laundry etc.). Women are often traditionally tasked with preparing the corpses for burial, which exposes them to direct contact with the disease. Furthermore, women can contract the disease through sexual intercourse with men who have recovered from Ebola – as the virus stays in the semen for up to seven weeks after recovery. It is important to take into consideration that women are often not in a position to refuse sex – including within marriage – and to negotiate the use of condoms. Thus, while it is not that Ebola targets women, a gender analysis uncovers the effect that gender roles can have on the rights of women.

Source: Integrating a Gender Perspective into Human Rights Investigations, Office of the United Nations High Commissioner for Human Rights, 2018:
<https://www.ohchr.org/Documents/Issues/Women/Publications/GenderIntegrationintoHRInvestigations.pdf>

If there is still time for discussion about the example above, you could go through the four profiles of the Harvard model and write on a flip-chart the possible answers related to the activity profile, resource profile, causes profile and consequences profile.

(depending on the case study)	Exercises	Flip-charts and markers
	Display slides no. 30 (for Case Study 1)	Handouts:
		<ul style="list-style-type: none"> ★ Case Study 1: A gender perspective in reporting; exercise for case study 1 ★ Case Study 2: Ensuring local women's participation in a mission's meeting; and Exercise for Case Study 2 ★ Case Study 3: Sexual violence in the Security Sector; and Exercise for Case Study 3 ★ Case Study 4: Internal gender mainstreaming; and Exercise for Case Study 4 ★ - Case Study 5: A gender perspective in border management; and Exercise for Case Study 5 ★ Case Study 6: Gender and rule of law in 'Inland'; and Exercise for Case Study 6 ★ Case Study 7: Integrating a gender perspective in DDR programmes; and Exercise for Case Study 7; and DDR-Programme; Harvard Gender Analysis Model - EXPANDED ★ Case Study 8: Roll-out of NAP 1325; and Exercise for Case Study 8 ★ Case Study 9: Access to justice for minority women; and Exercise for Case Study 9 ★ Case Study 10: Discrimination against LGBTIQ+ people; and Exercise for Case Study 10

Session 4: Case studies to practice gender analysis

The purpose of this session is to get participants to practise conducting gender analysis on the basis of different case studies. Each case study last approximately 60 to 90 minutes, depending on the case chosen. The timeframe is indicated in the case study handouts.

The following case studies are offered as handouts to be found in the Module 4 folder of the course package:

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- ★ Case Study 1: A gender perspective in reporting
 - ★ Case Study 2: Ensuring local women's participation in a mission's meeting
 - ★ Case Study 3: Sexual violence in the Security Sector
 - ★ Case Study 4: Internal gender mainstreaming
 - ★ Case Study 5: A gender perspective in border management
 - ★ Case Study 6: Gender and rule of law in 'Inland'
 - ★ Case Study 7: Integrating a gender perspective in DDR programmes
 - ★ Case Study 8: Roll-out of NAP 1325
 - ★ Case Study 9: Access to justice for minority women
 - ★ Case Study 10: Discrimination against LGBTIQ+ people

Select the case study/studies you find most appropriate for your training audience. If time allows, you can do more than one case, or let different groups do different cases.

NOTES TO THE TRAINER

- ★ • An important objective is to make participants feel that integrating a gender perspective is something doable, which starts with a gender analysis: This is ultimately about asking a number of questions.
- ★ The analytical tools should be used with creativity. They are meant as an inspiration, but ultimately need to be adapted to each specific context.
- ★ If participants are interested in learning more about the discussed analysis models/frameworks, refer them to the **following reading**:

Gender & Conflict Analysis Toolkit for Peacebuilders, Conciliation Resources, December 2015 (page 8): <https://www.c-r.org/downloads/CR%20Gender%20Toolkit%20WEB.pdf>

Gender Analysis Tools and Frameworks, Florence Kyoheirwe Muhanguzi, Department of Women and Gender Studies, Makerere, University, Kampala, Uganda:
<https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/41681/IDL-41681.pdf>

Gender Analysis Frameworks: Same reality different windows? Ranjani K. Murthy, 2017:
https://www.researchgate.net/publication/316454579_Gender_Analysis_Frameworks_Same_reality_different_windows

ILO/SEAPAT's Online Gender Learning & Information Module:
<https://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm>

- ★ The purpose of Session 4 is for the participants to practice applying gender analysis. It is very common for people, even when they are gender-aware, to remain on a generic, 'gender-blind' level. You must make sure that the participants leave this generic level and explicitly spell out the gender dimensions.

Sample C in the exercise "Gender-sensitive reporting" builds on in-depth knowledge about the Georgian context. Such background knowledge cannot be expected from participants who are unfamiliar with Georgia. But even in a non-Georgian context, the sample has proven to be a good showcase of what it means to integrate a gender perspective and the possible benefits of it.

Each case has a number of concluding points. These should not be seen as exhaustive, but rather as examples.

References and further reading

G Elroy, "A Gender Perspective in CSDP", The Folke Bernadotte Academy, Stockholm, 2016

<https://fba.se/sa-arbetar-vi/forskning/publikationer/a-gender-perspective-in-csdp>

The Gender Handbook for Humanitarian Action, IASC 2017, available here:

<https://interagencystandingcommittee.org/gender-and-humanitarian-action/content/iasc-gender-handbook-humanitarian-action-2017>

SIPRI Multilateral Peace Operations Database, June 2018. Trends in women's participation in peace operations

How to Conduct a Gender Analysis, UNDP 2016:

https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf

OECD Toolkit for Mainstreaming and Implementing Gender Equality,

<http://www.oecd.org/gender/governance/toolkit/government/assessment-of-gender-impact/disaggregated-data/>

Measuring Women's Financial Inclusion: The Value of Sex-Disaggregated Data, 2015,

<http://www.gbaforwomen.org/download/draft-report-measuring-womens-financial-inclusion/>

<http://bpr.rw/guarant>

Karabi Baruah, Gender-Disaggregated Data, for Training Course on "Gender Equitable development Projects", 27th June 2012, Danang, Vietnam

Suzanne Williams, Janet Seed and Adelina Mwau "The Oxfam Gender Training Manual", Oxfam UK and Ireland: London, 1994

Integrating a Gender Perspective into Human Rights Investigations, Office of the United Nations High Commissioner for Human Rights, 2018:

<https://www.ohchr.org/Documents/Issues/Women/Publications/GenderIntegrationintoHRInvestigations.pdf>

Gender Analysis Tools and Frameworks, Florence Kyoheirwe Muhanguzi, Department of Women and Gender Studies, Makerere University, Kampala, Uganda:

<https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/41681/IDL-41681.pdf>

Gender Inclusive Framework and Theory, USIP 2018:

<https://www.usip.org/sites/default/files/2018-08/gender-inclusive-framework-and-theory-guide.pdf>

Gender Analysis Frameworks: Same reality different windows? Ranjani K. Murthy, 2017:

https://www.researchgate.net/publication/316454579_Gender_Analysis_Frameworks_Same_reality_different_windows

ILO/SEAPAT's Online Gender Learning & Information Module:

<https://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm>

MODULE 5 – Role Play Exercise on Women’s Participation in Peace Talks

Estimated timeframe

2 hours

Learning objectives

After completing the module participants will be able to:

- ★ identify the obstacles women face when it comes to participation in peace processes;
- ★ describe ways different stakeholders including external actors can support women’s meaningful participation in peace processes;
- ★ identify challenges to a meaningful participation of women in peace processes and peace negotiations.

What you will need for the session:

- ★ Flip-charts, markers, cards or big post-its
- ★ Handout of Module 5 for each participant
- ★ Pre-reading materials for each participant

Duration	Activity	Resources/comments
120 minutes	Session 1: Role play exercise on women’s participation in peace talks Exercise	Flip-charts and markers, notecards and large post-its Handout: Exercise on women’s participation in peace talks Pre-reading materials, e.g.: EGM Women Meaningful Participation in negotiating peace, UN WOMEN 2018: http://www.unwomen.org/en/digital-library/publications/2018/10/egm-report-womens-meaningful-participation-in-negotiating-peace

The facilitator introduces the session and briefs participants on the case study.

Distribute the handout and follow the instructions for the exercise. Facts are made available on the handouts. Participants are divided into 4 groups:

- ★ Group 1 plays the government's negotiating team.
- ★ Group 2 plays the armed group's negotiating team.
- ★ Group 3 plays the UK facilitator and his support team.
- ★ Group 4 plays representatives of (I)NGOs and local organisations working for peace in the country.

Participants are provided with further instructions on their specific group and the role-play exercise:

- ★ Groups 1, 2 and 3 are asked to prepare for an informal chat, initiated by the Austrian facilitator and his team, which includes an agenda item on women's participation in the peace talks.
- ★ Group 4 is asked to prepare for a meeting arranged with an adviser to the Austrian facilitator (ideally played by an external person or second trainer) to discuss women's meaningful participation in the peace process.
- ★ Please note that Group 4 ((I)NGOs working for peace in the country) is deliberately excluded from the first role-play scenario.

Participants are given 15 minutes to read the instructions, recap the case study and read the scenario. They then have about 30 minutes to work as a group on the assignment.

The facilitator circulates between the groups to assist, if necessary.

After the group discussions, Groups 1, 2 and 3 move to one part of the room, Group 4 to the other, in order to discuss women's participation in the peace talks.

In Groups 1, 2 and 3, one participant of Group 3 is asked to facilitate the discussion; in Group 4, one participant out of the group should do the same.

Participants are asked to return to their initial seats and will then provide feedback.

The trainer asks one person per group to briefly re-cap the assignment, then to share reflections on practical and political challenges faced by women with regard to participation in peace processes. It is important to provide equal opportunity for feedback to both groups.

The participants are then asked about the strategies that can be used to ensure women's meaningful (rather than merely symbolic) participation.

NOTES TO THE TRAINER

- Clarify that participants should feel free to observe and comment afterwards if they do not feel comfortable playing a role.

References and further reading

EGM Women's meaningful participation in negotiating peace, UN WOMEN 2018:

<http://www.unwomen.org/en/digital-library/publications/2018/10/egm-report-womens-meaningful-participation-in-negotiating-peace>

Gender & conflict analysis toolkit for peacebuilders, Conciliation Resources, December 2015

<https://www.c-r.org/downloads/CR%20Gender%20Toolkit%20WEB.pdf>

Module VI: Evaluation and Closing

All training should be conducted in accordance with the European Convention on Human Rights (ECHR) principles, using procedures and common terminology, while at all times ensuring adherence to best practices pertaining to safety, professionalism, behaviour and diversity.

The ENTRi Project developed a comprehensive evaluation toolbox applicable to all training efforts offered under the ENTRi umbrella or elsewhere. Course organisers should be able to implement an effective evaluation process as part of organising a training based on the ENTRi package. The course package programme should be appraised in accordance with the ENTRi evaluation toolbox to ensure that the programme:

- ★ achieves its aim(s) and intended learning outcomes;
- ★ is delivered in a manner which reflects the highest standards of professional practice;
- ★ guarantees sustainable use of resources;
- ★ meets the needs of learners;
- ★ meets the requirements of civilian crisis management/peacebuilding missions.

Since it is a long path from a training course to the actual implementation of the acquired skills, effective evaluation needs to be multifaceted in order to identify which aspects of training need adjustments or improvement. Hence, it is useful to carry out several types of evaluation, each of which aims at a different “level of evaluation.” Four such levels of evaluation can be distinguished (Kirkpatrick 1979): Reaction, learning, behaviour, and results. In order to guarantee a systematic and comprehensive assessment of the training programme and its impact, ENTRi conducts five different types of evaluation that correspond to the four levels:

- ★ All training courses are to be evaluated by the participants with a **Post-Course Evaluation Form**.
- ★ Training courses are to be evaluated by the implementing organisation as well as in a peer review by the partnering organisation (**special form – Guided feedback for peer review**).
- ★ Effectiveness of the training is evaluated by checking the learning progress of individual participants in anonymous **In- and Out-Tests**.
- ★ After six months, former course participants receive a link to an anonymous online survey (**Six-Month-Post Evaluation**) in order to generate feedback on the relevance of the course’s content with regard to their working environment and duties in mission.
- ★ ENTRi Consortium occasionally implements **Training Impact Evaluation Missions** in order to measure the impact of ENTRi training on participants and their working environment.



The focus of each evaluation gradually shifts from looking at the individual, to the training courses, and finally to the working environment of former trainees.

The main purposes of ENTRi evaluations are:

- ★ to improve future training activities and projects through feedback of lessons learned;
- ★ to provide a basis for accountability, including the provision of information to the donor, the public and interested third parties.

To learn more about the ENTRi Evaluation Framework and download the evaluation tools, please visit: <http://www.entriforccm.eu/resources/packages.html>

For the course evaluation please use the following document, to be found in the folder “handouts”:

ENTRi Evaluation Toolkit Evaluation Form.docx

Downloadable materials include:

Course Evaluation Form		
Evaluation Type	Level of Evaluation	Purpose
<ul style="list-style-type: none">★ Course evaluation sheets for trainees: The focus lies on how participants perceived the different trainers and modules (content and methodology), the overall organisation of the course (incl. logistics) and the facilities.★ Course organisers are obliged to ask participants about how they perceived the training and are asked to note feedback comments in the course director's report.★ Peer review by implementing partner organisation★ Course directors report	Reaction	<ul style="list-style-type: none">★ “General estimate of a particular course's success based upon the views of the participants”★ Addresses the trainers' behaviour and the participants' experience★ Reflects participants' opinions (“customer satisfaction”)★ Measure of feelings, not of actual learning

In- and Out-Test		
Description	Level of Evaluation	Purpose
<ul style="list-style-type: none">★ Participants have to participate in two tests, one before and one after the ENTRi training course. The focus of the test is not on individual performance of the respective trainee, but rather to check on the learning success.	Learning	<ul style="list-style-type: none">★ Identification of principles, facts, and techniques that were understood and absorbed by the participants (cognitive skills, knowledge)

6-Month Post Questionnaire

Description	Level of Evaluation	Purpose
<p>★ The questionnaire serves to assess to what degree participants are able to apply the skills acquired in the training courses for their working life – in particular the ability to integrate quickly into the mission environment, the ability to become agents of change within their organisation, and the ability to enable former participants to better contribute to the implementation of the respective mission mandate.</p>	Behaviour	<p>★ Estimation of training-related transfer of learning/knowledge into behaviour</p> <p>★ Feedback to those involved in (re-) designing programmes to meet future needs</p>

Training Impact Evaluation Mission (TIEM)

Description	Level of Evaluation	Purpose
<p>★ Through qualitative interviews, TIEMs analyse the impact ENTRi pre-deployment and specialisation trainings had on:</p> <ol style="list-style-type: none"> 1) capacity building, i.e. knowledge, skills, attitude, networks; 2) the use of capacity by the individual in a mission; 3) the impact of the individual using capacity built by ENTRi on his/her performance and in fulfilling the mission mandate. 	Results	<p>★ Estimation of impact of training-related behavioural change on organisation.</p>

Estimated timeframe

90 minutes

What you will need for the session:

- ★ Flip-charts, markers
- ★ Printed copies of the evaluation sheets (to be downloaded from:
<http://www.entriforccm.eu/resources/packages.html>)
- ★ Out-Test

Duration	Activity	Resources/comments
30 minutes	Session 1: Out-Test	Printed copies of the Out-Test

Session 1: Out-Test

Ask participants to retrieve the numbered cards assigned to each of them during the In-Test, and distribute the Out-Test. Remind them that the Out-Test is anonymous and is intended to allow participants to check on the learning success.

Note: If only few modules were delivered, make sure to delete the questions relating to modules and topics that were not covered.

30 minutes	Session 2: Evaluation	Printed copies of the evaluation sheets Flip-chart and markers
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Session 2: Evaluation

Distribute the evaluation sheets to the participants to assess overall organisation of the course (incl. logistics) and the facilities.

Remind them that it is anonymous and explain that it aims to improve future training activities and projects.

Retrieve the flip-chart with the expectations raised by the participants on the first day of the training (see Day 1, Module 0, Session 3) and review them with participants, identifying which of the expectations were met.

Guide an oral feedback session using the flip-chart in order to assess the overall level of satisfaction of participants with regard to lectures, organisational aspects and logistics. This is intended to be a sharing platform for suggestions and feedback.

30 minutes	Session 3: Closing ceremony	Printed and signed copies of the Certificates
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Session 3: Closing ceremony

In a closing speech, the following key messages can be conveyed:

- ★ The expectations of participants were met concerning the content/quality of the training and the professionalism of the trainers and facilitators.
- ★ The importance of lifelong learning
- ★ What participants have learned during the training will be useful for performing their tasks and improving how they contribute to their professional goals.

The participants are presented with their certificates of attendance. Summarise the training briefly and return to the overarching learning objectives. Do not forget to inform the participants about the upcoming evaluations.

Annex

Key gender terms

Gender equality refers to equal opportunities and outcomes for all genders, including diverse gender identities. This involves ending discrimination and structural inequalities regarding access to resources, opportunities and services. Promoting gender equality means taking into account that women and men, girls and boys, and diverse gender identities have different needs and roles.

Gender equity refers to giving fair treatment to all genders, according to their respective needs. Ultimately, gender equity leads to the achievement of gender equality. However, this term is controversial with regard to its application and is thus preferably not used by the United Nations.

Gender-sensitive policies refer to policies that effectively promote gender equality by treating women, men and the diverse gender identities fairly according to their specific roles and needs.

Gender mainstreaming is the process of integrating the experiences, needs, interests, concerns and opportunities of women and men, girls and boys, and the diverse gender identities at every stage of a decision, programme or project cycle, from planning to implementation and evaluation. Gender mainstreaming aims at eliminating gender inequality.

Gender identity refers to a person's innate, deeply felt internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth (UNAIDS Terminology Guidelines).

Gender analysis refers to a tool or method used to assess and understand the differences in the lives of women and men, girls and boys, and the diverse gender identities, and the relationships between and among them; this includes their access to resources and opportunities, their activities and any possible discrimination they face.

Gender roles refer to the responsibilities traditionally assigned to women and men (girls and boys), and to LGBTIQ+ people, in societies where there are non-binary systems (please see literature on that in the Selected bibliography). Gender roles are shaped by a multiplicity of social, economic, political, cultural and other factors; they can change over time and may differ from one group of women, men and different genders/LGBTIQ+ people to another.

Gender balance or gender parity is having an equal number of women and men in all areas of work (at all levels, including at senior positions). Please note: LGBTIQ+ should also be taken into consideration.

Gender-based violence is an umbrella term that refers to any harmful act that is perpetrated against a person's will and based on a person's sex or sexual identity.

Gender-blind policies refer to policies that ignore the different socially determined roles, responsibilities and capabilities of women, men and the diverse gender identities.

Gender-neutral policies are not aimed specifically at either men or women or the diverse gender identities, but are assumed to affect both sexes equally.

Gender-specific policies recognise gender differences and target either men or women or people of a certain gender/LGBTIQA+ people, within existing roles and responsibilities.

Gender-redistributive policies seek to change the distribution of power and resources in the interest of gender equality.

Gender (and age) markers help determine if an activity or programme is designed well enough to ensure that women, girls, men and boys, and the diverse gender identities will benefit equally from it, or if it advances gender equality in other ways (e.g. CARE, ECHO and IASC have gender marker toolkits available online).

Gender continuum is a conceptual framework used to reflect on the extent to which programming is gender-transformative. The five points in the spectrum include 'harmful', 'neutral', 'sensitive', 'responsive' and 'transformative'."

Selected bibliography

This is a non-exhaustive list of documents you can provide to participants:

1. Comprehensive approach to EU Implementation of United Nations Security Council Resolutions 1325 and 1820 on Women, Peace and Security (doc. 15671/08), December 1, 2008
2. Implementation of UNSCR 1325 as reinforced by UNSCR 1820 in the context of ESDP, December 3, 2008, doc 15782/3/08 REV 3
3. EU Guidelines on violence and discrimination against women and girls and combating all forms of discrimination against them, December 3, 2008
4. Compilation of documents: Mainstreaming Human Rights and Gender into European Security and Defence Policy, Brussels, 2008
(http://www.consilium.europa.eu/ueDocs/cms_Data/docs/hr/news144.pdf)
5. Implementation of UNSCR 1325 and 1820 in the context of training for the ESDP missions and operations – recommendations on the way forward, 30 Sept. 2009
6. 17 Indicators for the Comprehensive approach to the EU implementation of the United Nations Security Council Resolutions 1325 and 1820 on Women, Peace and Security (document 11948/10), July 26 2010
7. Report on the EU-indicators for the Comprehensive Approach to the EU Implementation of the UNSCRs 1325 & 1820 on Women, Peace and Security (9990/11)
8. United Nations Security Council Resolution 1325 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1325\(2000\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1325(2000))
9. United Nations Security Council Resolution 1820 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1820\(2008\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1820(2008))
10. United Nations Security Council Resolution 1888 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1888\(2009\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1888(2009))
11. United Nations Security Council Resolution 1889 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1889\(2009\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1889(2009))
12. United Nations Security Council Resolution 1960 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1960\(2010\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1960(2010))
13. United Nations Security Council Resolution 2106 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2106\(2013\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2106(2013))
14. United Nations Security Council Resolution 2122 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2122\(2013\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2122(2013))
15. United Nations Security Council Resolution 2242 on Women, Peace and Security
[http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2242\(2015\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2242(2015))
16. Report of the UN Secretary-General on conflict-related sexual violence, 03/13/2014
17. Report of the UN Secretary-General on Women, Peace and Security: 26 indicators for the implementation of the UNSCR 1325, April 6, 2010
18. Compilation of documents: Mainstreaming Human Rights and Gender into European Security and Defence Policy, Brussels, 2008
http://www.consilium.europa.eu/ueDocs/cms_Data/docs/hr/news144.pdf
19. Gizelis, Theodora-Ismene & Olsson, Louise (eds.) Gender, peace and security: implementing UN Security Council Resolution 1325, Routledge, Oxford, 2015
<https://www.routledge.com/products/9781138800021>

20. Preventing Conflict, Transforming Justice, Securing the Peace – A Global Study on the Implementation of United Nations Security Council Resolution 1325, UN Women, 2015
<http://wps.unwomen.org/~media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf>
21. Olsson, Louise et al. Gender, Peace and Security in the European Union's Field Missions, Folke Bernadotte Academy, Stockholm, 2014
<https://fba.se/sa-arbetar-vi/forskning/publikationer/Gender-Peace-and-Security-in-the-European-Unions-Field-Missions/>
22. The Gender Handbook for Humanitarian Action, IASC 2017,
https://reliefweb.int/sites/reliefweb.int/files/resources/iasc_gender_handbook_2017.pdf
23. Look Back at 2018: The Year in Women, Peace and Security:
<https://oursecurefuture.org/blog/2018-year-women-peace-security>
24. <https://theglobalobservatory.org/2018/10/without-prioritization-peace-womens-leadership-wps-in-peril/>
25. https://www.fsg.org/sites/default/files/Gender%20Case%20Study%20Community-Led%20Sanitation%20Feb%202018_2.pdf

Literature that includes a more holistic view on gender/LGBTIQA+:

<https://www.ohchr.org/Documents/Issues/Women/Publications/GenderIntegrationintoHRInvestigations.pdf>

Steven Lam, Warren Dodd, Jane Whynot, Kelly Skinner, How is gender being addressed in the international development evaluation literature? A meta-evaluation, Research Evaluation, Volume 28, Issue 2, April 2019, Pages 158–168,

<https://doi.org/10.1093/reseval/rvy042>

<https://www.sipri.org/commentary/blog/2018/lets-talk-about-womens-issues>

<https://www.sipri.org/commentary/blog/2018/towards-comprehensive-approach-sustaining-peace-reality-too-complex-tweet>

Voß, Heinz-Jürgen, Von der Präformation zur Epigenese: Theorien zur Geschlechtsentwicklung in der Biologie. In: Koreuber, Mechthild; Aßmann, Birte (eds.): Das Geschlecht in der Biologie: Aufforderung zu einem Perspektivenwechsel (Schriften zur interdisziplinären Frauen- und Geschlechterforschung, Band 12). Baden-Baden: Nomos. p 151-169, 2018

Voß, Heinz-Jürgen, Die Biologie des Geschlechts. In: Schweizer, Katinka; Vogler, Fabian (eds.): Die Schönheiten des Geschlechts: Intersex im Dialog. Frankfurt/Main: Campus Verlag. Pages 177-185; 2018

Marilyn Strathern, Carol Mac Cormack (eds.), Nature, Culture and Gender, Cambridge University Press, 1980, <https://www.reposoc.sociology.cam.ac.uk/nature-culture-gender>

Binaohan, B. (2014) decolonizing trans/gender 101, 2014, biyuti publishing, Toronto

Other training resources

This is a non-exhaustive list of similar training resources that can be used or referred to.

1. ZiF, Training Manual - Mainstreaming Gender into Peacebuilding Trainings. Berlin, 2016
2. DCAF, Gender and Security Sector Reform Resource Package. Geneva, 2010
3. UN Women, I Know Gender- Module 11 on Women, Peace and Security. Santo Domingo, 2016. Available at: <https://trainingcentre.unwomen.org/portal/product/i-know-gender-11-women-peace-and-security/>
4. Peace Operations Institute, Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa. Available at: <https://www.peaceopstraining.org/courses/un-scrs-women-peace-and-security-africa/>